

Year – 1		The Adventures of Bear	Autumn 2
ROOTS Link: Speak kindly	Whole School Project: -	Ignites, Trips, Visits & Visitors:	Food tasting from around the UK Famous faces Visit a canal boat
Vision: Last half term we learnt about our local area, Milton Keynes and the Bears journey took him to London. Now we are moving on with our adventure around the rest of the United Kingdom. Where the children will learn the names of the countries, the capital city, the flag and any distinguishing landmarks.		Key Texts: The secret of kelpie Dragons Dilwyn the Red Dragon The treasure of the Loch ness monster Lari Don Katie in Scotland Finn MacCool and the Giant’s Causeway Mabel and the Mountain https://www.slideshare.net/StefanoFalsini123/welsh-dragon-tale	
History/ Geography			
NC Links	Knowledge	Skills	
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas · Use world maps, atlases and globes to identify the United Kingdom and its countries	United Kingdom is made up of England, Scotland, Wales and Northern Ireland Capital cities of United Kingdom nations · England - London · Wales - Cardiff · Scotland - Edinburgh · Northern Ireland - Belfast Identify flags of United Kingdom nations Key landmarks of UK · <u>England</u> - Buckingham Place, Stone Henge, Angle of North	Use map of United Kingdom to label the four countries making up the UK Use map of United Kingdom to label the four countries & identify their capital cities. To make observations from pictures, videos about the characteristics of the four countries that make up the UK Use aerial photographs to recognise landmarks	

	<ul style="list-style-type: none"> · <u>Wales</u> - Mount <u>Snowdon</u>, Cardiff Castle · <u>Scotland</u> - Edinburgh Castle, Glenfinnan Viaduct, Forth Bridge <p>OL: Can I name the 4 countries of the United Kingdom? OL: Can I name the capital city of Wales? OL: Can I name the capital city of Scotland? OL: Can I name the capital city of Northern Ireland? OL: Can I identify the 4 flags of the United Kingdom? OL: Can I identify key landmarks of the United Kingdom?</p>	<p>OL: Can I label a map of the United Kingdom with its 4 countries? OL: Can I label a map of the United Kingdom and identify the capital cities? OL: Can I make observations from pictures, videos about the characteristics of the four countries that make up the UK OL: Can I use aerial photographs to recognise landmarks</p>
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English	
<p>Weeks 1 & 2 Text: Katie goes to Scotland WAGOLL: Letter to teacher telling them about your trip to Scotland Purpose: To express information Audience: Important person</p> <p>Weeks 3 & 4 Text: Dragons Dilwyn the Red Dragon WAGOLL: Dragon character description Purpose: To describe Audience: general</p> <p>Weeks 3 & 4 Text: Finn MacCool and the Giant's Causeway WAGOLL: Short story Purpose: To entertain and explain Audience: general</p>	<p><u>Short Bursts:</u></p> <ul style="list-style-type: none"> ● description of Scotland ● adjectives to describe a dragon ● setting description

NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<ul style="list-style-type: none"> • leaving spaces between words • beginning to punctuate sentences using a capital letter and a full stop, question • using a capital letter for names and at the start of a sentence • composing a sentence orally before writing it • sequencing sentences to form short narratives 	<p>Grammar and Spelling Knowledge:</p> <ul style="list-style-type: none"> • Naming the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound. • Use of capital letters and full stops to demarcate sentences. • Question marks to demarcate sentences and write own questions. • Use and understand the grammatical terminology (in English Appendix 2) in discussing their writing, <p>Understands term phoneme and grapheme</p>	<p>Grammar and Spelling Knowledge:</p> <ul style="list-style-type: none"> • Naming the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound. • Use of capital letters and full stops to demarcate sentences. • Question marks to demarcate sentences and write own questions. • Use and understand the grammatical terminology (in English Appendix 2) in discussing their writing, <p>Understands term phoneme and grapheme</p>

Speaking & Listening		
Speaking & Listening	Presentation	
<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Consider and evaluate different viewpoints, attending to and building on the contributions of others Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Select and use appropriate registers for effective communication 		
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> all letters of the alphabet and the sounds which they most commonly represent consonant digraphs which have been taught and the sounds which they represent guidance and rules which have been taught 	<ul style="list-style-type: none"> To know and apply all phases of phonics sounds Use spellings rules taught in their written work 	<p>Apply the following spelling rules: The sounds /f/ and /s/, spelt 'ff' and 'ss' /s/, spelt 'ff' and 'ss' The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck' The sound spelt n before g 'ng' The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck' The sound 'ch'</p>
Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> Know upper and lower case letters To know letter families within the Think Write scheme (i.e. Harriet the Cow) To know when to use a capital letter 	<ul style="list-style-type: none"> Are able to rearranging words and punctuation to create a question and understand that a question should contain a question word

