



# YEAR A - AUTUMN 2

## Key Stage: KS1

### Topic: Hordle to Hurst

YEAR A - AUTUMN 2		
English	Maths	
	Year 1	Year 2
<p><b><u>Lighthouse Keeper's Lunch</u></b></p> <p>Children retell the story before making writing their own version with some changes</p> <ul style="list-style-type: none"> <li>READING: predicting what might happen on the basis of what has been read so far</li> <li>WRITING: Year 1 - to write sentences; to join words with 'and' Year 2 - to use coordinating conjunctions; to use exclamation marks</li> </ul> <p><b><u>Lost and Found</u></b></p> <p>Children retell the story before changing the animal in their own version</p> <ul style="list-style-type: none"> <li>READING: Year 1 - listening to and discussing a wide range stories. Year 2- expressing views</li> <li>WRITING: Year 1 - to write sentences; to join words with 'and'. Year 2 - to use expanded noun phrases for description; to use suffixes 'ment'/'ness'/'ly'/'ful'/'less'</li> </ul> <p><b><u>Hordle Recount</u></b></p> <p>Children write a chronological recount of their walk around Hordle</p> <ul style="list-style-type: none"> <li>READING: Year 1- link what they read or hear read to their own experiences. Year 2: discuss the sequence of events</li> <li>WRITING : Year 1 - saying out loud what they are going to write about. Year 2: writing for different purposes.</li> </ul> <p><b><u>Father Christmas</u></b></p> <p>Children write diary entries as Father Christmas as well as creating 'missing' posters for Father Christmas and Rudolph</p> <ul style="list-style-type: none"> <li>READING: Year 1 - discussing word meanings. Year 2 - making inferences based on what has been said and done.</li> <li>WRITING: Year 1 - to use capital letters for names and 'I'; to use the 'ed' suffix to write in the past tense Year 2 - to use expanded noun phrases for description; to write correctly punctuated exclamations</li> </ul>	<p><b>Place Value (within 20)</b></p> <ul style="list-style-type: none"> <li>Count forwards and backwards to 20</li> <li>Represent 10 in different ways</li> <li>Understand and make all numbers from 10-20</li> <li>Write numerals for numbers to 20</li> <li>Use tens and ones to make numbers</li> <li>Count one more and one less up to 20</li> <li>Use the number line to 20</li> <li>Estimate on a number line to 20</li> <li>Compare numbers to 20</li> <li>Order numbers to 20</li> <li>Solve missing number problems</li> </ul> <p><b>Place value (within 50)</b></p> <ul style="list-style-type: none"> <li>Numbers to 50</li> <li>Counting forwards and backward to 50</li> <li>Count by making groups of ten</li> <li>Tens and ones</li> <li>Partition into tens and ones</li> <li>Find one more and one less than a number to 50</li> <li>Use a number line to 50</li> </ul> <p><b>Place value (within 100)</b></p> <ul style="list-style-type: none"> <li>Counting to 100</li> <li>Counting forwards and backwards within 100</li> <li>Comparing and ordering numberings using &gt;, &lt; and =</li> <li>One more/one less than a number</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add by counting on</li> <li>Add by using known number bonds</li> <li>Add by making 10 first</li> <li>Subtract by counting back</li> <li>Use related facts (fact families)</li> <li>Compare number sentences using &gt;, &lt;, =</li> </ul>	<p><b>Number: Addition and Subtraction</b></p> <p><i>Continued from Autumn One</i></p> <ul style="list-style-type: none"> <li>Know 10 more, 10 less</li> <li>Add and subtract 10s</li> <li>Add two 2-digit numbers – not across a ten</li> <li>Add two 2-digit numbers – across a ten</li> <li>Subtract two 2-digit numbers (not across a ten)</li> <li>Subtract two 2-digit numbers (across a ten)</li> <li>Compare number sentences</li> <li>Solve missing number problems</li> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Recognise equal groups</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Understand 'x' and '÷' symbols</li> <li>Solve multiplication sentences</li> <li>Solve multiplication questions using equal groups</li> <li>Use arrays to show 'groups of'</li> <li>Make equal groups – grouping (2MD 2)</li> <li>Make equal groups – sharing (2MD 2)</li> <li>The 2 times table</li> <li>Divide by 2</li> <li>Doubling and halving</li> <li>The 10 times-table</li> <li>Solve division questions using sharing and grouping</li> <li>Divide by 10</li> <li>The 5 times-table</li> <li>Divide by 5</li> <li>The 5 and 10 times-tables</li> </ul>

