Autumn Two English (7 weeks leaning time)

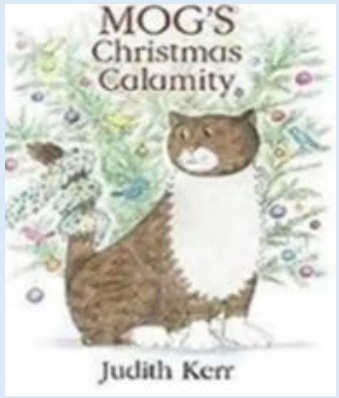
2 weeks



2 weeks



2 weeks



1 week



Key Vocabulary:
boat, nest, squirrel, bird, autumn, winter, leaf. Island, Grandad, noisy, busy, warm, excited, sad, lonely, conjunction, adjective, cozy, shack, broken, tiny.
Christmas, calamity, neighbours. Christmas, calamity, neighbours.

Our key texts help us explore important ideas and make connections with our learning in PSHE, Religious Education, Science and History.

What We Will Learn

- *Grammar: Use plurals (-s), capital letters for names and places, adjectives, pronouns, a/an, and past and present tense.*
- *Reading: Make predictions, recognise rhyme, explore descriptive language and understand characters' feelings and actions.*
- *Writing: Write sentences in sequence, describe characters and settings, and create recounts, postcards and advertisements.*
- *Oracy: Share ideas in full sentences, explain opinions, listen to others and disagree politely.*
- *Vocabulary: Use descriptive words and phrases to make speaking and writing more interesting.*
- *Making Connections: Link stories and their themes to prior learning, including seasonal changes and the wider curriculum.*

Autumn Two Maths (7 weeks learning time)

What We Will Learn

- *Understand parts and wholes using part-whole models.*
- *Write simple addition number sentences.*
- *Explore addition fact families.*
- *Find and recall number bonds within 10 and to 10.*
- *Add numbers together to find the total.*
- *Add more to a number and solve simple addition problems.*
- *Find missing parts using part-whole models.*
- *Explore addition and subtraction fact families.*
- *Subtract by taking away and finding how many are left.*
- *Use number lines to solve subtraction problems.*

What we will consolidate

Use part-whole models and bar models to represent numbers.

Write addition and subtraction number sentences.

Use number lines to solve calculations.

Develop number fluency and confidence with number bonds.

What We Will Learn

- *Recognise and name common 2-D and 3-D shapes.*
- *Sort and group shapes by their properties.*
- *Identify, create and continue patterns using 2-D and 3-D shapes.*

What We Will Learn (NCETM)

- *Recognise, count and understand numbers from 0–5 and 0–10.*
- *Develop number fluency and understanding of number composition.*
- *Recognise and name 2-D and 3-D shapes.*
- *Compose, decompose and manipulate shapes to create new shapes and patterns.*

Autumn Two Music (7 weeks learning time)

1 – Listening: Rhythm In The Way We Walk & Banana Rap

Find the pulse as you are listening to the music: Can you dance, get funky of find the groove?

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs ?



2 — Musical Activities

Find the pulse!

- March and find the pulse
- Be a monkey finding the pulse
- Be an elephant finding the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

Pitch is high and low sounds.

Singing: Rap and sing the songs.

Have fun!

3 — Perform & Share

A class performance – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?



Have a think...

What did you like doing best?

😃 😐 ☹️

Singing?

😃 😐 ☹️

Rapping?

😃 😐 ☹️

Playing?

😃 😐 ☹️

Dancing?

😃 😐 ☹️

Finding the pulse?

