



Autumn 1 YEAR B

Key Stage: KS1

Topic: Towers, Tunnels and Turrets

Autumn 1 Year B		
English	Maths	
	Year 1	Year 2
<p><u>You Choose</u></p> <p>Children write sentences related to pictures from the book</p> <ul style="list-style-type: none"> READING: being encouraged to link what they read or hear read to their own experiences WRITING: Year 1 - to leave spaces between words; to begin to write sentences. Year 2 - to use capital letters and full stops in sentences <p><u>Peace at Last</u></p> <p>Children write sentences related to pictures from the book</p> <ul style="list-style-type: none"> READING: Year 1 - listening to and discussing a wide range of stories. Year 2 expressing viewpoint. 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 <p><u>Zog</u></p> <p>Children retell the story based on what Zog learns in each year</p> <ul style="list-style-type: none"> READING: predicting what might happen on the basis of what has been read so far 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 <p><u>Rapunzel</u></p> <p>Children retell the tradition story of Rapunzel before rewriting it based on Bethan Woolvin's twist on the tale</p> <ul style="list-style-type: none"> READING: Year 1 - becoming very familiar with key stories. Year 2 - becoming increasingly familiar with and retelling a wider range of stories 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 	<p>Place value (within 10)</p> <ul style="list-style-type: none"> Sorting objects Counting objects Representing objects using practical apparatus Read and write numbers to 10 Count forwards and backward within 10 One more/one less than Comparing and ordering amounts of objects Use a number line Ordering numbers on a number line Ordinal numbers Compare and order numbers using >, < and = <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Understand parts and wholes Write number sentences using + and = symbols Know fact families with addition facts Find number bonds within 10 Find number bonds to 10 Compare number bonds Add together Adding more Find a missing part Find the difference Subtract by taking away (crossing out) Subtract by counting back Know fact families with subtraction facts Compare addition and subtraction calculations 	<p>Place Value</p> <ul style="list-style-type: none"> Count objects to 100 by making 10s Represent numbers to 100 with dienes Recognise tens and ones Reading and write numbers to 100 in numerals and words Use a place value chart Partition numbers into tens and ones Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form Partition numbers into different combinations of tens and ones Use a number line to represent numbers to 100 Estimate numbers on a number line Compare objects Compare and order numbers to 100 using >, < and = Count in 2s, 5s and 10s <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Know all bonds to 10 Know act families – addition and subtraction bonds to 20 Know related facts Know bonds to 100 Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10 Add across a 10 Subtract across 10 Subtract from a 10 Subtract a 1-digit number from a 2-digit number – (across a ten)

	Computing	History	Geography
Description	The children will learn to program a Beebot with a simple algorithm.	Children learn about the Battle of Hastings, the history of castles and compare monarchs in British history.	
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 events beyond living memory that are significant nationally or globally Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements 	
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 about the key events and people involved in The Battle of Hastings They will learn that William the Conqueror built the first castles They will learn about the development of castles from Motte and Bailey, Stone Keep to Concentric They will learn about castles in the local area 	
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 - ordering castles from oldest to newest (1066 Motte and Bailey vs. 12th Century Concentric castles) by creating and annotating a timeline of castle development; describes what life in a castle was like then and understands that we do not live in castles now; places images of three monarchs in chronological order, with some children able to add a date caption to images (e.g., coronation date). Characteristic features - compare different types of castles, identifying some features that make them the same and different; explains that castles changed and that they are different from the types of homes we live in now; able to identify that we do not have defences in our homes now and we do not live with large numbers of other people; compare three different monarchs, considering their reigns, coronation age, children and legacy by matching at least one important event to each monarch; identifies differences in transport, communication, housing and matches them to the correct monarch. Continuity and Change - match castles to people and situations from the past; discuss similarities and differences between castles over time; consider how aspects of the two monarch's reigns were similar and different and gives some simple reasons for this. Cause and Consequence - give simple explanations for why The Battle of Hastings began; describe some of the consequences of The Battle of Hastings for people in Britain. Historical Significance - understands that the Battle of Hastings was a significant historical event for Britain as it led to a change of monarch and development of castles; understands the key individuals important in the Battle of Hastings; identify key events that happened during the reign of Queen Victoria, including locally (Hordle Primary School was built). Historical Interpretation - explore sources and artefacts from the Battle of Hastings (and the period afterwards) which give clues about who lived in the castles, what their jobs were and how items were used; consider how we know about life during and after the Battle of Hastings, including life in Hampshire, by exploring primary and secondary sources. Historical Enquiry - explore different castles and monarchies by identifying important features in primary and secondary sources; gather information from simple sources to answer questions about The Battle of Hastings; able to explain how they have found out about the past. 	
Vocabulary	algorithm, debug, forward, backwards, left, right, code, input, pause, predict, program, clear	Tier 1: history, past, castle, battle, king, queen, features, lord, lady Tier 2: timeline, artefacts, monarch, conqueror, successor, royalty, noble, throne, succession, reign Tier 3: Motte and Bailey, concentric, garderobe, abbicate, Stone Keep, Portchester Castle, Corfe Castle	
Assessment	Can the child debug a given algorithm and edit the algorithm to create the course.	Key Enquiry Question: How have castles, and who lives within them, changed over time? <ul style="list-style-type: none"> Explain the events of The Battle of Hastings Children can compare different types of castle 	

