

## Science:

Seasonal Change – observe/describe weather associated with season & day length.

Animals – including Humans (Y1- Body Y2- Health)

- 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. **MC – Racial diversity**
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

How do our senses help us to experience the beauty that God creates?

## History/Geography – The History of our School

- Distinguish between past and present.
- How many years have I lived? 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. Create family trees. What about our school family? **MC – How our school family blossomed and changed over time**
- Identify differences and similarities between ways of life in different periods. What was our school like in the past? When was it built? Who built it? Research school history and changes over time.
- Use sources to answer simple questions about the past.
- Begin to understand why people behaved in the way they did.
- Use basic geographical vocabulary to refer to key physical features and human features on past and present maps of the school and surrounding area.
- Use a range of maps and identify landmarks and key features.
- Know that symbols mean something on maps and recognise symbols.

What does Jesus teach us to help us follow the right path?

## Design and Technology – Houses

- Explore structures & materials for building model houses.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Use and name the materials and tools they are using safely.

Can we create stronger structures like the Wise Man who built on rock?

## Art and Design – Local Artists/Designers MC – Art and culture

- Explore the work of local artists, craftspeople and/or designers from the past. Local artist Beattie and Horrocks' fabric prints 1950s.

How does the colour or pattern in God's creation to inspire us to be creative?

## P.E – Baseline FMS Unit – Lost and Found & Games – Piggy in the Middle

- Develop a movement vocabulary.
- Create and develop dances using travel, turn, jump, gesture and stillness.
- Develop fundamental skills of hopping, jumping and underarm throwing.

## Computing – Coding (Espresso Coding Units) & Online Safety Rules

- Understand what algorithms are; how they are implemented as programs on digital devices; Create and debug simple programs;
- 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.

Year 1 – Unit 1A On the Move & Year 2 – Unit 2A Different sorts

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

How can we use technology wisely to reflect God's compassion?



# “Home Sweet Home”

Mrs Ramsay - Class 2  
Autumn 1 – 2018

## R.E – Unit 1.1 Harvest (Y1) & NCF Jewish Harvest

- Raise awareness that we have harvest food all around the world.
- Discuss how Christians response to the needs of others.

## R.E – Unit 2.1 The Bible (Y2) & NCF Holy Books

- Widen the children's understanding of the Bible, its contents and importance to Christians.
- Begin to develop children's understanding of holy books from faiths other than Christianity and their significance in the lives of believers.

## British Values – Freedom of Faith and Acceptance

**MC – the importance of Holy Books for other Faiths**

How can we use our God given talents and gifts to make the lives of others better?

## Music

- Understand sound/music is used for different purposes
- Use voices expressively through singing and chanting
- Create musical patterns and rehearse and perform with others

Charanga Website Unit – In the Groove

**MC – exploring music from other cultures/traditions**

## Mathematics

### 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

Stories with a familiar setting (Authors: Jonny Duddle or Mairi Hedderwick)

- 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 (School/Local Area)

- Create information posters/booklets.
- Ask and answer how, where, why and what questions.
- Discuss how information is used and organised.

Poems on a Theme (School & Family) **MC – Cultural/Racial diversity – Poems/Poets**

- 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.

## MFL – Spanish (PPA)

- Greetings and Conversation **MC - Culture and Language of Spain**

## PSHE – Staying safe in the Community (PPA)

- Begin to understand about being safe.
- Have an awareness of which adults they can trust and who to go to for help if they feel unsafe.

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

**MC – Rules protect all groups in our society from bullying/hatred/unfair treatment**

How can following God's rules help us to live better lives?