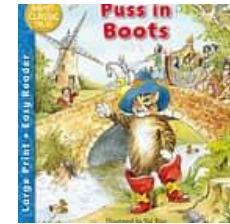
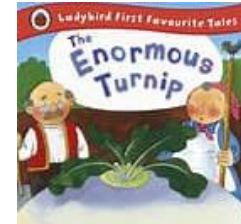
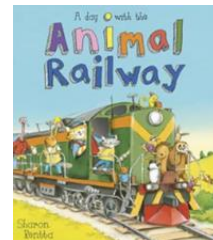
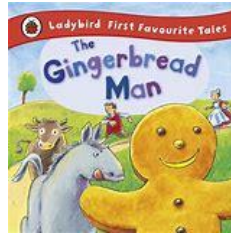
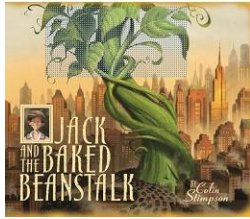
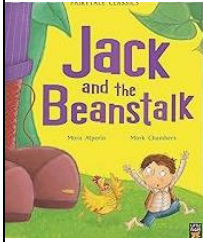


Autumn 1 :

Texts:



Home learning:

- Read at least 4 times a week at home (Reading record to be signed by an adult).
- Spelling (Yr 1 and 2)
- TT rockstars (Yr 1 and 2)
- Active learn phonic activities (Reception)

Literacy: Sentence structure, story writing, instruction writing.

Maths: Yr 1 and 2: place value within 20, Addition and subtraction, Place value within a 100, Shape **Reception:** Place value within 10, shape 2d, patterns

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:
Science Yr2	Growing plants	<ul style="list-style-type: none"> - Growth - Light, soil, water - Needs - Flourish - Seed, bulb - Equipment - Observing - Planting - Life cycle 	<p>Children will explore how seeds and bulbs grow into mature plants. They will investigate what plants need to grow and will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Children will discover where seeds come from by investigating fruits and seeds in their local environment. They will carefully observe and sort seeds and will also recognise how some plants are able to grow from bulbs. They will plant a variety of seeds, describing how they grow. Children will have the opportunity to plant seeds and to observe growth.</p> <p>Working Scientifically, children will observe seeds and plants using simple equipment. They will ask simple questions about what plants need to grow and they will perform simple tests recognising that their questions can be answered in different ways. They will observe and measure the growth of the plants over time.</p> <p>This unit builds on the work children have completed in Year 1 Plants.</p>

Science Yr1	Plants	<ul style="list-style-type: none"> - Flowers - Trees - Category - Plants - Growth - Soil - Water - Sun - Observe - Identification - Science 	<p>This unit will introduce children to the idea of plants as living things which grow and change over time. Children will work towards answering the Quest question, 'How can we make a plant identification kit?' The unit will encourage children to recognise the common features, similarities and differences between plants. Children will learn about the basic structure of a variety of common flowering plants, including trees. They will identify, name and describe the main parts of plants, including trees. They will learn that trees are plants and will learn the meaning of 'evergreen' and 'deciduous' when describing and comparing trees. Children will describe and compare common plants and trees in their local environment and will learn specific vocabulary relating to trees, e.g. trunk, bark etc. They will have the opportunity to plant, grow and observe their own plants throughout the unit.</p> <p>Children will consider how to treat plants as living things with care. At the end of the unit, children will create a model plant, a record of local plants and an identification kit for plants in their local area.</p> <p>Working Scientifically, children will focus on observing closely using simple equipment, naming and grouping and recognising similarities and differences between plants. Children will make and record their observations and will also have the opportunity to gather and record data in a simple way to help in answering questions.</p> <p>This unit builds on any work children have done in the Foundation Stage. This is the introductory unit on plants and lays the foundations for future work in this area.</p>
Understanding the World Reception	Forest school	<p>Beginning to introduce fire. Developing the skills to learn about how to be safe when there is a fire.</p> <p>Sensory explorations playing with mud, water and ice.</p> <p>Learning how to take care of ourselves with how we dress to stay warm in winter.</p> <p>A focus on making shelters and dens to help us stay dry when it rains.</p> <p>Introducing tools such as potato peelers to whittle, mallets, loppers and secateurs as we begin crafting.</p> <p>Crafting sessions using natural materials and wool to create gifts for Christmas.</p> <p>Looking at evergreen plants in winter: holly, ivy, fir trees.</p>	
RE Yr1 and 2	Who is a Christian and what do they believe?	<ul style="list-style-type: none"> - Christian - Belief - Son of God - Creator - Inspiration 	<p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. The planning gives opportunity for good links with the English curriculum. Teaching in this unit will help children to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. This unit also allow pupils to study prayer and in particular the Lord's prayer.</p>

