



YEAR A - AUTUMN 2
Key Stage: KS1
Topic: Hordle to Hurst

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English	Maths	
	Year 1	Year 2
<p><u>Lighthouse Keeper's Lunch</u></p> <p>Children retell the story before making writing their own version with some changes</p> <p>Year 1 - to write sentences; to join words with 'and'</p> <p>Year 2 - to use coordinating conjunctions; to use exclamation marks</p> <p><u>Lost and Found</u></p> <p>Children retell the story before changing the animal in their own version</p> <p>Year 1 - to write sentences; to join words with 'and'</p> <p>Year 2 - to use expanded noun phrases for description; to use suffixes 'ment'/'ness'/'ly'/'ful'/'less'</p> <p><u>Hordle Recount</u></p> <p>Children write a recount of their walk around Hordle</p> <p>Year 1 - to write a chronological report of their walk</p> <p>Year 2 - to write a chronological report of their walk</p> <p><u>Father Christmas</u></p> <p>Children write diary entries as Father Christmas as well as creating 'missing' posters for Father Christmas and Rudolph</p> <p>Year 1 - to use capital letters for names and 'I'; to use the 'ed' suffix to write in the past tense</p> <p>Year 2 - to use expanded noun phrases for description; to write correctly punctuated exclamations</p>	<p>Addition/Subtraction</p> <ul style="list-style-type: none"> ● Fact families ● Number bonds ● Comparing number bonds ● Subtracting by taking away (crossing out) ● Subtracting by counting back ● Finding the difference ● Comparing addition and subtraction calculations <p>Place Value (within 20)</p> <ul style="list-style-type: none"> ● Count forwards and backwards ● Write numerals for numbers to 20 ● Use tens and ones to make numbers <p>Geometry</p> <ul style="list-style-type: none"> ● Recognise and name 2D shapes ● Recognise and name 3D shapes 	<p>Addition/Subtraction</p> <ul style="list-style-type: none"> ● Add by making 10 ● Add three single digit numbers ● Add single digit to two digit numbers ● Add two two digit numbers ● Subtract 1s ● Subtract 10s ● Subtract a two digit number from a two digit number ● Bonds to 100 <p>Geometry</p> <ul style="list-style-type: none"> ● Recognise and name 2D shapes ● Recognise and name 3D shapes

	Computing	History	Geography
Description	The children will continue to develop their understanding of more complex algorithms.	Children learn about the history of Hordle village and school. They compare the past to present	
NC Objectives	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> Pupils should be taught about changes within living memory Pupils should be taught about events, people and places in their own locality 	
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn what an algorithm is Children will learn how to create a simple algorithm Children will learn that the sequence of algorithms is important Children will learn to debug simple algorithms Children will learn that algorithms are implemented as programs on digital devices 	<ul style="list-style-type: none"> Children will learn what Hordle school used to be like - the buildings, the children, the clothing Children will learn what Hordle village use to be like - the houses, the shops Children will compare their knowledge of the past to what Hordle School and village are currently like 	
Disciplinary Skills	<ul style="list-style-type: none"> Understand that pressing the up arrow on a BeeBot will move it forward one space. Understand that pressing the down arrow on a BeeBot will move it backwards one space. Understand that pressing the right arrow on a BeeBot will spin the BeeBot to the right from the same tile. Understand that pressing the left arrow on a BeeBot will spin the BeeBot to the left from the same tile. Understand that sliding the power button to 'on' will give power to my device. 	<ul style="list-style-type: none"> Chronology - recognise the sequence of houses from past to present and use dates to describe things; use vocabulary associated with the past and intervals of time Characteristic features - recognise that clothing and buildings could be different in the past Continuity and Change - describe how aspects of school life today differ from the past Historical Significance - can recognise significant changes to the school that impacted friends and family Historical interpretation - identifying and talking about different accounts of real historical situations Historical Enquiry - talk about similarities and differences between historical sources about the school; gather information from simple sources to answer questions about the history of Hordle; able to explain how they have found out about the past 	
Vocabulary	algorithm, debug, forward, backwards, left, right, code, input, pause, predict, program, clear	chronology, past, present, primary source, secondary source,	
Assessment	Can the child make a more complex algorithm? Can they navigate around a given object and move from point A to point B ?	End of Unit Workout <ul style="list-style-type: none"> Children will explain the differences in housing in Hordle Children will explain differences in the school 	