<ul style="list-style-type: none">• form capital letters• Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these.		<ul style="list-style-type: none">• Is able to explain the term 'noun' and 'adjective'• form digits 0-9
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Science- Celebrations

Enquiry Questions:

Light- What would it be like if all the lights went out where you live?
 What do you think it would be like without the Sun to give us light?
 If there was a power cut and there was no electricity and the lights at home did not work, what could you use to read or move about your house with?
 Music- What is your favourite musical instrument?
 What do you have to do to make it sound?
 What kind of musical instrument could you make using a plastic bottle?
 How does music make you feel? Do different types of music make you feel different? How?
 Food- Why do you think there are different kinds of food?
 What do you think it would be like if we all ate only one kind of food?
 What if we could not cook using heat? What kinds of food would you miss?

Key Vocabulary:

Illuminate: brighten up with light
 Light source: something that gives out light
 Opaque: a material that does not let light pass through
 Reflect: when light hits an object and bounces off
 Translucent: a material that lets some light through but you cannot see through it clearly
 Transparent: a material that lets lights through and you can see things very clearly through it
 Shadow- the dark shape that an object makes
 Sound: a vibration that travels through the air and can be heard by the ear.
 Source of sound: an object that makes a sound
 Vibration: sounds can be made by vibrating an object: something that moves backwards and forwards.

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials 	<p>This topic uses the theme of celebration to explore a number of curriculum areas, including everyday materials, plants and light.</p> <ul style="list-style-type: none"> Say which part of the body is associated with each sense. Distinguish between an object and the material from it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. 	<ul style="list-style-type: none"> Observing using simple equipment- Children to observe what they see and what part of the body they are using. Identify and classify- Sort and identify light sources. Perform simple tests- Children to make own shadow puppet and perform simple test of different materials. Use observations and ideas to suggest answers to questions-

<ul style="list-style-type: none"> compare and group together a variety of everyday materials on the basis of their simple physical properties 	<ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common plants, including trees. OL: Can I say which part of the body is associated with each sense? OL: Can I distinguish between an object and the material from it is made? OL: Can I Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock? OL: Can I describe the simple physical properties of a variety of everyday materials? OL: Can Identify and describe the basic structure of a variety of common plants, including trees? 	<p>gather and record data- Observe candles and answer questions using their observations. OL: Can I observe using simple equipment? (Children to observe what they see and what part of the body they are using) OL: Can I Identify and classify-light sources? OL: Can I make my own shadow puppet and perform simple test of different materials? OL: Can I use observations and ideas to suggest answers to questions- gather and record data? OL: Can I observe candles and answer questions using their observations?</p>
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Music		
Termly Focus:	Singing	Key Vocabulary: High, Middle, Low, voice, note, diction, expression, loud, quiet.
NC Links	Knowledge & Skills	
	<p>Copy H/M/L sounds vocally (soh-me-lah-doh)</p> <p>Respond to H/M/L sounds with movement and hand signs</p> <p>Children sing and play in school performances and assemblies in unison or canon</p> <p>They sing with good diction, expression and confidence</p> <p>Children copy soh-me-lah and soh-me-doh phrases accurately in groups or individually.</p> <p>Some voices are not yet developed but follow the contours of the melody.</p> <p>Children sing songs from C to C' confidently and accurately and explore a greater range through games</p> <p>They sing in unison, canon and with a sung ostinato</p> <p>Follow pictorial cues and puppets to show changes in pitch, duration and dynamics</p>	

Computing-Creating media		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p>During this unit, learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering</p>	<p>OL: Can I make marks on a screen?</p> <p>OL: Can I draw lines on a screen?</p> <p>OL: Can I use the paint tools to draw a picture?</p> <p>OL: Can I make marks with the square and line tools?</p> <p>OL: Can I use the shape and line tools effectively?</p>

their preferences when painting with and without the use of digital devices.

- OL: Can I use the shape and line tools to recreate the work of an artist?
- OL: Can I choose appropriate shapes?
- OL: Can I make appropriate colour choices?
- OL: Can I create a picture in the style of an artist?
- OL: Can I choose appropriate paint tools and colours to recreate the work of an artist?
- OL: Can I make dots of colour on the page?
- OL: Can I change the colour and brush sizes?
- OL: Can I use dots of colour to create a picture in the style of an artist on my own?

