

## **Science Relevant**

### **Animals – including Humans (Y1- Body Y2- Health) MC**

Identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense. Recognise humans are animals. Compare and describe differences in features and recognise the many similarities. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

**What if we couldn't use all our senses? How would our world change?**

**Seasonal Change – Observe and describe weather associated with season & day length.**

### **History – History of our School MC D9 Unique**

Distinguish between past and present.

How many years have I lived in Preston? How have I changed over time? What notable events have happened? Who are the members of my family? Using a range of sources to research and find out about the present and past in family groups. What about our school family? When was our school built? Who was Samuel Needls?

What was our school like in the past? When was it built? Who built it? Research history and changes over time. Special events. Use sources to answer simple questions about the past.

Begin to understand why people behaved in the way they did.

**What if we were at school fifty years ago? What would we see and experience?**

### **Art Design and Technology – Houses D9 Challenge**

Explore structures & materials used to build houses and toy houses. Design a family home and build a model house using different media. Build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate end product.

Use and name the materials and tools they are using safely.

**What if every material was bendy or soft? What would happen to our homes?**

### **Computing – Coding/Online Safety Rules D9 Challenge**

Understand what algorithms are; how they are implemented as programs on digital devices; Create simple algorithms to control toys and animations/videos;

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.

**What if there was no technology in our world?**

**British Values - Online Safety – using websites/devices at home safely & respectfully.**

### **P.E Baseline Fundamental Movements – Lost & Found & Games Unit – Piggy in the Middle D9 Flourish**

Assess and baseline fundamental movements and explore a movement vocabulary. Develop fundamental skills of rolling, throwing and catching a ball.

**What if God hadn't created bodies that move in many ways?**



## **“Home Sweet Home”**

**Mrs Ramsay & Miss Courtney**

**Class 2**

**Autumn 1 – 2021-22**

### **R.E – I am Special D9 Unique**

#### **R.E - Unit 2.1 - The Bible**

To understand that they are unique and special. To know they are loved, valued and made by God.

To widen understanding of the Bible, its contents, presentation and importance to Christians. To begin to develop understanding of holy books from other faiths.

**British Values – Freedom of Faith and Acceptance MC What if everyone had a gift?**

### **Music D9 Inspirational**

Understand sound/music is used for different purposes

Use voices expressively through singing and chanting

Create musical patterns and rehearse and perform with others, including body sounds.

Charanga Website Unit – In the Groove! MC

**What if the world was filled with joyful singing?**

### **PSHE Health, Wellbeing & Personal**

**Hygiene D9 Independent**

Harold's postcard – keeping clean and healthy & Harold's bathroom.

**British Values – Rule of Law – protects us and helps those who help us stay safe MC**

**What if the world was always a safe place?**

### **Mathematics D9 Challenge Collaborative Independent**

Revise & recall number bonds up to 10 & 20 fluently.

#### **Number and Place Value**

Compare and order numbers from 0 to 100, use < > & = signs.

Round numbers to at least 100 to the nearest 10.

Identify, represent and estimate numbers using different representations, including a number line.

Describe and extend number sequences involving counting on or back (odd and even).

#### **Geometry - 2d and 3d shapes**

Identify and describe the properties of 2-d shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-d shapes, including the number of edges, vertices and faces.

#### **Geometry – Position and Direction**

Describe position, direction and movement including turns.

Compare and sequence intervals of time – days, weeks, months.

#### **Statistics**

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity.

Ask and answer questions about totalling/comparing categorical data.

### **English D9 Challenge Collaborative Independent**

#### **Focus Texts:**

**‘Katie Morag Stories’ – M. Hedderwick**

**‘The Pirates Next Door’ - J. Duddle**

Listen to texts beyond those they can read independently.

Sequence and discuss main events in stories.

Make inferences about events and characters.

Select, generate and use nouns.

Write for a range of audiences – letters and narrative.

#### **Non-chronological reports – Family Events/Celebrations**

Create information posters/booklets.

Ask and answer how, where, why and what questions.

Discuss how information is used and organised.

#### **Poems on a Theme (Home/Family/School) MC**

Listen to a range of poems at a level beyond that they can read independently.

Use tone and intonation when reading aloud or performing a poem.

Select, generate and effectively use adjectives.

Write simple poems based on models.

#### **Spelling & Phonics**

Assess and revise all Phase 5 phonics.

Spelling patterns - /n/ gn & kn; /r/ wr; /s/ 'c' before e, l and y;

/j/ dge & ge; /j/ g before e, l, & y & /j/ ; common exception words