Autumn 2 YEAR B
Key Stage: KS1
Topic: Towers, Tunnels and Turrets

Autumn 2 Year B		
English	**Maths**	
	Year 1	**Year 2**
The Elves and the Shoemaker Children retell the story before making writing their own version, changing what the elves are making ● 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 write sentences; to join words and clauses with 'and'. Year 2 - to use expanded noun phrases; to use suffixes 'ment'/'less'/'ful'/'ly' **The Bogus Boo** Children learn this poem before thinking about how their choice of vocabulary can impact the reader ● READING: making inferences on the basis of what is being said and done ● WRITING: Year 1 - to explore adjectives, to write expanded noun phrases. Year 2 - to explore adjectives, to write expanded noun phrases. **The Jolly Christmas Postman** Children write letters to Father Christmas from the viewpoint of the characters in The Jolly Christmas Postman ● READING: listening to, discussing and expressing views about a wide range of texts ● WRITING: Year 1 - to write sentences; to use capital letters for 'I' and names. Year 2 - to write correctly punctuated questions; to use apostrophes for contractions.	**Place Value (within 20)** ● Count forwards and backwards to 20 ● Represent 10 in different ways ● Understand and make all numbers from 10-20 ● Write numerals for numbers to 20 ● Use tens and ones to make numbers ● Count one more and one less up to 20 ● Use the number line to 20 ● Estimate on a number line to 20 ● Compare numbers to 20 ● Order numbers to 20 ● Solve missing number problems **Place value (within 50)** ● Numbers to 50 ● Counting forwards and backward to 50 ● Count by making groups of ten ● Tens and ones ● Partition into tens and ones ● Find one more and one less than a number to 50 ● Use a number line to 50 **Place value (within 100)** ● Counting to 100 ● Counting forwards and backwards within 100 ● Comparing and ordering numberings using >, < and = ● One more/one less than a number **Addition and Subtraction** ● Add by counting on ● Add by using known number bonds ● Add by making 10 first ● Subtract by counting back ● Use related facts (fact families) ● Compare number sentences using >, <, =	**Number: Addition and Subtraction** *Continued from Autumn One* ● Know 10 more, 10 less ● Add and subtract 10s ● Add two 2-digit numbers – not across a ten ● Add two 2-digit numbers – across a ten ● Subtract two 2-digit numbers (not across a ten) ● Subtract two 2-digit numbers (across a ten) ● Compare number sentences ● Solve missing number problems ● **Number: Multiplication and Division** ● Recognise equal groups ● Make equal groups ● Add equal groups ● Understand 'x' and '÷' symbols ● Solve multiplication sentences ● Solve multiplication questions using equal groups ● Use arrays to show 'groups of' ● Make equal groups – grouping (2MD 2) ● Make equal groups – sharing (2MD 2) ● The 2 times table ● Divide by 2 ● Doubling and halving ● The 10 times-table ● Solve division questions using sharing and grouping ● Divide by 10 ● The 5 times-table ● Divide by 5 ● The 5 and 10 times-tables

	Computing	History	Geography
Description	The children will continue to develop their understanding of writing more complex algorithms.		Towers, Tunnel and Turrets Human and Physical features of the 4 places in the UK.
NC Objectives	• 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		• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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
Substantive Knowledge	• 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		• Find where they live on a map (including the county) • Know what is different about Hordle to Southampton. • Know what is the same about Hordle to Southampton. • Know the surrounding seas of the UK (English Channel, North Sea, Irish Sea and the Atlantic Ocean) • Know some human and physical features of Scotland. • Know some human and physical features of Wales • Know some human and physical features of Northern Ireland.
Disciplinary Skills	• 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.		• Use world maps, atlases and globes to identify the UK and the counties studied. • Use observational skills by drawing, photos and writing to record findings. • Collect data using tally charts. • Locate places on a map of the UK/ world.
Vocabulary	algorithm, debug, forward, backwards, left, right, code, input, pause, predict, program, clear		analyse, atmosphere, axes, climate, climate zone, equator, evaluate, forecast, meteorologist, precipitation, rain gauge, weather, weathervane.
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 Quiz- 6 Questions based on the learning in this unit. End of Unit Question

