History
Changes within living memory
Events beyond living memory that are significant nationally or globally.
Significant individuals
History Skills – Understanding (historical concepts)
Continuity and change
Y1: begin to identify and discuss change and continuity in an aspect of life
Similarities and differences:
Y1: begin to identify similarities and differences between different ways of life n different periods of time, including thierr own lives.
Y2: identify similarities and differences between different ways of life n different periods of time, including thierr own lives.

Physical Development

NUFC- Multi skills

TL- Dance

To kick and receive a ball with building confidence and accuracy.

PSED—
Relationships

What is bullying?

To know what good relationships are and who to talk to about bad relationships.
To know who trusted adults are and how to treat others.

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Science
Science
Working scientifically:
Using their observations and ideas to suggest answers to questions
Animals, including humans
Year 1:
Identify and name a variety of common animals including fish, amphibians, birds and malls.
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
Describe and compare the structure of a variety of common animals (fish, amphibians, birds and mammals)
Year 2:
Explore and compare the differences between things that are living, dead, and things that have never been alive.
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Communication Language and Literacy
Focus; newspaper reports and poerty
SPAG:
Year 1
-Leaving spaces between words
-Joining words and joining clauses using and
-Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
-Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Word
How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence
Joining words and joining clauses using and
Punctuation
Capital letters for names and for the personal pronoun I
Year 2
-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
-Sentences with different forms: statement, question, exclamation, command
-Expanded noun phrases to describe and specify
-The present and past tenses correctly and consistently including the progressive form
-Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
-Some features of written Standard English
Sentence
Subordination (using when, if, that, because) and coordination (using or, and , but)
How the grammatical patterns in a sentence indicate its function as a statement, questions, exclamation or command.

This half term the children will be learning all about dinosaurs, their diet, habitat and the incredible people that help us find out and know about dinosaurs.



Autumn 2

Phonics and reading
Year 1 and 2 will continue with Read write Inc daily as well as hearing adult lead daily story time following the favourite five scheme. Guided reading will happen once RWI has stopped in year 2. Children will also have access to a range of 'topic books' that link with farming in the class library.
On a Friday the children will go to the local library and take home a book each week.

Geography
Human and physical geography
To use basic geography vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, vegetation and weather.
Geographical skills and fieldwork
To use world maps, atlases and globes to identify the United Kingdom and it's countries, as well as the countries, continents and oceans studied at this key stage.

Mathematical Development
Place value—numbers to 100

Addition and subtraction
To count beyond 20
To count in 10s
To partition into tens and ones
To use a place value grid
To use a number line to estimate
To compare two numbers
To order numbers and objects

Shape
To recognise and name 3D shapes and sort them
To recognise and name 2D shapes and sort them
To make patterns with 3D and 2D shapes
To count sides and vertices on 2D shapes
To count faces and edges on 3D shapes
To identify vertical lines of symmetry

Computing-
To understand picture copyrights
Combining photographs and text using adobe spark and key note (IT)
Taking photos of experiments and materials to present findings as a multimedia presentation.
TEACH COMPUTING – Y1 creating media – digital writing
Skills: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Skills: Recognise common uses of IT beyond school
Copyright and ownership (DL)
Y2 Skills: I can recognise that content on the internet may belong to other people.
I can describe why other people's work belongs to them

The Arts
Music
Y1 unit Learning to listen
To use their voices expressively and creativity.
play tuned and untuned instruments.

Experiment with sounds.

RE
Who is Jewish and how do they live?
1.7 other faiths

All lessons are planned from the locally agreed syllabus and uses understanding Christianity as a resource.

Week 1
History– What is a dinosaur?
Forest school topic- Dinosaur egg rescue!
Science – What is the different between living and never alive?
RE– What is Judaism?
PSHE- To understand Diversity.
Computing– How does a key board work?

Week 2
History– Who is Mary Anning?
Science – What is a fossil?
Science– Did all dinosaurs eat the same?
RE– How do Jewish people celebrate Shabbat?
PSHE– To understand how words and actions can affect others.
Computing– How do I add or remove text?

Week 3
Geography– Where did dinosaurs live?
Science – What are the differences about dinosaurs teeth?
RE– How do Jewish people prepare for Shabbat?
PSHE– To know what to do if someone is unkind
Computing– How do I use a toolbar?

Week 4
Art- How can we create texture on clay?
Science – What would live in our forest habitat?
RE– What is Sukkot?
PSHE– TO know what to do if someone hurts us
Computing– How do I make changes to text?

Week 5
Science – What food chains are present in the forest?
Geography– How do we know about dinosaurs?
RE– What do Jewish people believe and what is their special book?
PSHE– To understand what bullying is and how to deal with it.
Computing– Which choice will I make? Why?

Week 6
Art– What would a dinosaur eye look like?
Science – How can we sort the different animals?
RE– Are there any special stories for Jewish people?
PSHE– To understand what cyber-bullying is and who my trusted adults are to tell them if this is happening.
Computing– Should I choose pencil or keyboard?

Week 7
Art – Artist of the term
Science– Scientist of the term
PSHE– DIGITAL LITERACY
END OF UNIT BITS AND BOBS