



# YEAR A - AUTUMN 1

## Key Stage: KS1

### Topic: Hordle to Hurst

| YEAR A - AUTUMN 1   |   |   |
|---|---|---|
| English   | Maths   |   |
|   | Year 1  | Year 2  |
| <p><b><u>This Is How We Do It</u></b><br/>Children read <i>This Is How We Do It</i> and learn about children's routines in other countries. They then write information about themselves.</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>READING: Listening to and discussing non-fiction</li> <li>WRITING: Year 1 - to leave spaces between words; to begin to write sentences. Year 2 - to use capital letters and full stops in sentences; to use 'and' as a coordinating conjunction</li> </ul> <p><b><u>Shhh</u></b><br/>Children retell parts of the story, focusing on the plans that the friends make and description</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>READING: Retrieving information from the text</li> <li>WRITING: Year 1 - to leave spaces between words; to begin to write sentences. Year 2 - to demarcate sentences correctly, to use expanded noun phrases</li> </ul> <p><b><u>Dear Greenpeace</u></b><br/>Children write letters to Greenpeace, pretending there's a whale in their pond</p> <p><b><u>Key Objectives</u></b></p> <ul style="list-style-type: none"> <li>READING: Year 1 - discussing word meanings. Year 2: answering and asking questions</li> <li>WRITING: Year 1 - to leave spaces between words; to begin to write sentences with capital letters and full stops; to use capital letters for my name. Year 2 - to write correctly punctuated sentences; to use 'because' as a subordinating conjunction; to write questions</li> </ul> <p><b><u>Rhyming Poetry - Oi Frog</u></b><br/>Children create their own rhyming poems based around things that you wouldn't normally expect to see.</p> <ul style="list-style-type: none"> <li>READING: Year 1 - recognising and joining in with predictable phrases. Year 2 - recognising simple recurring literary language in stories</li> <li>WRITING: Year 1 - to leave spaces between words; to use phonics to spell; to identify rhyming words. Year 2 - to use subordinating conjunctions (if); to identify rhyming words</li> </ul> | <p><b><u>Place value (within 10)</u></b></p> <ul style="list-style-type: none"> <li>Sorting objects</li> <li>Counting objects</li> <li>Representing objects using practical apparatus</li> <li>Read and write numbers to 10</li> <li>Count forwards and backward within 10</li> <li>One more/one less than</li> <li>Comparing and ordering amounts of objects</li> <li>Use a number line</li> <li>Ordering numbers on a number line</li> <li>Ordinal numbers</li> <li>Compare and order numbers using &gt;, &lt; and =</li> </ul> <p><b><u>Number: Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Understand parts and wholes</li> <li>Write number sentences using + and = symbols</li> <li>Know fact families with addition facts</li> <li>Find number bonds within 10</li> <li>Find number bonds to 10</li> <li>Compare number bonds</li> <li>Add together</li> <li>Adding more</li> <li>Find a missing part</li> <li>Find the difference</li> <li>Subtract by taking away (crossing out)</li> <li>Subtract by counting back</li> <li>Know fact families with subtraction facts</li> <li>Compare addition and subtraction calculations</li> </ul> | <p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>Count objects to 100 by making 10s</li> <li>Represent numbers to 100 with dienes</li> <li>Recognise tens and ones</li> <li>Reading and write numbers to 100 in numerals and words</li> <li>Use a place value chart</li> <li>Partition numbers into tens and ones</li> <li>Partition numbers to 100</li> <li>Write numbers to 100 in words</li> <li>Flexibly partition numbers to 100</li> <li>Write numbers to 100 in expanded form</li> <li>Partition numbers into different combinations of tens and ones</li> <li>Use a number line to represent numbers to 100</li> <li>Estimate numbers on a number line</li> <li>Compare objects</li> <li>Compare and order numbers to 100 using &gt;, &lt; and =</li> <li>Count in 2s, 5s and 10s</li> </ul> <p><b><u>Number: Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Know all bonds to 10</li> <li>Know fact families – addition and subtraction bonds to 20</li> <li>Know related facts</li> <li>Know bonds to 100</li> <li>Add and subtract 1s</li> <li>Add by making 10</li> <li>Add three 1-digit numbers</li> <li>Add to the next 10</li> <li>Add across a 10</li> <li>Subtract across 10</li> <li>Subtract from a 10</li> <li>Subtract a 1-digit number from a 2-digit number – (across a ten)</li> </ul> |