	Computing	History	Geography
Description	The children will continue to develop their understanding of more complex algorithms and debugging.	Children learn about the history of Hordle village and our school. They compare the past to the present.	
NC Objectives	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught about changes within living memory</li> <li>Pupils should be taught about events, people and places in their own locality.</li> </ul>	
Substantive Knowledge	<ul style="list-style-type: none"> <li>Children will learn what an algorithm is</li> <li>Children will learn how to create a simple algorithm</li> <li>Children will learn that the sequence of algorithms is important</li> <li>Children will learn to debug simple algorithms</li> <li>Children will learn that algorithms are implemented as programs on digital devices</li> </ul>	<ul style="list-style-type: none"> <li>Children will learn what Hordle School used to be like from the buildings to the children and the clothing</li> <li>Children will learn what Hordle village use to be like, including the houses and shops</li> <li>Children will compare their knowledge of the past to what Hordle School and village are currently like</li> </ul>	
Disciplinary Skills	<ul style="list-style-type: none"> <li>Understand that pressing the up arrow on a BeeBot will move it forward one space.</li> <li>Understand that pressing the down arrow on a BeeBot will move it backwards one space.</li> <li>Understand that pressing the right arrow on a BeeBot will spin the BeeBot to the right from the same tile.</li> <li>Understand that pressing the left arrow on a BeeBot will spin the BeeBot to the left from the same tile.</li> <li>Understand that sliding the power button to 'on' will give power to my device.</li> </ul>	<ul style="list-style-type: none"> <li><b>Chronology</b> - 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; create a comparison of 'then and now' and 'old and new' when thinking about how Hordle has changed over time.</li> <li><b>Characteristic features</b> - recognise that clothing, transport, buildings and technology could be different in the past; use sources (photographs and drawings) to compare the characteristics of Hordle in the past with Hordle of modern day (e.g., school, clothing, buildings).</li> <li><b>Continuity and Change</b> - describe how aspects of school life today differ from the past (including use of primary sources: accounts and photographs); use a map to compare Victorian Britain with knowledge of where they live now.</li> <li><b>Cause and Consequence</b> - discuss the reasons that Hordle has changed from how it was in Victorian Britain to modern day; explore how the factors that led to change affected people differently.</li> <li><b>Historical Significance</b> - recognise significant changes to the school that impacted friends and family; discuss the impact of widening education for more children meant that more children could read and write.</li> <li><b>Historical interpretation</b> - examine photographs and consider what information they show by thinking about: what can you see? What is this a photo of? How is this photo different from your class photo? How do you know this is an old photo? Identify and talk about different accounts of real historical situations; discuss the similarities and differences of primary and secondary sources relating to the school and village.</li> <li><b>Historical Enquiry</b> - develop concept of archaeology and think like archaeologists by finding and interpreting artefacts in a sand tray to piece together missing clues; asks and answers questions about the sources they are shown, verbally sharing their ideas about how Hordle has changed through the use of photographs; explain how they have found out about the past.</li> </ul>	
Vocabulary	algorithm, debug, forward, backwards, left, right, code, input, pause, predict, program, clear	<b>Tier 1:</b> past, present, now, then, house, bricks, tile <b>Tier 2:</b> timeline, modern, New Forest cottage, Victorian cottage, cob cottage, thatched, slate, dunce, blackboard, cane, inkwell <b>Tier 3:</b> excavate, archaeologist	
Assessment	Can the child make a more complex algorithm? Can they navigate around a given object and move from point <b>A</b> to point <b>B</b> ?	<b>Key Enquiry Question:</b> What has changed and what has stayed the same in Hordle from the past to modern day? <ul style="list-style-type: none"> <li>How has Hordle Village changed over time?</li> <li>How have houses, the school and church changed?</li> </ul>	