😃 😐 ☹️



Words you need to know: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform

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Autumn Two Science (7 weeks learning time)

1. What Can Our Bodies Do?

- Arms
- Elbow
- Feet
- Knee
- Legs
- Mouth
- Neck
- Teeth

2. What Are the Senses?

- Hearing
- Sight
- Smell
- Taste
- Touch

3. How Do We See?

- Close
- Eyes
- Far
- Magnify
- See

4. What is That Sound?

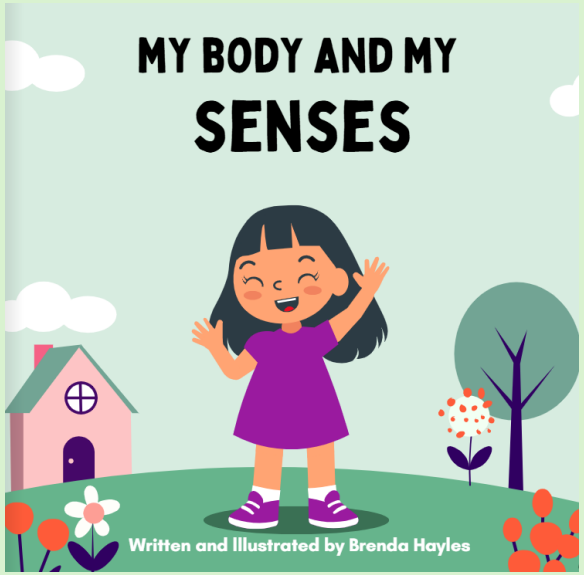
- Ears
- Hear
- Loud
- Quiet
- Sound

5. How Does It Taste?

- Salty
- Sour
- Sweet
- Taste
- Tongue

6. What Can We Feel?

- Rough
- Skin
- Smooth
- Soft
- Touch



Including a trip to Gibside!



Future Learning (KS1, KS2 & KS3)

- *Build on knowledge of animals, including humans.*
- *Develop scientific observation and enquiry skills.*

What We Will Learn

Identify body parts and explore what our bodies can do.

Recognise and use our five senses: sight, smell, hearing, taste and touch.

Observe closely and use simple equipment to investigate.

Carry out simple tests, identify and classify observations.

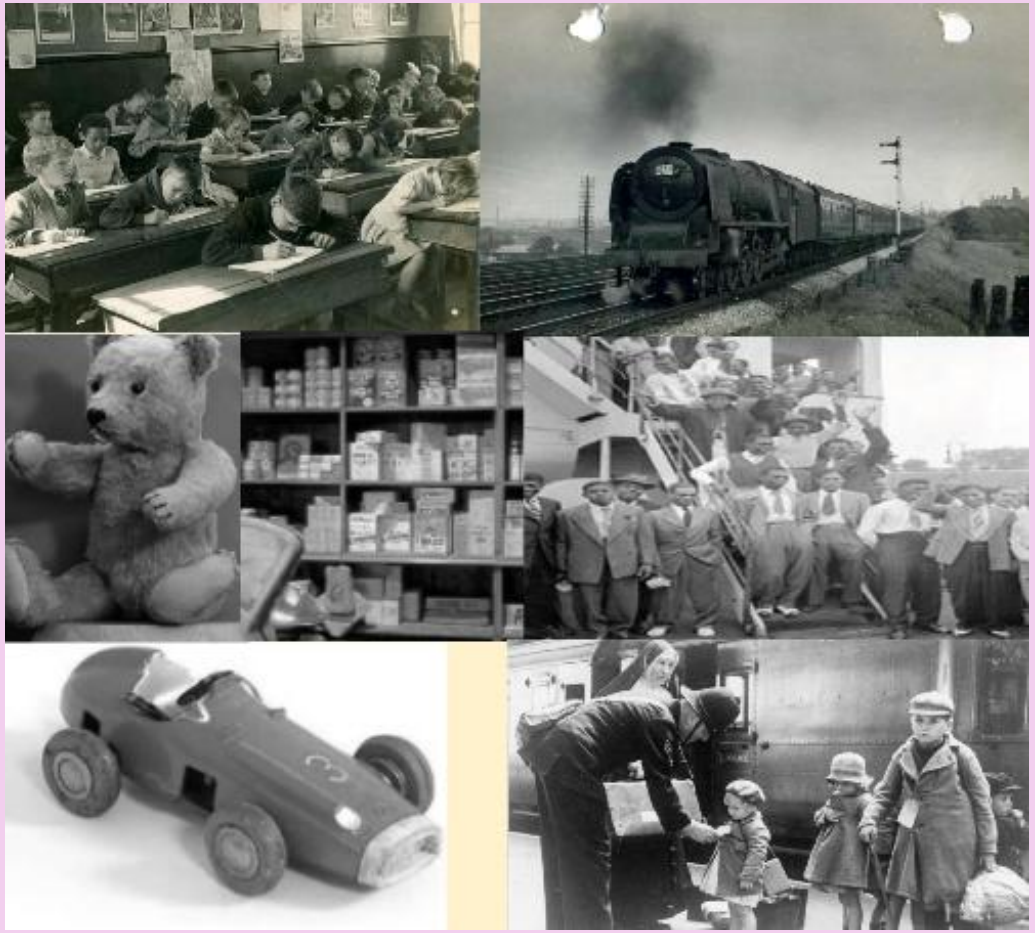
Prior Learning (EYFS)