	Art	DT	Science
Description	Children will learn about Paul Klee and his abstract art. They will create their mixed media castle.		Children will learn that living things live in habitats and describe how habitats provide the basic needs for these living things
NC Objectives	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space Learn 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"> Identify that most living things live in habitats to which they are suited and describe how habitats provide for the basic needs of different kinds of animals and plants Identify and name a variety of plants and animals in their habitats
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To find out about Paul Klee's life and his most famous artworks. To find out about abstract art. To explore his artwork. What is the same/different? How is his art the same/ different to other artists you have learnt about? <p>Practical</p> <ul style="list-style-type: none"> Experiment with and control marks made with pencil Control the types of marks made. Observe and draw lines and shapes. Draw lines and shapes using different surfaces. Invent lines and shapes in drawing. To draw from imagination and experience Use a variety of tools and techniques i.e. brush sizes and types. Experiment with tools and techniques e.g. layering, mixing. Name and mix primary colours to make secondary colours. Recognise warm and cool colours 		<ul style="list-style-type: none"> Habitats and microhabitats are places where animals and plants live Know that a habitat is a place where a living thing can find shelter and food Know that within a habitat there are different microhabitats (e.g. in a woodland, the leaf litter or on the bark of trees), which has different conditions (e.g. light / dark, damp / dry) Animals live in habitats in which they are suited. Which means that animals have suitable features that help them move and find food and that plants have suitable features that help them grow well. Different kinds of animals and plants depend on each other within their habitats.
Disciplinary Skills	Is abstract art really art?		<ul style="list-style-type: none"> Sort animals into habitats Sort animals into microhabitats Observe animals in habitats
Vocabulary	Abstract art, line, shape, geometric shape, organic shape, warm and cool colours, watercolours		Habitat, micro-habitat, suitability, adapted
Assessment	Can children recall facts about Paul Klee? Can they explain what abstract art is? Can they compare Paul Klee's paintings? Can they explain warm and cool colours? Can they use watercolour/oil pastel techniques, line and shape, and warm and cool colours to create their own castle artwork. Can they compare your own painting to Paul Klee's?		Headstart assessment on living things

	PE	Music	PSHE
Description	Indoor- Gymnastics Outdoor- Invasion Games (Rugby) PPA- Cross Country	Children will create and perform rhythm patterns	Being Me in My World - Children learn about feeling special and safe. They will learn about rights and responsibilities
NC Objectives	<ul style="list-style-type: none"> 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 Pupils should participate in team games, developing simple tactics for attacking and defending Pupils should perform dances using simple movement patterns Pillars of Progression - FMS: Locomotor Skills, Stability Skills, Manipulation Skills	<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 uninited 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 	<ul style="list-style-type: none"> Learn about rules and why they are needed in different situations Learn about the different roles and responsibility people have in their communities
Substantive Knowledge	<ul style="list-style-type: none"> Children will start to understand simple tactics of defending. Develop a good awareness of others to keep each other safe. Children will understand some rules of the game. They will learn to keep their heads up, tummies tight and back straight Children will learn to swing the opposite arm to leg as they walk through dynamic balances Watch and describe a performance accurately. Understand and describe changes to your heartrate when playing a game. Describe what you have done or seen others do. 	<ul style="list-style-type: none"> Identify wooden, metal and skinned instruments and their properties by sound 	<ul style="list-style-type: none"> Understand the rights and responsibilities for being a member of their class and school Recognise that choices have consequences Understand the consequences that might result from a choice they have made
Disciplinary Skills	<ul style="list-style-type: none"> To know how to move with a ball in different ways. To show basic ball control. Know how to stop and catch a ball. Know how to improve movement skills whilst moving with the ball. Know how to run, jump, balance, hop, leap and skip. To understand how to make themselves less wobbly whilst balancing Perform a range of actions with control and confidence. Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. Form simple sequences of different actions, using the floor and a variety of apparatus. Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. Continue to develop agility, balance, and coordination. 	<ul style="list-style-type: none"> Explore and use vocal sounds, chant and sing rhymes and songs building rhythmic memory Sing and play in time and follow a range of simple directions including ideas about how to improve Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions Listen and respond to Hornpipe - Henry Wood Explore, respond to, recognise and identify musical features (steady beat, rhythm pattern) Listen and respond to Listen and respond to steady beat music Think and talk about the difference between a steady beat and a rhythm pattern and how music can be performed on its own or with additional layers. Use key words relating to duration and texture. 	<ul style="list-style-type: none"> Children will know how to make their class a safe place for everyone in it They will understand how it feels to be proud of an achievement They will recognise the range of feeling that could be present when facing consequences
Vocabulary	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	duration, steady beat, rhythm pattern, verse, chorus, wood, metal, skinned, tap, shake, scrape, loud, quiet, tinkly, spiky, hard, smooth, rough, long, short	special, safe, roles, responsibilities, consequences, proud
Assessment	Assessed against Hordle's PE internal assessment criteria..	Identify and choose the way sounds are made and can be used	Children working together to create a learning charter

	Religious Education		
Description	<p>RULES</p> <p>Children will think about the different rules that they have to follow and think about what the world would be like if there were no rules</p> <p>They will learn about when Moses received the Ten Commandments and recognise that these can be found in both the Torah and the Bible</p>		
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To communicate rules that are in place for them to follow in different aspects of their life e.g. school, home, brownies, cubs etc <p>Apply</p> <ul style="list-style-type: none"> To consider whether rules are important and to think about what life would be like if there were no rules <p>Inquire</p> <ul style="list-style-type: none"> To understand that rules are in place to keep everyone safe and that breaking rules may have consequences <p>Contextualise</p> <ul style="list-style-type: none"> To describe what happened when Moses received the Ten Commandments To know that the Ten Commandments are located in both the Torah and the Bible <p>Evaluate</p> <ul style="list-style-type: none"> To consider which of the commandments they think is the most difficult to keep and to begin to explain why this might be 		
Religious Traditions	JUDAISM CHRISTIANITY		
Vocabulary	Rules, community, commandments, safety, choice, belief, Torah, Bible, Moses,		
Assessment	Contextualise Multiple choice quiz to recall main parts of the story		