

English

Not so Great Britains (Guy Fawkes) Non-fiction books.

- Report writing (the Gunpowder plot).
- Looking at the features of non-fiction texts and using these to organise our writing.
- Writing a diary entry in past tense.

Maths

- Addition and subtraction and the relationship between them.
- Simple fractions of shapes and things.
- Multiplication and division – beginning to understand what these mean.
- Measures (length and mass).

Physical Education

- Ball games.

Spanish

- Mini beasts.
 - Counting.
 - Learning common animal names.

Music

- Christmas music.

PHSE

- Come and join the celebration.



Autumn Term 2 – Festivals

Religious Education The Church

- Talking about and visiting our local church.
- Comparing our church with another church.

Computing

- Using a computer to enter an algorithm to make things move onscreen.

History

Key Question; Why do we celebrate with fireworks?

- National significant events.
- The gunpowder plot.
- Using resources to research.

Science Plants

- Identify and name common, wild and garden plants.
- Identify and describe the basic structure of a variety of common flowering plants.

Design Technology

- Gunpowder plot puppet show.
- Planning, designing and making puppets.
 - design purposeful, functional, appealing products for themselves and other users based on design criteria

| | |
|---|--|
| KEY QUESTION; Why do we celebrate with fireworks? | Not So Brilliant Brits; Guy Fawkes by Richard Brassey |
| PE, Music, PSHE and FML are fixed themes throughout the year although links will be made where relevant (see Curriculum Map). | |
| As Historians we will: | <ul style="list-style-type: none"> • Study events beyond living memory that are significant nationally or globally • Study significant historical events, people and places |
| As Designers we will: | <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • evaluate their ideas and products against design criteria |
| As Scientists we will: <ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classify use observations and ideas to suggest answers to questions | <ul style="list-style-type: none"> • Identify and name common, wild and garden plants. • identify and describe the basic structure of a variety of common flowering plants, including trees. • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. |
| As Writers we will: We will: | <ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • write sentences by: |

| | |
|---|--|
| <ul style="list-style-type: none"> • Spell correctly. • Punctuate accurately. • Write with purpose. • Use imaginative description. • Organise our writing. • Develop sentence styles. • Analyse our writing. | <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • 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 • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils |
| <p>As Mathematicians we will:</p> <p>Know and use numbers. Add and subtract. Understand the properties of shape. Describe position, direction and movement. Use measures.</p> | <p>See calculation policy for detailed learning objectives.</p> <p>Objectives will be determined by progress and requirement as defined by Assessment for Learning throughout the year.</p> |

| | |
|--|--|
| <p>As spiritual thinkers we will:</p> <ul style="list-style-type: none"> • understand beliefs and teachings. • understand practices and lifestyles. • understand how beliefs are conveyed. • reflect. • understand values. | <p>The Church & Holy Places</p> <p>Programme of Study to Include</p> <ul style="list-style-type: none"> • The church & Holy places; • visiting the local Parish Church giving the children an opportunity to learn that the Church is a special place and that the Church is the people • Meet the Clergy and members of the congregation; explore Church furniture; Clergy vestments and the artefacts found in Churches. • What makes this place special? What makes this place Holy? • To whom is this place special? • Why do people gather here to worship? • Look at the design of and furniture in the building. • Identify the similarities and differences between two contrasting Holy buildings. |
| <p>Using ICT we will:</p> <p>To Programme</p> | <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs |

Year 1 & 2 Medium Term Outline Planning – Autumn 2