	Art	DT	Science
<b>Description</b>	Children will study Gyotaku and print their own fish. They will then use monoprinting techniques to create fish inspired wallpaper.		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.
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials based on their simple physical properties</li> <li>Identify and compare the suitability of a variety of everyday materials</li> <li>Find out how the shapes of solid objects made from some materials can be changed</li> </ul>
<b>Substantive Knowledge</b>	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>Children will learn about the history of Gyotaku</li> <li>They will learn about the symbolism of koi fish and its prominence in Japanese art</li> <li>How is this art the same/ different to other art you have learnt about?</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>They will experiment with Gyotaku methods by printing their own fish and understand how print shows the texture of the fish</li> <li>They will use line and shape techniques to draw texture</li> <li>To experiment with oil pastel monoprinting techniques.</li> <li>To experiment with paint monoprinting techniques.</li> </ul>		<ul style="list-style-type: none"> <li>Know there is a difference between an object and the material it is made from.</li> <li>Know that there are many different materials that have different observable properties.</li> <li>Know that a property is what an object looks like, feels like and what it does, e.g. It is strong, it is rough.</li> <li>Name objects and then say what they are made of wood, plastic, glass, metal, water, rock, paper, cardboard, rubber, fabric.</li> <li>Know that different materials have different properties, such as: hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff.</li> <li>Know that many types of plastic are waterproof, that metal is usually strong, that rock is hard and rigid, some plastics are flexible,</li> <li>Know that materials can have useful properties that make them suitable for a given job (including being waterproof, flexible, rigid, opaque and transparent)</li> <li>Know that materials can be changed by physical force (twisting, bending, squashing and stretching).</li> <li>Know that applying forces (e.g. bending, stretching, squashing and twisting) to solid objects can change their shape</li> <li>Know the difference between opaque, transparent.</li> <li>Know rigid means something that will not bend without breaking</li> <li>Flexible is something that can bend without breaking</li> <li>Link a property to how suitable materials are for particular uses: (e.g. bricks used for houses cannot be squashable, material used for windows must be transparent) including wood, metal, plastic, glass, brick, rock, paper and cardboard.</li> </ul>
<b>Disciplinary Skills</b>	Is Gyotaku art? Discuss how it was used to record what the fishermen caught but also produces a beautiful visual image.		<ul style="list-style-type: none"> <li>Children will compare and group materials based on their properties</li> <li>They will perform a simple fair test to prove which material is best for a waterproof coat</li> <li>They will record their answers in a table</li> </ul>
<b>Vocabulary</b>	Gyotaku, Japan, printmaking, Japanese rice paper, ink, rubbings, line, shape, texture, oil pastel, monoprinting		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 absorbent
<b>Assessment</b>	Can the children describe what Gyotaku is and where it comes from? Can you apply monoprinting techniques to create a fish themed wrapping paper?		Headstart assessment on materials and their properties

	PE	Music	PSHE
Description	Indoor- Fitness Outdoor- Invasion Games (Hockey) PPA- OAA	Children will create and perform a class version of a 'Christmas songs' and they will create, rhythms and patterns to perform	Celebrating Differences - children will celebrate their differences and understand that everyone is different.
NC Objectives	<ul style="list-style-type: none"> <li>Pupils should be taught to master basic movements 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</li> <li>Pupils should participate in team games, developing simple tactics for attacking and defending</li> <li>Pupils should perform dances using simple movement patterns</li> </ul> <p>Pillars of Progression - FMS: Locomotor Skills, Stability Skills, Manipulation Skills</p>	<ul style="list-style-type: none"> <li>Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what makes them and others unique</li> <li>Identify what they are good at, what they like and dislike</li> <li>Learn about what is kind and unkind behaviour and how this can affect others</li> <li>Understand how people may feel if they experience bullying</li> <li>How to talk about and share their opinions on things that matter to them</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Know that using simple tactics, like moving to defend a goal, will make it difficult for opponents.</li> <li>Know that showing good awareness of others when playing games helps keep everyone safe.</li> <li>I understand some rules of the game. Know that there are attackers and defenders in games, and I can identify them.</li> <li>Know that there are safety rules and procedures for taking part in orienteering events.</li> <li>Know that there are some basic features on a map and what they represent.</li> <li>Know that there is a competitive element to orienteering.</li> <li>Know that there are direction points on a compass and what they are used for.</li> <li>Know that working together is important in group activities.</li> <li>Know which route to select on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</li> <li>Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together</li> </ul>	<ul style="list-style-type: none"> <li>Start to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>Understand what bullying is and that sometimes it is about difference</li> <li>Recognise what is right and wrong and know how to look after themselves</li> <li>Understand that it is OK to be different from other people and to be friends with them</li> <li>Be able to explain how they are different from their friends</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Know how to control the ball using basic actions.</li> <li>Know how to move fluently, changing direction and speed –with and without a ball. – avoiding collisions.</li> <li>Know how to shoot to a target or goal.</li> <li>Know how to defend between ball and target.</li> <li>Know how to move in different directions and a variety of different ways.</li> <li>Know how to map read to solve problems.</li> <li>Know how to take part in an orienteering event following rules and playing fairly.</li> <li>Know how to participate with others.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent</li> <li>Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</li> <li>Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch</li> <li>Listen and respond to Sleigh Ride - Leroy Anderson</li> <li>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand some ways in which boys and girls are similar and feel good about this</li> <li>Understand how someone who is bullied might feel</li> <li>Know when to stand up for themselves and others</li> <li>Understand that people should not be judged for being different and that differences make us all special and unique</li> </ul>
Vocabulary	• Jump • Land • Space • Hurdle • Control • Balance • Forfeit • Movement • Stretch • Speed • Stamina • Balance • Teamwork • Together • Compass • Map • Route • Directions • Safety • Orienteering • Problem solving • Challenge	higher, lower, melodic shape, steps, leaps, repeated notes, long, short, steady beat, rhythm pattern	similarities, differences, stereotypes, bullying, special, unique
Assessment	Assessed against Hordle's PE internal assessment criteria..	Perform a class version of 'a Christmas song'	Children will be able to explain their differences and celebrate their own and their friends' differences

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