|                              | Computing  | History | Geography  |
|------------------------------|--|---------|--|
| <b>Description</b>           | The children will learn how to map out and decode a simple algorithm   |         | Hordle To Hurst<br>What it is like to live near the coast?   |
| <b>NC Objectives</b>         | <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>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> |
| <b>Substantive Knowledge</b> | <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>Find and locate Hordle on a map of the UK</li> <li>know that Hordle is in the South of England</li> <li>Know that Hordle is a village, and a village is an area with some houses and more green space.</li> <li>Describe key features of a town</li> <li>Know how to describe Hordle using simple words like village, countryside and close to the sea.</li> <li>Recognise and name coastal features such as: beach, cliff, sea, coastline and harbour.</li> </ul>  |
| <b>Disciplinary Skills</b>   | <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>Use world maps. Atlases and globes to identify the UK countries studied.</li> <li>Use observational skills by drawing, photos and writing to record findings.</li> <li>Use basic geographical vocabulary to describe the coast.</li> <li>Use simple compass points</li> </ul>   |
| <b>Vocabulary</b>            | algorithm, debug, forward, backwards, left, right, code, input, pause, predict, program, clear   |         | <p>physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Human Features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>   |
| <b>Assessment</b>            | Can the child make a simple algorithm with at least four commands and include at least one turn.   |         | End of Unit Quiz- 6 Questions based on the learning in this unit. End of Unit Questions- write 2-4 sentences to describe the coast near where you live.  |

|                              | Art | DT  | Science  |
|------------------------------|-----|---|--|
| <b>Description</b>           |     | Children will design and make a wheeled vehicle, thinking about its purpose and how it needs to move  | Children will observe and learn about the season, autumn and winter, and the weather associated with them  |
| <b>NC Objectives</b>         |     | <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups</li> <li>Select from and use a range of tools and equipment to perform practical tasks (for cutting, shaping, joining and finishing)</li> <li>Select from and use a wide range of materials and components</li> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> <li>Explore and use mechanisms in their products</li> </ul> | <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how the day length varies</li> </ul>  |
| <b>Substantive Knowledge</b> |     | <ul style="list-style-type: none"> <li>Designing - wheeled vehicles based on the success criteria based on its purpose</li> <li>Make - select from a range of tools and materials to create the moon buggy, using the most appropriate for the task</li> <li>Evaluate - Adapt and problem solve along the journey. Find solutions to make the structure stable, more sturdy and able to throw</li> <li>Technical Knowledge - learn how to use mechanisms (wheels and axels)</li> </ul>  | <ul style="list-style-type: none"> <li>There are four seasons, spring, summer, autumn and winter</li> <li>Each season is about three months long</li> <li>In autumn, the leaves fall off the trees and the amount of time we have in the day becomes less.</li> <li>Winter has the shortest amount of time during the day and the weather is at its coldest.</li> <li>Animals and plants have adapted ways of surviving the changing seasons, these include hibernating, storing food, fattening up, migration, loss of leaves</li> <li>Trees can be either evergreen or deciduous.</li> <li>Evergreen trees keep their green leaves all year round.</li> <li>Deciduous trees lose their leaves every autumn.</li> <li>In autumn and winter, the weather is usually colder, rainier but we still have sunny and warm days</li> </ul> |
| <b>Disciplinary Skills</b>   |     | <ul style="list-style-type: none"> <li>To apply the substantive knowledge of the existing products and materials to create their own moon buggy, making thoughtful improvements for the future.</li> </ul>  | <ul style="list-style-type: none"> <li>Children will perform simple test using data loggers to record data on the temperature outside</li> <li>They will use their observations to suggest answers to questions</li> <li>They will record their data in tables</li> </ul>  |
| <b>Vocabulary</b>            |     | vehicle, mechanism, wheels, axels, joining, finishing, designing, evaluating  | summer, autumn, winter, spring, daylight, weather, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold, temperature   |
| <b>Assessment</b>            |     | Assess final product against the design criteria  | Headstart assessment on seasons  |

