



YEAR ONE (2) AUTUMN TWO – WHAT WILL YOUR CHILD LEARN THIS HALF TERM?

ENGLISH

MATHEMATICS

SCIENCE

HISTORY

- Key Question:**
Why do we need to read information texts? (Linked to the Great Fire of London)
- Identify the different ways information can be presented (Recounts, including diaries, chronological reports).
 - Identify some of the structural and language features of non-chronological reports and different types of recounts.
 - Mark simple texts to show the different features.
 - Use key words and phrases to create sentences and use apostrophes in their writing.
 - Know the difference between past and present tense.
 - Identify and use words and phrases that engage the reader.
 - In Poetry, look at how rhyme is used and create their own poem, applying techniques learnt.

- Key Question:**
Addition and Subtraction
- Fact families- addition and subtraction bonds to 20.
 - Compare number sentences.
 - Check calculations and related facts.
 - Bonds to 100 (tens)
 - Add and subtract 1s.
 - 100 more and 10 less.
 - Add and subtract 10s.
 - Add by making 10.
 - Add a 2-digit and 1-digit number – crossing ten.
 - Subtraction- crossing 10
 - Add two 2-digit numbers- not crossing ten- add ones and add tens.
 - Add two 2-digit numbers- crossing ten- add ones and add tens.
 - Subtract a 2-digit number from a 2-digit number- not crossing ten
 - Subtract a 2-digit number from a 2-digit number- crossing ten- subtract ones and tens

- Key Question:**
How do the properties of materials determine what they are used for?
- Identify, discuss and compare the suitability of a variety of everyday materials.
 - Discover that some materials can be used for more than one thing.
 - Sort and classify materials by their properties and explain how the properties of materials make them suitable or unsuitable for particular purposes.
 - Make informed predictions and use simple experiments to test their predictions. explain how the shapes of solid objects made from some materials can be changed by bending, squashing, twisting etc.
 - Investigate how materials often change when they are heated and describe the changes.
 - Draw conclusions based on their investigations and experiments.
- Skills**
- performing simple tests and identifying and classifying, using their observations and ideas, to suggest answers to questions asked.
 - identify how materials changes, associating changes with heating.

- Key Question:**
What impact did the Great Fire of London have? Was it for the better?
- To raise 5W and how questions which they want answered about the Great Fire of London.
 - Explain what happened during the Great Fire and how they know by examining a range of sources: eye witness accounts, diaries, paintings, newspaper reports.
 - Explain how the fire started, how it spread and how long it raged for.
 - To discuss and Identify reasons why the fire destroyed so many houses, examining the nature of the buildings, weather conditions and fire- fighting methods.
 - Explain how people felt by taking on the role of different people: the baker, the Mayor, the children were made and why

RELIGIOUS EDUCATION

ART & DESIGN

PSHE

PHYSICAL EDUCATION

- Key Question: Who is a Muslim and what do they believe? (Continued)**
- Name the Muslims festivals.
 - Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.
 - Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate these events?
 - Notice and respond sensitively to some similarities between different religions and worldviews.
 - Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'.

- Key Focus:**
Painting: The Great Fire of London
- Identify the different ways artists use colour in their paintings of the Great Fire of London.
 - identify other techniques used to illustrate the fire
 - Paint different shades of colours and experiment mixing paints to make colour boards.
 - Experiment with brush strokes with pastels and wax crayons to create the different shapes made by fire.
 - Use thick and thin lines, light and dark lines with different drawing materials including pencil, charcoal, and biro to draw Tudor Houses from given pictures.
 - Design their own little stretch of Pudding Lane.
 - Use the techniques they have experimented with paint to create shapes and colours of flame to create a flaming backdrop to their street scene.

- Key Focus: Say No to Bullying**
- What are my thoughts about keeping a secret?
 - Who should I talk to if I feel worried or unsafe?
 - To identify who should I talk to if I am feeling upset about something or someone? s
 - What is the significance of this year's anti bullying theme?
 - What can we do to promote respect and kindness?
 - What is this year's Children in need theme? How can we raise money for BBC Children in Need?
 - How can I ensure that bullying is non-existent in my school and community?
 - What is Guy Fawkes Night and how can I keep safe using Bonfire?
 - How can I promote the British Values?
 - What is World Mental Health Day?
 - Why is Remembrance Day celebrated?

- Key Question:**
What skills and techniques can I use to create/choreograph a dance performance?
- move freely to music and the wider space.
 - move in their personal space;
 - move fast and slow; move high and low.
 - move with light and heavy movements; pretend to move with an object; pretend to be an object.
 - copy and repeat movements;
 - change movements when prompted;
 - make a shape;
 - work on their own;
 - use expressions to communicate feelings;
 - describe movements and rolls; say if they like some music or a movement.
 - Create a short motif inspired by a stimulus.
 - Use simple choreographic devices such as unison, canon and mirroring

MUSIC - Ho, Ho, Ho- listen & appraise songs; learn and sing songs; play flexible games; play instruments with songs; improvise with songs using their voices and instruments; perform and share their songs.

ICT – Use technology purposefully to create, organise, store, manipulate and retrieve digital content, apply skills to access Purple Mash Coding activities and Bug Club reading tasks. Communicate online safely and respectfully.