- *Communication and Language: Describe what we see, hear and feel.*
- *Physical Development: Use tools and materials and develop self-care skills.*

Autumn Two History (7 weeks learning time) 'Our Recent Past'

Key Vocabulary

Past
Present
Future
Patent
Grandparent
Great grandparent
Family
Modern
Vehicle
Propeller
Steam train
Fashion
Menu



We will look at…

- Grandparents and great grandparents
- Toys
- Schools
- Transport
- Fashion
- Food

Prior Learning

- Build on last term's learning about Queen Elizabeth II's childhood and life.
- Develop our understanding of the monarchy through our topic, Our Recent Past.

Autumn Two Geography (7 weeks of learning time)
'Living in the Countryside'

What We Will Learn

- *Locate Rookhope and recognise that it is a rural village.*
- *Explore the natural and human features of Rookhope.*
- *Identify what we can see in the local countryside.*
- *Learn how to stay safe in the countryside.*
- *Compare Rookhope with another countryside location.*

Key Knowledge

- *Rookhope is a small village in County Durham, in the North Pennines.*
- *The countryside has natural features such as hills, fields, rivers and trees.*
- *Human features are things made by people, such as houses, roads and bridges.*
- *Rural areas often have fewer buildings and more open spaces than towns and cities.*
- *We can help protect the countryside by following the Countryside Code.*

Key Vocabulary
Rural
Village
Countryside
Landscape
Human feature
Physical feature
Compare
Location

Prior Learning (EYFS)

- *Explore and describe our local environment.*
- *Recognise features of different places.*
- *Talk about similarities and differences between environments.*

Autumn Two Computing (7 weeks of learning time) 'Creating Media – Digital Painting'

What We Will Learn

- *Use digital painting tools to create pictures on a computer.*
- *Explore lines, shapes, colours and different brush sizes.*
- *Choose appropriate tools and colours to create artwork.*
- *Create digital paintings inspired by artists such as Mondrian, Matisse and Kandinsky.*
- *Explain our choices and use the undo tool to correct mistakes.*
- *Compare painting on a computer with painting on paper.*

Prior Learning (EYFS)

- *Explore technology and develop basic mouse skills.*
- *Experiment with colours, shapes and creative artwork.*

Cross-Curricular Links

- *Art: Explore colour, shape, line and the work of famous artists.*
- *Maths: Recognise and use 2-D shapes and patterns.*
- *English: Explain choices and describe artwork using appropriate vocabulary.*

- Lesson 1 How can we paint using computers?
- Lesson 2 Using shapes and lines
- Lesson 3 Making careful choices
- Lesson 4 Why did I choose that?
- Lesson 5 Painting all by myself
- Lesson 6 Comparing computer art and painting

Autumn Two DT (7 weeks of learning time)
Mechanisms: Moving book - Sliders and Hinges

What We Will Learn

- *Explore how sliders and hinges make pictures move.*
- *Identify moving parts in books and everyday objects.*
- *Design and make a moving picture book.*
- *Use cutting, joining and assembling techniques safely.*
- *Test and improve our moving mechanisms.*
- *Evaluate our finished moving books.*

