

Year 1	Term: Autumn 2	Topic: This is Me; This is My World: Coast to Coast SHINE VALUE: Success (Determination, Perseverance, Ambition)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
English	Non-Fiction: Non-Chronological Report				
	Word Aware Words: sights, palace, London, castle, jewels, dome, haunted, tower, old-fashioned, tour bridge, chimes, crests, theatre				
	Spoken language: • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role-play, improvisations and debates Reading comprehension: • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently • Retell stories and consider their particular characteristics • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them Writing Composition: • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense	Katie in London By Jams Mayhew 	Gateway Keys • Combine words to make sentences • Use capital letters for names of people and the personal pronoun 'I' • eave spaces between words • Begin to use capital letters and full stops Mastery Keys • Join words using and • Punctuate sentences using a capital letter and a full stop • Use capital letters for names of people and places • Sequence sentences (link ideas or event by pronoun) Opportunity to apply word skills: • Spell words containing phonemes already taught • Use plural noun suffixes -s and -es Feature Keys • Write simple sentences linked to the topic Write in the present tense • Link ideas through subject or pronoun	Writing outcome: To write a non-chronological report about London using information gathered from the texts. Greater depth writing outcome: To write a non-chronological report about London using information gathered from the texts including a fun fact about one of the sights.	

	• Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher			
Maths	Number: Addition and Subtraction within 10 Geometry: Shape			
	Word Aware Words: part, whole, add, subtract, tens, ones, more, less			
	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 1-digit and 2-digit numbers to 20, including zero	White Rose Year 1 Autumn Block 2 &3	Ready to progress criteria: Place Value: Count on from any number Count backwards within 10 Know fewer, more, same, less than, greater than, equal to Compare numbers Order objects and numbers Use a number line	
Geography Computing Science Art	The Big Question: What would a seagull see at the coast?			
	Word Aware Words: coast, cliff, sea, land, sand, beach, seaside			
	In Geography: Exploring the UK: Features of the seaside Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Physical knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Human and physical geography Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean and human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Google maps: https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z Beach cams: https://www.thebeachguide.co.uk/webcams Globes, maps & atlases	Geography: Know that not all places are the same Know that there are places beyond our street Name the four countries of the UK and surrounding seas Understand the differences between human and physical features. Science: Know that Mackintosh was a chemist that	Geography: Use geographical language Locate places on a map using symbols Compare and contrast Science: Describe the physical properties of everyday materials Carry out experiments and make observations In Art:

	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map. In Computing: Online safety – lesson 2 (links with PSHE) In Science: 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. In Art: Artist: Picasso -Styrofoam printing Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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.		invented waterproof material Know which materials are waterproof In Art: Know that Picasso was an artist, sculpture and printer. Understand the design techniques that Picasso used.	Compare artwork with the artwork of Picasso Use lines, shapes, texture and space	Give several clear instructions in sequence. Program a Bee-Bot to reach a destination. Identify and correct mistakes in their programming. Art: Printing (Christmas cards)
Music	Dynamics Theme: The Seaside				
	Word Aware Words: dynamics, instrument, seaside, soundscape, symbol, volume				

	Use voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high quality (live) and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music.	Kapow Primary 	To know that: Sections of music can be described as loud, quiet or silent and the meaning of these terms. Notation is read from left to right. To be able to recognise and name up to three instruments from Groups A and B.	Talk about the tempo of music using the vocabulary fast and slow. Talk about the dynamics of the music, using the vocabulary loud, quiet and silent. Talk about the pitch of music, using the vocabulary high and low. Give positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Creating sound Develop an awareness of how sound is affected by the way an instrument is held. Use instruments imaginatively to create soundscapes which convey a sense of place. Notation Read different types of notation by moving eyes from left to right as sound occurs. Composing and improvising Experimenting with creating loud, soft, high and low sounds. Electing objects and/or instruments to create sounds to represent a given idea or character. Perform	• Use appropriate, justified movements to represent dynamics. • Identify sounds within the music and describe them using adjectives. • Recreate sounds using voice or body and extend ideas by adding dynamics. • Create appropriate, original sounds with their voice and body. • Use instruments to create loud and soft sounds. • Justify instrument and sound choices. • Follow instructions during a performance. • Create and play a musical score that showcases understanding by using dynamic symbols.
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The Ultimate Question: What do some people believe God looks like?

