

Science:

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

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

- 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?

History – Preston Parks and PNE 1st FA Cup **MC Relevant/Inspirational**

- 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. Which parks does your family visit? What about our school family?
- Identify differences and similarities between ways of life in different periods. What was Avenham Park/PNE FC 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 alive fifty years ago? What would we see and experience?

- Use a range of maps and identify key landmarks and key features.
- Know that symbols mean something on maps and recognise symbols.

What if there were no maps to show us the right way to go?

• **Design and Technology – Play Equipment Creativity/ Unique**

- Explore structures & materials used in children's play areas (parks).
- Design a park playground and choose a structure to model.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Use and name the materials and tools they are using safely.

What if every building material was bendy or soft?

P.E - Baseline FMS Unit – Lost and Found & Dance – Moving Along Core Task

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

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

Computing – Stickman Animation, iPads & Online Safety Rules

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

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

What if there was no technology in our world?



“Magnificent Me!”

Mrs Ramsay - Class 2

Autumn 1 – 2019

Diamond 9 links in blue - Love of Learning across all subjects

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 Special Books (The Qur'an

- 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

What if everyone had the same gift?

Relevant/Flourish/Unique/Inspirational

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, including body sounds.

Charanga Website Unit – Hands, Feet, Heart **MC**

What if the world was filled with joyful singing?

Creativity/Flourish

Mathematics Relevant/Courage/Independent/ Collaborative

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 Creativity/ Flourish

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 (PNE/Local Area-Parks)

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

Poems on a Theme (Bodies/Senses and/or Action Rhymes) **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.

PSHE Unique/ Flourish/Relevant

- 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

What if the world was always a safe place?