

<p><b>Science</b> <i>Relevant</i>  <b>Everyday Materials</b> <b>MC</b>  Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.  <i>What if all materials were the same?</i>  <b>Seasonal Change</b> – Observe and describe weather associated with season &amp; day length.  <i>What if God had made every season the same?</i></p>	<div data-bbox="840 87 1411 247"> <p><b>“Autumn 1”</b>  <b>Mrs Ramsay &amp; Mrs Bamber Class 2</b>  <b>2022-2023</b></p> </div> 	<p><b>Mathematics</b> <i>Challenge Collaborative Independent</i>  <b>WRM Number – Place Value - Block 1</b>  Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.  <b>WRM Addition and Subtraction - Block 2</b>  Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>
<p><b>P.E</b> <b>Baseline FMS – Bounce Ball Flourish</b>  Assess and baseline fundamental movement development.  Explore movement vocabulary.  Develop fundamental skills of rolling, throwing and catching a ball.  <i>What if God hadn't created bodies that move in many ways?</i></p>	<p><b>PSHE</b> - <b>Being my Best</b> <i>Independent</i>  Y1 - Keeping healthy, food and exercise, hygiene rules, sun safety. I can eat a rainbow &amp; Eat Well  Y2 - Why sleep is important, medicines and keeping healthy, teeth and oral hygiene, managing feelings and asking for help.  My body needs... &amp; What does my body do?  <b>British Values – Rule of Law</b> – protects us and helps those who help us stay safe <b>MC</b>  <i>What if the world was always a safe place?</i></p>	<p><b>English</b> <i>Challenge Collaborative Independent</i>  <b>English Y1 into Y2 Bridging Unit: The Way Home for Wolf</b>  <b>Focus Text: ‘The Way Home for Wolf’ by Rachel Bright</b>  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.  <b>Non-chronological reports (Wolves)</b>  Create information posters/booklets.  Ask and answer how, where, why and what questions. Discuss how information is used and organised.  <b>Poems on a Theme (Wolves and forest animals)</b> <b>MC</b>  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.  <b>Spelling</b>  High Frequency words  Spelling patterns - /n/ gn &amp; kn; /r/ wr; /s/ ‘c’ before e, l and y; /j/ dge &amp; ge; /j/ g before e, l, &amp; y &amp; /j/ ; common exception words</p>
<p><b>Computing</b> - <b>Computing Systems &amp; Networks Technology Around Us</b> <i>Challenge</i>  To identify technology.  To identify a computer and its main parts.  To use a mouse in different ways.  To use a keyboard to type on a computer.  To use the keyboard to edit text.  To create rules for using technology responsibly.  <i>What if there was no technology in our world?</i>  <b>British Values - Online Safety</b> – using websites/devices at home safely &amp; respectfully.</p>	<p><b>Music</b> <i>Inspirational Collaborative</i>  <b>How Can We Make Friends When We Sing Together? (1)</b>  <b>Introducing Beat</b> <b>MC</b>  Find and keep a beat.  Listen and respond to music.  Improvise together.  Learn and sing songs.  Perform as a group.  <i>What if music was always around us? What if we sang when we spoke?</i></p>	
<p><b>Art &amp; Design</b> – <b>Buildings LS. Lowry</b> <i>Inspirational</i>  Explore paintings created by the artist LS Lowry. Identify colour palette used.  Pencil, line and drawing skills for drawing buildings and structures. Create drawings and paintings in the style of Lowry. <i>What if buildings were created by God?</i>  <b>Geography</b> – <b>School Grounds and Locality</b> <b>MC</b>  <i>Unique</i>  To name and locate areas local to our school  To locate places on a map, recognise symbols and using a simple key  <i>What if God hadn't created land for our school?</i></p>	<p><b>R.E</b>  <b>Y1</b> - Unit 1.1 Harvest &amp; 1.2 God and Creation  To understand how we can help others as part of our Christian faith  To understand that they are unique and special.  To know they are loved, valued and made by God.  <b>Y2</b> - Unit 2.1 - The Bible  To widen their understanding of the Bible, its contents, presentation and importance to Christians.  To begin to develop understanding of holy books from other faiths.  <b>British Values</b> – <b>Freedom of Faith and Acceptance</b> <b>MC</b>  <i>What if everyone had a gift? What if we were all made the same?</i></p>	