	Art	DT	Science
Description	Children will study Gyotaku and print their own fish. They will then create their own textured fish out of clay.		Children will explore and name everyday objects. They will become familiar with the names and properties of different materials and they will compare and sort them according to their properties.
NC Objectives	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials based on their simple physical properties Identify and compare the suitability of a variety of everyday materials Find out how the shapes of solid objects made from some materials can be changed
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> Children will learn about the history of Gyotaku They will learn about the symbolism of koi fish and its prominence in Japanese art How is this art the same/ different to other art you have learnt about? <p>Practical</p> <ul style="list-style-type: none"> They will experiment with Gyotaku methods by printing their own fish and understand how print shows the texture of the fish They will use line and shape techniques to draw texture Manipulate clay in a variety of ways including rolling and kneading and for a purpose, e.g. decorative fish Understand the safety and basic care of materials and tools Change the surface of a malleable material They will experiment with creating texture in clay using different implements and create their own textured clay fish 		<ul style="list-style-type: none"> Children will know the difference between an object and material They will know the names of common materials They will know the properties of common materials and why they are used to make products
Disciplinary Skills	<p>Disciplinary Knowledge</p> <p>Is Gyotaku art? Discuss how it was used to record what the fishermen caught but also produces a beautiful visual image.</p>		<ul style="list-style-type: none"> Children will compare and group materials based on their properties They will perform a simple fair test to prove which material is best for a waterproof coat They will record their answers in a table
Vocabulary	Gyotaku, Japan, printmaking, Japanese rice paper, ink, rubbings, line, shape, texture pattern, clay, slab		object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not-bendy, waterproof, not waterproof, absorbent, not absorbant
Assessment	Can the children describe what Gyotaku is and where it comes from? Can you apply techniques learnt to create your own textured clay fish?		Headstart assessment on materials and their properties

	PE	Music	PSHE
Description	Indoor PE - Children will perform simple dance movements on the theme of 'the seasons'. Outdoor PE - children will develop their fundamental movement skills	Children will create and perform a class version of 'Christmas is Coming' and they will create, perform and record 'Father Christmas' Journey'	Celebrating Differences - children will celebrate their differences and understand that everyone is different
NC Objectives	<ul style="list-style-type: none"> Pupils should be taught to perform dances using simple movement patterns Pupils should be taught to master basic movement 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 	<ul style="list-style-type: none"> Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	PSHE Association <ul style="list-style-type: none"> Recognise what makes them and other unique Identify what they are good at, what they like and dislike Learn about what is kind and unkind behaviour and how this can affect others Understand how people may feel if they experience bullying How to talk about and share their opinions on things that matter to them
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn to perform simple dance movements on the theme of the seasons They will learn to sequence movements together by themselves and with a partner They will learn how to mirror dance movements Children will improve their basic movements by completing a variety of short exercises 	<ul style="list-style-type: none"> Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together 	<ul style="list-style-type: none"> Start to understand that sometimes people make assumptions about boys and girls (stereotypes) Understand what bullying is and that sometimes it is about difference Recognise what is right and wrong and know how to look after themselves Understand that it is OK to be different from other people and to be friends with them Be able to explain how they are different from their friends
Disciplinary Skills	<ul style="list-style-type: none"> To develop simple movement patterns in dance, understanding how to link movements together and the best order to sequence movements into to allow for smooth transitions To practise/rehearse dance movements individually and in small groups To perform their dance movements to an audience of peers To understand how to improve fundamental movement skills 	<ul style="list-style-type: none"> Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch Listen and respond to Sleigh Ride - Leroy Anderson Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions 	<ul style="list-style-type: none"> Children will understand some ways in which boys and girls are similar and feel good about this Understand how someone who is bullied might feel Know when to stand up for themselves and other Understand that people should not be judged for being different and that differences make us all special and unique
Vocabulary	pattern, canon, mirroring, motif, travel, standing long jump, star jump, hee kicks, ladder run, speed bounce, hopping, high knees	higher, lower, melodic shape, steps, leaps, repeated notes, long, short, steady beat, rhythm pattern	similarities, differences, stereotypes, bullying, special, unique
Assessment	Dance - Compose a dance routine and perform Outdoor - Can children use the basic movement skills?	Perform a class version of 'Christmas is Coming' and 'Father Christmas' Journey'	Children will be able to explain their differences and celebrate their friends differences

	Religious Education		
Description	<p style="text-align: center;">LIGHT</p> <p>Children will consider how they have used different sources of light</p> <p>They will learn that many people use candles to remember special people or events</p> <p>They will learn that Advent helps Christians to prepare for Jesus' birth and Hanukkah helps Jewish people to remember the rededication of the Temple in Jerusalem</p>		
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To recognise a range of different light sources and to think about when each one might be used To communicate how they feel when they watch a burning candle <p>Apply</p> <ul style="list-style-type: none"> To recognise that people may light candles to remember someone or something special to them <p>Inquire</p> <ul style="list-style-type: none"> To know that candles give is light and without light, there is only darkness <p>Contextualise</p> <ul style="list-style-type: none"> To understand that many Jewish people light candle at Hanukkah to remember an important event in their history To describe some of the ways that Hanukkah is celebrated To make and describe an Advent wreath and to know what each of the candles represent <p>Evaluate</p> <ul style="list-style-type: none"> To begin to recognise why Jesus is important to Christsians and think about why many Christians think of him as the Light of the World 		
Religious Traditions	JUDAISM CHRISTIANITY		
Vocabulary	Light, candles, remembering, special		
Assessment	To communicate how candles make them feel and what they think about when they watch a burning candle		