|                              | PE   | PSHE   | Music   |
|------------------------------|--|--|---|
| <b>Description</b>           | Indoor- Gymnastics<br>Outdoor- Invasion Games (Rugby)<br>PPA- Cross Country  | Being Me in My World - Children learn about hopes and fears, rights and responsibilities and understand what makes a safe and fair learning environment.   | Children will create and perform toy music using appropriate dynamics and tempo   |
| <b>NC Objectives</b>         | <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> Pillars of Progression - FMS: Locomotor Skills, Stability Skills, Manipulation Skills  | <ul style="list-style-type: none"> <li>Learn about rules and why they are needed in different situations</li> <li>Learn about the different roles and responsibility people have in their communities</li> </ul>   | <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>   |
| <b>Substantive Knowledge</b> | <ul style="list-style-type: none"> <li>Children will start to understand simple tactics of defending.</li> <li>Develop a good awareness of others to keep each other safe.</li> <li>Children will understand some rules of the game.</li> <li>They will learn to keep their heads up, tummies tight and back straight</li> <li>Children will learn to swing the opposite arm to leg as they walk through dynamic balances</li> <li>Watch and describe a performance accurately.</li> <li>Understand and describe changes to your heart rate when playing a game.</li> <li>Describe what you have done or seen others do.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify some hopes and fears for this year</li> <li>Understand the rights and responsibilities for being a member of their class and school</li> <li>Listen to others and contribute their own ideas about rewards and consequences</li> <li>Recognise that choices they make have consequences</li> </ul> | <ul style="list-style-type: none"> <li>Explore, use, respond to, recognise and identify loud, moderate, quiet and silence.</li> <li>Explore, use, respond to, recognise and identify fast, moderate and slow</li> </ul>   |
| <b>Disciplinary Skills</b>   | <ul style="list-style-type: none"> <li>To know how to move with a ball in different ways.</li> <li>To show basic ball control.</li> <li>Know how to stop and catch a ball.</li> <li>Know how to improve movement skills whilst moving with the ball.</li> <li>Know how to run, jump, balance, hop, leap and skip.</li> <li>To understand how to make themselves less wobbly whilst balancing</li> <li>Perform a range of actions with control and confidence.</li> <li>Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination.</li> <li>Form simple sequences of different actions, using the floor and a variety of apparatus.</li> <li>Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another.</li> <li>Continue to develop agility, balance, and coordination.</li> </ul> | <ul style="list-style-type: none"> <li>Children will recognise that, when they feel worried, they should ask for help</li> <li>Contribute ideas to make their class a safe and fair place</li> <li>Children will work cooperatively</li> </ul>   | <ul style="list-style-type: none"> <li>Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and/or mood, building rhythmic and melodic memory</li> <li>Sing and play in time and follow age of simple directions including ideas about how to improve</li> <li>Respond to and recognise signs, symbols and other basic graphic notations including those illustrating the musical dimensions</li> <li>Listen and respond to Toy Symphony - Mozart</li> <li>Explore, listen to, recognise and identify sounds from different sources and musical moods, features and changes/contrasts and how music makes you feel</li> <li>Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions</li> </ul> |
| <b>Vocabulary</b>            | Aim • Balance • Control • Ball Control • Direction • Dribble • Movement • React • Rules • Space • Speed • Stick • Arch • Balance • Backwards • Direction • Straight • Dish • Explore • Forwards • High & Low • Travelling • Individual • Jump • Key Shape • Level • Tuck • Linking • Movement • Sequence • Shapes • Star   | hopes, fears, roles, responsibilities, consequences  | dynamics, loud, quiet, silence, tempi, fast, slow   |
| <b>Assessment</b>            | Assessed against Hordle's PE internal assessment criteria..  | Children working together to create a learning charter   | Perform toy music using appropriate dynamics and tempi  |

|                                 | Religious Education  |  |  |
|---------------------------------|--|--|--|
| Description                     | <p><b>THANKFULNESS</b></p> <p>Children will consider all of the things that they are thankful for and consider ways that we can show our gratitude to others.</p> <p>Children will learn about the Christian festival of Harvest and the Jewish festival of Sukkot.</p>  |  |  |
| Living Difference Concept Cycle | <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>To communicate something they are thankful</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>To recognise that not everyone is thankful for the same things</li> <li>To recognise that not saying thank you can have an affect on people's feelings</li> </ul> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>To consider different ways that we can express our thanks</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>To describe some Christian Harvest Traditions and to understand that many Christians celebrate Harvest to thank God for everything that he provides them with</li> <li>To describe how many Jewish believers celebrate Sukkot</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To begin to recognise why saying thank you to God at Harvest time is important for Christians and Jews.</li> </ul> |  |  |
| Religious Traditions            | CHRISTIANITY<br>JUDAISM  |  |  |
| Vocabulary                      | Belonging, sharing, thankfulness, remembering  |  |  |
| Assessment                      | A prayer of thanks that could be used as part of a Harvest Festival Service  |  |  |