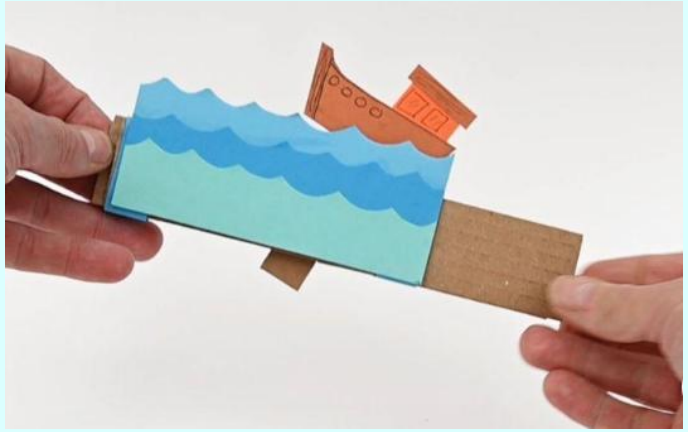
Key Knowledge

- *A mechanism is a set of parts that helps something move.*
- *A slider moves backwards and forwards along a path.*
- *A hinge allows something to open, close or turn.*
- *Moving books use mechanisms to make pictures move.*
- *We can use card, paper and split pins to create moving parts.*
- *Testing helps us improve our designs.*

Key Vocabulary
Mechanism
Slider
Hinge
Pivot
Design
Assemble
Evaluate
Template

Prior Learning (EYFS)

- *Explore moving toys and books.*
- *Use scissors, glue and joining techniques.*
- *Build and create using different materials.*
- *Talk about how things work.*



Autumn Two P.E. (7 weeks of learning time)
Modified Team Games and Dodgeball

What We Will Learn

- Develop throwing, catching and dodging skills.
- Improve agility, balance and coordination.
- Understand and follow simple game rules.
- Work together and communicate as a team.
- Develop leadership and teamwork skills.
- Play fairly and show respect for others.

Prior Learning (EYFS)

- Develop fundamental movement skills.
- Practise throwing, catching and moving safely.
- Take turns and follow simple instructions.
- Play cooperatively with others.

Key Knowledge

- Good teamwork involves listening, sharing and helping others.
- We use our eyes and hands together to catch a ball.
- Dodging involves moving quickly to avoid a ball.
- Agility helps us change direction quickly and safely.
- Rules help keep games safe and fair.
- Good sportsmanship means encouraging others and accepting results.

Key Vocabulary
Throw
Catch
Dodge
Agility
Balance
Coordination
Teamwork
Leadership
Fair play

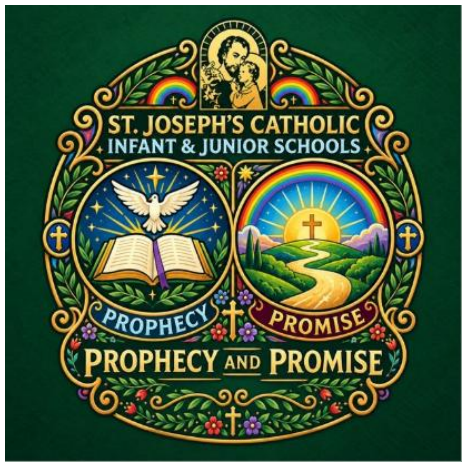
Year 1 R.E. – Branch 2 – Prophecy and Promise - Approximately 6 weeks of learning time

Learning sequenced under each lens			
Hear	Believe	Celebrate	Live
The Annunciation (Luke1:26-38) The Visitation (Luke 1:39-45) The Birth of Jesus (Luke 2:4-8) The visit of the Shepherds (Luke 2:8-20)	The stories about Jesus are in a special book called the Bible. Christians believe God called Mary to be the mother of his Son, Jesus, and she said 'Yes' to God's call Christians believe that because God loves us, he gave us his only Son, Jesus. Angels bring God's message and are a sign that Jesus is the Son of God.	Christians ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary. Children will hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God.	Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music. Children will learn how Christians in their local community celebrate the birth of Jesus.