Design Technology		
NC Links	Knowledge	Skills
<p>Design Technology National curriculum statements:</p> <p><u>Design</u> design purposeful, functional, appealing products for themselves and other users</p> <p><u>Make</u> select from and use a range of tools and equipment to perform practical</p> <p><u>Evaluate</u> explore and evaluate a range of existing products against design criteria</p> <p><u>Technical knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable in their products</p>	<p>DT: Textile tree (Curriculum link to materials, science)</p> <p><u>Design</u> OL: Can I design a textile branch for the class tree that meets the design specification? OL: Can I generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology? (adapt as appropriate)</p> <p><u>Evaluate</u> OL: Can I explore and evaluate a range of textiles and their properties? OL: Can I evaluate mine and others choices in textile?</p>	<p><u>Make</u> OL: Can I wrap and secure fabric by securing the fabric strip at one end of the tube with a paperclip, wrap around until the tube is covered and then secure the other end with a second paperclip to create a tube branch? OL: Can I wrap and secure fabric starting in the middle of the fabric, wrap both ends around the tube at once until the tube is covered and then knot the two ends together? OL: Can I use a pencil to draw around a leaf template accurately? OL: Can I use scissors to accurately cut my template out? OL: Can I manipulate a pipe cleaner to be used as a hook? OL: Can I make a fold that could be used as a hook?</p>
RE		
NC Links	Knowledge	Skills
<p>See RE guidance non-statutory 2010</p>	<p>Key question for this enquiry: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?</p> <p>We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p>	<ul style="list-style-type: none"> ● OL: Can I identify a gift I'd love and why this would be special to me? ● OL: Can I match the gifts to the Christmas story? ● OL: Can I retell the Christmas story? ● OL: Can I discuss what presents Jesus may have got in the current day?

	<p>Opportunity for local visit to St. Andrews Church for carols.</p>	<ul style="list-style-type: none"> • OL: Can I decide on a gift that I would give Jesus and explain why?
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PSHE-Celebrating difference		
NC Links	Knowledge	Skills
<p>See non-statutory guidance NC</p>	<ul style="list-style-type: none"> • Children will learn how people are different • To understand some ways in which they are different to their friends • To know that these differences make us special and unique. 	<p>OL: Can I identify similarities between people in my class? OL: Can I identify differences between people in my class? OL: Can I tell you what bullying is? OL: Can I understand who I would talk to if was feeling unhappy or being bullied? OL: Can I know how to make new friends? OL: Can I tell you some ways I am different from my friends?</p>

Art		
NC Links	Knowledge	Skills
	<u>Focus:</u> - <ul style="list-style-type: none">•	

PE- Gymnastics Rock & Roll		
NC Links	Knowledge	Skills
<p>National curriculum links: Master basic movements, balance, agility and coordination</p>	<p>Focus: Choose 2–3 different rocking and rolling actions and link them together into a short movement phrase. Make sure you move smoothly between the actions adding other actions to help as necessary</p> <p>Rocking and rolling actions – rocking/rolling in different body shapes. Short movement phrases – linking rocking and rolling actions. Smooth transitions – flowing from 1 skill to another using other additional actions as necessary</p>	<p>OL: Can I perform one rocking action showing control? OL: Can I link together 2 rocking actions showing a smooth transition? OL: Can I perform one rolling action showing good control and a quality in rotation? OL: Can I link together 2 rolling actions and adding other logical actions? OL: Can I create a sequence combining a rocking action to a rolling action? OL: Can I repeat and improve on my sequence?</p>

Maths		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. • recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 	<ul style="list-style-type: none"> • Addition and Subtraction within 10 (continued) • Geometry: Shape • Place value- within 20 	<ul style="list-style-type: none"> • Subtraction- Taking away, how many left? Crossing out. • Subtraction- taking away, how many left?- subtraction symbol • Subtraction- finding a part, breaking apart • Fact families- the 8 facts • Subtraction- counting back • Subtraction- finding the difference • Comparing addition and subtraction statements $a + b < c$ • Comparing addition and subtraction statements $a + b > c + d$ • Recognise and name 3-D shapes • Sort 3-D shapes • Recognise and name 2-D shapes • Sort 2-D shapes • Patterns with 3-D and 2-D shapes • Count forwards and backwards and write numbers to 20 in numerals and words • Numbers from 11-20 • Tens and ones • Count one more and one less • Compare groups of objects • Compare numbers

<ul style="list-style-type: none">• Given a number, identify one more and one less• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least• read and write numbers from 1 to 20 in numerals and words.		<ul style="list-style-type: none">• Order groups of objects• Order numbers
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