	Art	DT	Science

Description		Children will design and make a catapult, thinking about how it can launch its payload	Children learn the difference between living, dead and never alive
NC Objectives		• Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups • Select from and use a range of tools and equipment to perform practical tasks (for cutting, shaping, joining and finishing) • Select from and use a wide range of materials and components • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria • Explore and use mechanisms in their products	• Explore and compare the differences between things that are living, dead and never alive
Substantive Knowledge		• Designing - catapults based on the success criteria of launching its payload as far as possible • Make - select from a range of tools and materials to create the catapult, using the most appropriate for the task • Evaluate - Adapt and problem solve along the journey. Find solutions to make the structure stable, more study and able to throw • Technical Knowledge - learn how to use mechanisms and make structures stronger, stiffer and more stable	• Everything can be sorted into living (alive), dead or never alive • Know Living things move, grow, consume nutrients and reproduce (plants incl seeds and animals) • Know that dead things used to do these things, but no longer do; and that things that never lived have never done these things. • All living things die • Dead things include dead animals and plants as well as parts of plants and animals that are no longer attached e.g. leaves and branches, shells, fur, hair and feathers. • Never alive can be natural (rocks) or man made (plastic)
Disciplinary Skills		• To apply the substantive knowledge of the existing products and materials to create their own catapult, making thoughtful improvements for the future.	• Ask and answer questions about living things and their habitats • Classify into living, dead and never alive
Vocabulary		catapult, payload, mechanism,structure, stronger, stiffer, stable, joining, finishing, designing, evaluating	living, dead, never alive, move, feed (nutrition), reproduce (have young), grow, senses
Assessment		Assess final product against the design criteria	Headstart assessment on living, dead and never alive

	PE	Music	PSHE
Description	Indoor- Fitness Outdoor- Invasion Games (Hockey) PPA- OAA	Children will perform a chant with body actions, vocal, body and percussion sounds	Celebrating Differences - children will celebrate their differences and understand that everyone is different
NC Objectives	• 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	• Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and united 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	• 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	• Know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. • Know that showing good awareness of others when playing games helps keep everyone safe. • I understand some rules of the game. Know that there are attackers and defenders in games, and I can identify them. • Know that there are safety rules and procedures • for taking part in orienteering events. • Know that there are some basic features on a • map and what they represent. • Know that there is a competitive element to • orienteering. • Know that there are direction points on a • compass and what they are used for. • Know that working together is important in • group activities. • Know which route to select on a map.	• Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used	• Understand similarities and differences between people in their class • Explain what bullying is • Know who to talk to if they were feeling unhappy • Understand how to make new friends • Explain how they are different from their friends
Disciplinary Skills	• Know how to control the ball using basic actions. • Know how to move fluently, changing direction and speed –with and without a ball. – avoiding • collisions. • Know how to shoot to a target or goal. • Know how to defend between ball and target. • Know how to move in different directions and a variety of different ways. • Know how to map read to solve problems. • Know how to take part in an orienteering event • following rules and playing fairly. • Know how to participate with others.	• Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand • 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 Pictures at an Exhibition - Mussorgsky • Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel • Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions	• Children will understand some ways in which they are the same and different as their friends • Understand how someone who is bullied might feel • Understand how it feels to make a new friend • Understand that differences make us special
Vocabulary	• Jump • Land • Space • Hurdle • Control • Balance • Forfeit • Movement • Stretch • Speed • Stamina • Balance • Teamwork • Together • Compass • Map • Route • Directions • Safety • Orienteering • Problem solving • Challenge	Fast(er), quiet(er), silence, start, stop plus instrument names and playing techniques (tapped/ shaken/ scraped)	similarities, differences, stereotypes, bullying, special, unique
Assessment	Assessed against Hordle's PE internal assessment criteria..	Identify families of percussion instruments and explore how they can be played	Children will be able to explain how they are different from their friends

	Religious Education		
Description	**Journeys** Children will think about different journeys they have made and how they felt when they arrived at their destination They will learn about some of the journeys that were made by characters in the Nativity story They will learn and retell the Russian Folktale of Babushka		
Living Difference Concept Cycle	**Communicate** ● To respond creatively by drawing a simple map of a journey they have been on ● To describe how they travelled, what they saw and how they felt when they reached their destination. **Apply** ● To recognise and describe how they might feel at the end of a journey ● To recognise that journeys do not all end the same way and that other people might feel differently about a journey than they do. **Inquire** ● To describe what a journey is and what it means when a journey ends **Contextualise** ● To describe some of the journeys in the Christian Nativity story ● To recognise how the different characters may have felt at the end of their journey ● To retell the story of the Russian Folktale Babushka and recognise that her journey did not end in a final destination **Evaluate** ● To recognise and describe why the journeys in the Nativity story are important to Christians		
Religious Traditions	CHRISTIANITY		
Vocabulary	Journeys, destination, Nativity,		
Assessment	Communicate To draw a simple story map of a journey they have been on, explaining how they felt at different points along the way		