

	Autumn 1	Key Focus/Outcomes	Autumn 2	Key Focus/Outcomes
English	<p>Hansel and Gretel Traditional tales Grammar- Nouns and adjectives</p> <p>'Into the Forest' Anthony Browne</p> <p>There is no big bad wolf in this story – Lou Carter</p> <p>The Scarecrows' Wedding – Julia Donaldson</p> <p>Settings/Feelings</p> <p>Narrative</p> <p>Autumn poetry - I am the seed that grew the tree.</p>	<ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Write sentences by: saying out loud what they are going to write about • Read their writing aloud, clearly enough to be heard by their peers and the teacher • Discuss what they have written with the teacher or other pupils 	<p>Grammar- verbs</p> <p>Can I build another me? by Shinsuke Yoshitake</p> <p>The Christmas Pine – Julia Donaldson</p> <p>One snowy night – Nick Butterworth</p> <p>The Jolly Christmas postman – Allan Ahlberg and Janet Ahlberg</p> <p>Recount Setting description</p>	<ul style="list-style-type: none"> • Leave spaces between words • Join words and join clauses using and • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

<p>Maths</p>	<p>Place Value (within 10)</p>	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Compare numbers using and = signs Read and write numbers from 1 to 20 in numerals and words 	<p>Addition and subtraction (within 10)</p> <p>Geometry: Shape</p>	<ul style="list-style-type: none"> 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 Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
<p>Science</p>	<p>Forces and space: Seasonal changes</p>	<ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	<p>Materials: Everyday materials</p>	<p>Working Scientifically-</p> <ul style="list-style-type: none"> using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions
<p>Geography</p>	<p>What is it like here?</p>	<ul style="list-style-type: none"> Children locate where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects. 	<p>What is it like here?</p>	<ul style="list-style-type: none"> Children draw simple maps of the school grounds. Children follow simple routes around the school grounds and carry out an

				enquiry as to how their playground can be improved.
History	How am I making history?	<ul style="list-style-type: none"> To develop an understanding of personal chronology. To learn more about my history. To explore how we remember events. 	How am I making history?	<ul style="list-style-type: none"> To find out what childhood was like for our parents and grandparents. To compare childhood now with childhood in the past. To identify that some things change and some things stay the same
Music	Timbre and rhythmic patterns (theme: fairy tales)	Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale	Pulse and rhythm (All about me)	Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.
Art	<u>Drawing: Make your mark:</u>	Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.	DT	Textiles
PE	Fundamentals Ball Skills	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending 	Gymnastics Sending and receiving	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending
RE	What do Christian people believe about God?	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God Show how Christians put their beliefs into practice in worship. 	What do Christians believe about God/ Jesus?	<ul style="list-style-type: none"> Recall Bible stories associated with the birth of Jesus. Discuss (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel's message to Mary – that her baby is God's son, (c) his humble birth, (d) visited by shepherds -ordinary people – and the Magi. Identify these stories with the religion of Christianity, who are collectively called

				<p>Christians and know that these stories are from the Bible.</p> <ul style="list-style-type: none"> Recognise the order of the key events in the Biblical narrative.
PSHE	<p>Family and relationships</p> <p>No Outsiders - I like the way I am 'Elmer 'David McKee</p>	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common 	<p>Emotions and wellbeing</p> <p>No Outsiders- Joining in 'Going to the Volcano' Andy Stanton '</p>	<ul style="list-style-type: none"> Learning to join in I know we are all different/I know we can play together/I can join in. Understand different emotions Describe how they feel using appropriate vocabulary, recognising what different emotions might feel and look like.
Computing	<p>Computing systems and networks</p> <p>Technology around us</p> <p>Online Safety I am kind and responsible</p>	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Recognise common uses of information technology beyond school 	<p>Creating media Digital painting</p> <p>Online Safety I am kind and responsible</p>	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
DT	Art	Mark making	Textiles: Puppets	<ul style="list-style-type: none"> 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