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 **Sticky 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 • Discuss what they have written with the teacher or other pupils	**Katie in London** **By James 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.

<table>
<tr><td></td><td>• Read aloud their writing clearly enough to be heard by their peers and the teacher</td><td></td><td></td><td></td></tr>
<tr><td colspan="5"></td></tr>
<tr><td rowspan="3">Maths</td><td colspan="4">Number: Addition and Subtraction within 10 Geometry: Shape</td></tr>
<tr><td colspan="4">Sticky Words: part, whole, add, subtract, tens, ones, more, less</td></tr>
<tr><td>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</td><td>White Rose
Year 1
Autumn Block 2 &3</td><td colspan="2">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</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td rowspan="3">Geography
Computing
Science
Art</td><td colspan="4">The Big Question: What would a seagull see at the coast?</td></tr>
<tr><td colspan="4">Sticky Words: coast, cliff, sea, land, sand, beach, seaside</td></tr>
<tr><td>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,</td><td>Google maps:
https://www.google.co.uk/maps/@52.5850067,-0.2321658,14z

Beach cams:
https://www.thebeachguide.co.uk/webcams

Globes, maps & atlases</td><td>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.</td><td>Geography:
Use geographical language

Locate places on a map using symbols

Compare and contrast</td><td>Double page spread about the human and physical features of the coast.

Art:
Printing (Christmas cards)

Computing
Chatterpix project</td></tr>
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	village, factory, farm, house, office, port, harbour and shop. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map. **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. **In Computing:** Online safety – lesson 2 (links with PSHE) Use technology purposefully to create, organise, store, manipulate and retrieve digital content		**Science:** Know that Mackintosh was a chemist that 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. **In Computing:** Know that the ChatterPix App can be used to animate a picture.	**Science:** Describe the physical properties of everyday materials Carry out experiments and make observations **In Art:** Compare artwork with the artwork of Picasso Use lines, shapes, texture and space **In Computing:** Take a good photo Use ChatterPix to animate a picture with a voice recording.	

RE	**The Ultimate Question:** Why is Christmas important to Christians? (inc. Advent) **Sticky Words:** Christmas, Advent, Festival				
	Peterborough Agreed Syllabus: ***PT1 - Knowledge & Understanding pf Religion and World Views:*** Be familiar with key words and vocabulary related to Christianity. Encounter a variety of religious stories from Christianity. ***PT2 – Responding to Religion and Worldviews:*** PT2 - Begin to talk about different beliefs and practices using the correct vocabulary. PT2 – Begin to suggest meanings behind religious stories. PT2 - Express their own ideas about belief and practices creatively.		Know that Christians celebrate Christmas. Know what Advent is and what Christians do. Know that the Christmas story is in the Bible.	Begin to think about what the story means to Christians. Express our ideas creatively.	Know that Christmas is a Christian festival. Explain why Christians celebrate Christmas. Understand that Jesus is special to Christians.
PSHE	**Families and Relationships** **Sticky 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	***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.	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.

	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.		Know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.		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 Weekly	**Games:** Ball skills				
	Sticky Words: bounce, control, throwing, catching				
	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	
	Sticky Words: 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	