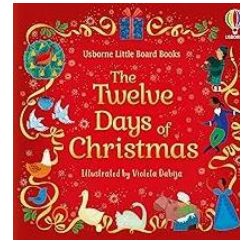
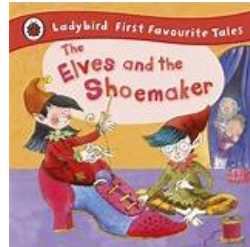
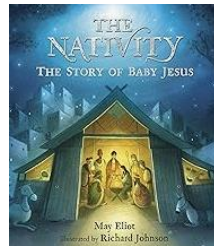


Autumn 2:

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: Letter, recount, story, poem

Maths Yr 1/2: Place value within a 100 and shape **Reception:** 2d shapes, Place value, number formation, careful counting and subitising

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:
Science Yr2	Changing shape	<ul style="list-style-type: none"> - Squashing - Bending - Twisting - Stretching - Materials - Melting - Freezing 	In this unit children will work towards answering the Quest question 'How can we make art from changing the shape of materials?' They will create a piece of artwork that applies the skills and knowledge developed in the unit. Children will learn that the shape of materials can be changed by squashing, bending, twisting and stretching. They will also explore how twisting can be used to make threads stronger and identify which materials bend or squash most easily.

		<ul style="list-style-type: none"> - Liquid - Solid - Strong - oobleck 	Working Scientifically, children will investigate how materials can be grouped according to their properties. They will have the opportunity to perform simple tests to find the stretchiest material and observe how silly putty changes over time.
Science Yr1	Identifying materials	<ul style="list-style-type: none"> - materials - Solid - Liquid - wood, metal, plastic, rubber, fur, towelling, nylon, wool, sponge, cotton wool, paper, card, brick, ceramics, rock and some liquids and powdered solids - Manufactured - Natural - Man made 	<p>In this unit children will have identified and named common types of materials including wood, metal, plastic, rubber, fur, towelling, nylon, wool, sponge, cotton wool, paper, card, brick, ceramics, rock and some liquids and powdered solids. They will have labelled, collected and grouped together objects made from the same material. They will state that different objects can be manufactured from the same materials. They will say why some materials are unsuitable for some objects.</p> <p>Working scientifically, children will have tested the properties of different liquids. They will have investigated which materials are good to wrap and protect a hollow chocolate object being sent through the post.</p>
Understanding the World Reception	Forest school	<p>Introduce fire.</p> <p>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	Why does Christmas matter to Christians? (Incarnation)	<ul style="list-style-type: none"> - Incarnation - Christian - Christmas - Nativity - Jesus - Gospels 	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.</p>
RE Reception	Why do Christians perform Nativity plays	<ul style="list-style-type: none"> - Incarnation - Christian - Christmas 	<p>Children to recall a simple version of the Nativity story.</p> <p>Children to explain that relationship between God and Jesus.</p> <p>Children to connect the idea of baby Jesus and adult Jesus through stories from the Bible.</p>

	at Christmas? (Incarnation)	<ul style="list-style-type: none"> - Nativity - Jesus - God 	Children to share their knowledge of why Christians perform Nativities to share the stories of Jesus and celebrate.
Geography Reception	Who are we and where do we belong?	<ul style="list-style-type: none"> - Village - Town - City - Country 	Children to have explored the village Children can say their home address Children to be able to identify the four seasons Children to be able to share likely weather for each season Children to give features of our village Children to make similarities and differences Children to ask questions for us to find the answers out to.
Geography Yr 1 and 2	Comparison UK and non-European country Jamaica	<ul style="list-style-type: none"> - Village - Town - City - Country - UK - European - Continent - Jamaica - Equator - Weather - Human feature - Physical geography 	Children to identify key weather for the UK. Children to identify key weather for Jamaica. Children to know the geographical similarities and differences between the UK and Jamaica. Children to be able to find the UK, Jamaica and key countries on a world map. Children to know about seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Children to know and use basic geographical vocabulary to refer to key physical features: sea, ocean, seasons and weather. Children to know basic geographical vocabulary to refer to key human features of the local environment including city, town, village, house, shop.
History			
PE	Gymnastics	<ul style="list-style-type: none"> • Curl • Relax • Shape • Roll • Travel • Stretch • Balance • Sequence • Direction • Speed 	<ul style="list-style-type: none"> • Make body curled, tense, stretched and relaxed • Control body when travelling and balancing • Copy sequences and repeat them • Roll, curl, travel and balance in different ways • Plan and perform a sequence of movements • Improve sequence based on feedback • Think of more than one way to create a sequence which follows some 'rules'

		<ul style="list-style-type: none"> • Control • Climb • Jump • Still • Movement • land 	
DT	Vehicles	<ul style="list-style-type: none"> • Design • Make, do , review • Evaluate • Improve • Detail • Features • Criteria • Product • Mechanism • Movement • Vehicle 	<p>Evaluate how well a product works.</p> <ul style="list-style-type: none"> - Draw a simple design and add annotations. - Use design criteria to help guide the making and evaluation process <ul style="list-style-type: none"> • Answer in detail a range of questions about an existing product to help explore and evaluate it. • Add detail and annotations to a design to show how different components move. • Incorporate the main features of design criteria into their product and evaluate their product in detail against design criteria.
Art		-	-
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	Creating pictures	<ul style="list-style-type: none"> - Digital - Impressionist - Pointillism - Style - Patterns - Movement - Portfolio 	<ul style="list-style-type: none"> - To create a digital art piece in an Impressionist style. - To create a digital art piece in a Pointillism style. - To create a digital art piece that is in the style of Piet Mondrian's work. - To create digital art patterns in the style of the Arts and Crafts movement. - To create a portfolio of digital art.
Internet safety R, YR1 and YR2	Self-image and identity	<ul style="list-style-type: none"> - Self-image - Identity - Internet safety - Trusted adults - Online - Offline 	<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> <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		-	
PSHE	Being safe	<ul style="list-style-type: none"> - Safe - Safe space - Trusted adults 	<p>Talking about rules and age restrictions that keep us safe.</p> <p>Recognising risk and what action to take to minimise harm.</p> <p>Describing how to keep safe at home.</p> <p>Describing ways to keep safe in familiar/ unfamiliar environments.</p> <p>Talking about the people whose job it is to help keep us safe.</p> <p>Explaining basic rules to keep safe online.</p> <p>Understanding what to do if there is an accident and someone is hurt.</p> <p>Demonstrating how to get help in an emergency.</p> <p>Talking about the role of the internet in everyday life.</p> <p>Identifying that not all information online is true.</p> <p>Responding safely to people online/offline.</p>