Word Aware Words: Christian, Muslim, God, Allah, Hindu, Brahman, belief, respect

Peterborough Agreed Syllabus:

PT1 - Knowledge & Understanding of Religion and World Views:

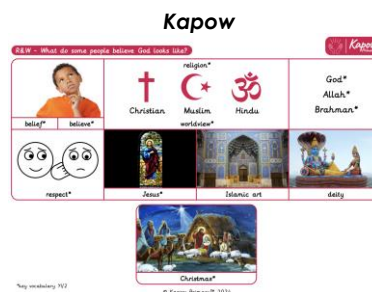
Be familiar with key words and vocabulary related to Christianity, Islam and Hinduism.

Begin to name the different beliefs and practices of Christianity, Islam and Hinduism.

PT2 – Responding to Religion and Worldviews:

Begin to talk about different beliefs and practices using the correct vocabulary.

Express own ideas about belief and practices creatively.



Personal

To know:

What they and their families think and believe in relation to content be learnt. Where some of their beliefs have come from.

It is natural for people to think and behave differently from one another.

Their ideas might change over time.

Substantive

To know:

Some people believe God exists as a powerful, non-human being.

In some religions, followers believe in one supreme being or God who is loving.

People have different ways of understanding God on Earth (incarnation).

There are different names for God.

There are different ways to refer to and represent God.

Personal

Talk about simple ideas and things that puzzle them about belief in God.

Share opinions respectfully about what is important to them and what is important to others.

Express their own ideas and opinions based on personal experience and the beliefs of family members.

Asking their own questions about the world around them. Talk about simple ideas and things that puzzle them about belief in God.

Disciplinary

Asking questions about things that interest them.

Beginning to ask 'big' questions (e.g. Why are we here? What is real?).

Retelling stories in their own words.

Recognising lessons or teachings within stories and relating

Recognise that different people have different beliefs about God's form and appearance.

Explain how art can be used to express feelings towards God.

Recognise that some Hindu people believe God has many forms.

Understand and explain that the story shows some people believe Jesus is the son of God and God on Earth.

Recognise and explain how Christian, Muslim and Hindu people refer to God.

Identify and describe one representation of God from these religions.

Show respect for differences and similarities in how different religions represent God.

Explain why people use different names for God and show respect for the different names for God across religions.

			People have different ideas about the role of God. Some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth). Religious stories can help us to understand religious beliefs. Disciplinary To know: Similarities and differences help us understand worldviews better. It is important to only use positive language when discussing others' beliefs.	to their own experiences. Finding religious symbols in stories and other sources. Recognising some religious terminology in sources. Listening to others' ideas and comparing them to their own. Talking about what their answer to a question is based on. Identifying things that are important to people. Noticing differences and using respectful language to discuss them. Talking about their own experiences in relation to their learning. Sharing things that make them wonder and what they think about these things. Talking about what they believe. Respectfully sharing opinions about what is important to them and what is important to others.	
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PSHE	Families and Relationships				
	Word Aware Words: behaviour, care, emotions, friendly, problem, stereotype,				
	That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	Kapow Primary Families and Relationships  Whole School Behaviour Curriculum Be Ready, Be Safe, Be Respectful	Understand that families look after us. Know some words to describe how people are related (e.g. aunty, cousin, etc.) Know that some information about me and my family is personal. Understand some characteristics of a positive friendship. Understand that friendships can have problems but that these can be overcome. Know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Explore how families are different to each other. Explore how friendship problems can be overcome. Explore friendly behaviours. Recognise how other people show their feelings. Identify ways we can care for others when they are sad. Explore the ability to successfully work with different people.	Understand that families can include a range of people. Understand who their friends are and what people like to do with friends. Describe what people might look like if they are feeling: angry, scared, upset or worried. Identify ways of responding to this by either offering help or giving them space. Understand the skills needed to work together in a group. Understand that friendships can have problems and learn ways to overcome these problems. Understand how the actions of others can affect people. Explain what a stereotype is.
PE	Games: Ball skills				
	Word Aware: bounce, control, throwing, catching				

Weekly	Refine the skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move.	Cambridgeshire Scheme of Work for Primary Schools Year 1	Practise and develop rolling skills (sending and receiving) Bouncing the ball – standing still and bouncing the ball and then moving and bouncing the ball. Throwing and catching Throwing and catching with a partner Modified games (include skills taught within the unit)	Play small invasion games using skills taught
	Gymnastics: Balancing			
	Word Aware: still, big, small, pointed toes			
	Master basic movements including running and jumping. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Premier Sports Coach	Still balances Partner balances Create and perform a sequence of balances Travel across a piece of equipment and balance	Perform a sequence of balances