	What is the good new Jesus brings?(Gospel)	- RE – Religious Education	
RE Reception	What is special about our world and where do we belong?	<ul style="list-style-type: none"> - God - World - Creation - Belong - Special - Unique - RE – Religious Education 	This unit begins with a focus on the natural world. Pupils are encouraged to experience the nature around them and reflect upon the natural world for themselves. This provides a basis for thinking about how the world was created and understanding that many religious people believe that God designed and created it. The creation story from Genesis is introduced alongside two stories from Islam focusing on care for Allah's creation
History Yr 1 and 2	Changes within living memory – family, toys, homes	<ul style="list-style-type: none"> - Past - Present - Timeline - Memory - Living memory - Changes - History 	This unit allows children to investigate how time has changed within living memory. This opportunity allows children to explore and have discussions about these changes with family members as well as looking at resources to compare between new and old.
History Reception	Different clothing	<ul style="list-style-type: none"> - Clothing - Past - Present - Timeline - history 	Children will explore clothing worn at different times of the year and the reasons for this linked with seasons before moving on to how clothing has changed over time within living memory.
Geography year 1 and 2			
PE	Games	<ul style="list-style-type: none"> - Teamwork - Player - Turn taking - Feedback - Bat and ball - Stretching - Cool down 	<p>To take part and participate in team games.</p> <p>To follow the simple rules of team games.</p> <p>To work alongside others to gain the same goal.</p> <p>To be happy for the winning team.</p>

Art	Inspired by Flora and Fauna	<ul style="list-style-type: none"> - Flora - Fauna - Artist - Drawing - Materials - Artwork - Drawing pencil - Images 	<p>That artists can be inspired by the flora and fauna around them.</p> <p>That we can use careful looking to help our drawing, and use drawing to help looking.</p> <p>That we can use a variety of materials to make images, and that the images we make can become imaginative.</p> <p>That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.</p>
DT			
Computing Reception	General skills	<ul style="list-style-type: none"> - Log on - Password - Username - Laptop - Mouse pad - Keyboard - Screen - Home button - Enter button - click 	<p>Using a laptop</p> <p>Logging on and off</p> <p>Typing in the password</p> <p>Opening up Active Learn</p> <p>Opening up Purple Mash</p> <p>Logging on to Active learn and purple mash independently.</p>
Computing Year 1 and 2	Introduction to PM & Creative Computing	<ul style="list-style-type: none"> - Purple mash - Login - Password - Program - Tools - Click - Typing 	<ul style="list-style-type: none"> - To login to Purple Mash. - To know how to start, save and complete 2Dos. - To open a program from the Tools area. - To save work. - To find work in the Work area. - To use paint tools to draw a picture. - To create a jigsaw using a digital device and share it so that others can play. - To create a placing game in 2DIY. - To create images and use these to make a game.
Internet safety	Self-image and identity	<ul style="list-style-type: none"> - Self-image - Identity - Internet safety - Trusted adults 	<p>Reception - I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>

		<ul style="list-style-type: none"> - Online - Offline 	<p>Year 1 – I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>Year 2 -I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened I can give examples of how they might get help.</p>
Music	Time to play – exploring pulse and rhythmic patterns	<ul style="list-style-type: none"> - Pulse - Rhythmic - Patterns - Perform - Steady - Beat - Poem - Graphic notations 	<p>From body percussion to disco music, this term develops children’s understanding of pulse and rhythm. The term begins with songs and activities to get children performing together rhythmically. The children will perform actions and movements to a steady pulse and play simple musical passing games. They will learn songs such as <i>March To The Beat</i> to explore the difference between pulse and rhythm, and investigate different ways to play rhythms, varying instrumental timbre and dynamics.</p> <p>Working as a class and in small groups, the children will learn to play a simple accompaniment to a song or poem, selecting suitable sounds and timbre. They will learn to create simple four-beat rhythms and represent these using graphic notations such as Beat Monsters!</p>
PSHE	Being me	<ul style="list-style-type: none"> - Difference - Unique - Identify - Likes - Dislikes - Strengths - Belonging - Special 	<p>Recognising the different groups they belong to.</p> <p>Identifying that everyone has different strengths.</p> <p>Recognising the ways in which they are the same and different to others.</p> <p>Recognising what makes them special.</p> <p>Identifying the ways in which we are all unique.</p> <p>Identifying what they are good at, what they like and dislike.</p>