

English
(Writing)
Non-fiction

Writing instructions – imperative
verbs/commands
Adjectives

Fiction – Re-tell story of the 3 Little Pigs
Capital letters and full stops
Use ‘and’ to join

Phonics
Revise Phase 3 and phase 4
Begin phase 5
Tricky words



How do things change? Y1 Autumn 1



Art
Drawing – houses
Hundertwasser – 3D sculpture



Computing - Getting started
Technology around us,
staying safe online

(Reading)
Reading for pleasure –
The Hodgeheg
Whole class Guided Reading
Individual reading



RE - Islam
What is it like to be part of the
Muslim community in the UK?



Trusting in God together, we live, learn and grow.

The 3 Little Pigs Our value is “generosity”

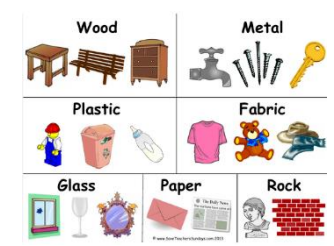
Maths
Place value –
Understanding numbers
to 20, 1 more and less,
Ordering numbers

History – What were homes like
a long time ago?
Look at and describe artefacts
from the past.



PE - Atlas Sports
Moving around the space safely
Understanding risks and when to
take them
Supporting your body weight with
your arms

Outdoor education
Rules of the woodland classroom



Science – Everyday materials
Identify everyday materials
Describe the properties of materials
Sort materials



PSHE – SCARF
“Me and my relationships”
Classroom rules
Listening
Feelings
Bullying or teasing
Good friends

English
(Writing)
Non-fiction

Writing instructions – imperative verbs/commands

Expanded noun phrases

Fiction – Re-tell story of the 3 Little Pigs

Capital letters and full stops

Use 'and, but, so' to join



How do things change?
Y2 Autumn 1



Spelling

Emile spellings

(Reading)

Reading for pleasure –

The Hodgeheg

Whole class Guided Reading

Individual reading



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Art

Drawing – houses
Hundertwasser – 3D sculpture



Computing - Getting started

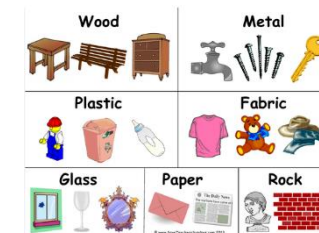
Technology around us,
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Science – Everyday materials

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Number – place value

Pupils should be taught to:

given a number, identify one more and one less

read and write numbers from 1 to 20

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 0 in numerals and words.

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

recognise the place value of each digit in a two-digit number (tens, ones)

Addition and subtraction

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 $7 = \square - 9$.

Shape

recognise and name common 2-D and 3-D shapes, including: ☐ 2-D shapes [for example, rectangles (including squares), circles and triangles] ☐ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Computing:

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

History:**Pupils should be taught:**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Science: materials

Pupils should be taught to:

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

compare and group together a variety of everyday materials on the basis of their simple physical properties

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Art:

to use a range of materials creatively to design and make products

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space