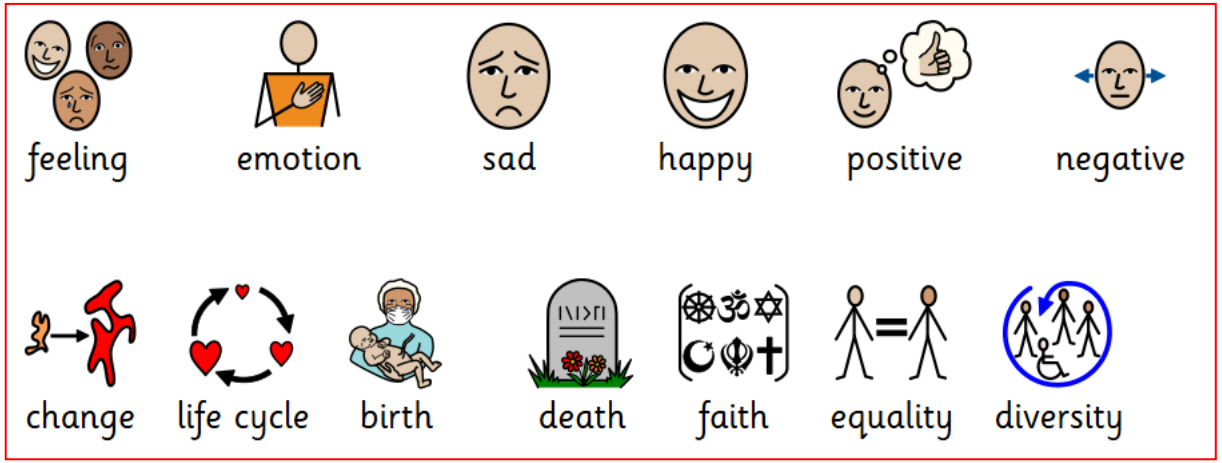
Lessons	
H2	Prophecy and Promise uncovered
H3	Prophecy and Promise to explore
1	The Bible
2	Annuniciation
3	The Hail Mary
4	Praying with Mary
5	Visitation
6	Honouring Mary
7	Mary, mother of Jesus
8	Birth of Jesus
9	Christmas Story
10	Shepherds Visit
11	Annunciation to shepherds visit
12	God's message
13	Gloria
14	Christians celebrate the birth of Jesus
15	Celebrating Christmas
H1	Prophecy and Promise discovered



Expected Outcomes
Understand
U1.2.1 Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.
U1.2.2 Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.
U1.2.4 Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians.
U1.2.5 Match the first words of the Hail Mary with the words of the Angel Gabriel.
U1.2.6 Recognise that angels bring God's message and are a sign that Jesus is the Son of God.
U1.2.3 Sequence the accounts from the Annunciation through to the visit of the shepherds.
Discern
D1.2.1 Talking about why the shepherds saw angels when Jesus was born.
D1.2.2 Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'
Reflect
R11.2.1 Hearing and beginning to join in with the words of the Hail Mary
R1.2.2. Singing or saying the first words of the Gloria.
R1.2.3 Talking about how Christians in their local community celebrate the birth of Jesus.



Year 1 RHE – Created and Loved by God



Expected Outcomes
Emotional Wellbeing
Children will develop their understanding of feelings and appropriate language to articulate them. Children will understand how other people's feelings might differ to theirs. Children will learn how they can manage their feelings and about the consequences of their actions. *- Feelings, likes and dislikes. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.* *- Feeling inside out: Children will realise that we all have different feelings at different times, and different likes and dislikes too.* *- Super Susie gets angry: Children will reinforce previous learning by helping a fictional character through discussion. They will learn more about consequences of choices and what to do when it all goes wrong.*
Life Cycles
Children will develop their understanding that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle, including the end of life. *- The cycle of life: We are created to grow, change and learn, not least about the love of God and how we can share it with others. There can be joy in every stage of life! Children will be encouraged to celebrate how they have already changed and grown.* *- - Beginnings and Endings: Children will consider how God created us to follow the human cycle of life, and we are loved by Him at every stage. This session builds on this foundation by introducing the beginning and ending points of the human life cycle: birth and death*
Equality and Diversity
Children will explore other faiths. *Children will develop their understanding of equality and diversity.*