

Year 1&2 medium term plan Autumn 2024

Theme Discovery		NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	CURRICULUM OVERVIEW
Maths	The children will be taught in mixed ability groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum.	Yr 1: Number-place value(within 10) Number-addition and subtraction (within 10) Geometry-shape Number-place value (within 20) Yr2: Number-place value Number addition and subtraction Shape		We will continue to have whole class investigations solving mathematical problems.
English	Poems on a theme Using pattern and rhyme	Daily phonics lessons will be taught using the scheme Little Wandle Reading fluency skills will be taught through group and whole class reading. We will be reading and responding to a variety of fiction texts, non-fiction texts and poetry. Grammar will be integrated within our teaching of writing as well as in discrete lessons. We will continue to focus on improving handwriting and correct letter formation during phonic lessons. We will explore and recite a range of poetry. The children will build up a bank of poems their poetry journals. Through our theme the children will orally compose and write their own poetry.		

	<p>Stories with familiar settings</p> <p>Recounts</p> <p>Non Chronological text-Learn about the structure of non-fiction books - contents page, index, glossary, sub-headings.</p> <p>Instructional writing</p>	<p>We will explore the text 'Naughty Bus ' by Jan Oke which will provide many exciting opportunities for the children to create real life settings and write a sequel.</p> <p>They will use role-play and small world play to develop spoken language, extend vocabulary, gather ideas and construct sentences. After learning the story, the children will innovate the story, inventing an additional chapter for his adventures.</p> <p>The children will write simple, coherent narratives about, real events personal experiences and those of others.</p> <p>When finding out about different types of transport and the history of transport the children will learn about the structure of non-fiction books and use them to find answers to their questions. They will use their research to create their own non chronological text on transport.</p> <p>Linking our learning with our DT project the children will write instructions to explain how to make a vehicle.</p>		
Geography	Locational Knowledge	<p>Locational knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the</p>	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as 	Google Maps, Globes, maps and atlases will be used to study the physical geography of the

		<p>United Kingdom and its surrounding seas</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>well as the countries, continents and oceans studied.</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. 	<p>United Kingdom, its surrounding seas and the seven continents. Using the text 'The Naughty Bus' the children will create imaginary maps. They will follow and give directions and use prepositional and directional language. After studying a range of maps the children will create their own symbols to draw on their own imaginary maps. We will take the Naughty Bus on a journey around our local area and create a map of our journey.</p> <p>When learning about the countries and capital cities of the United Kingdom we will create messy maps and include human and physical features and famous landmarks.</p>
Science	Everyday materials	<p>Everyday materials</p> <p>Pupils should be taught to:</p> <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, including 	<ul style="list-style-type: none"> To name and identify different materials, including: glass, stone, metal, fabric, wood and plastic. To understand that materials can be natural or man-made. To identify and sort different materials. To understand the difference between materials and objects and sort these accordingly. To understand what a 'property' is. 	<p>Children will be given time to access and explore different materials, considering why certain materials may be suited to particular uses.</p> <p>They will explore within the school grounds, identifying and sorting different materials that can be found. Children will begin to use scientific vocabulary and key words, including: properties, natural, man-made, waterproof and absorbent.</p>

		<p>wood, plastic, glass, metal, water, and rock</p> <ul style="list-style-type: none"> • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties • Gather and record data to help in answering questions. <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. <p>To work scientifically:</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> • To describe the properties of different materials. • To select appropriate materials for different uses, thinking about their properties and suitability. • To compare and group different materials. 	<p>The class will experiment using plastic, paper, metal and fabric and compare their properties. They will begin to differentiate between objects and the materials that they are made from. Following this, children will consider the suitability of different materials for a range of purposes, based on their properties.</p>
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History	Toys	<p>Understand chronology</p> <p>To understand chronology and add significant events to the class timeline.</p> <p>Place events in order on a time line.</p> <p>Investigate and interpret the past</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<p>Core Questions:</p> <ol style="list-style-type: none"> 1. What are our toys like today? 2. What are other people's toys like? 3 How can we tell these toys are old? 4 What were our grandparents' toys like and how do we know? 5 Who played with these toys a long time ago? 6 How can we set up a Toy Museum? 	<p>This topic engages children's senses, fires their imagination and encourages lots of interaction. Here the focus is emphatically on looking at concepts such as similarity and difference as well as old and new and change through time. We also repeat the all-important question How do we know? twice to introduce the idea of evidence. Pupils develop the vocabulary to talk about times past even start discussing change over time.</p> <p>With each core question there will be a powerful activity, be it sorting, setting, sequencing, interviewing, or creating a museum display. Fiction titles play a key role in developing pupils' ability to talk about time past as well as offering a strong visual context for all the discussion. Children will handle objects, old and new, personal and impersonal.</p>
Art	Spirals- Drawing, Collage, Sketchbooks	To use drawing, painting and sculpture to develop and share	Drawing is a physical and emotional activity. That when we draw, we can move our whole body.	Pupils will become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.

		<p>their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To know 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.</p>	<p>That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</p> <p>That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</p> <p>That we can use colour to help our drawings engage others.</p> <p>That we can draw from imagination.</p> <p>That we understand what a sketchbook is.</p> <p>That we can use a sketchbook for personal creative exploration.</p> <p>That we can draw from observation.</p> <p>That we can experiment with mark making through exercises such as continuous line drawing.</p> <p>That we can create drawings in our sketchbooks.</p> <p>That we can talk respectfully about our own work and the work of others in a peer discussion.</p>	<p>Pupils will discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>Pupils will consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils will push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils will become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking.</p> <p>Pupils will become familiar with the idea that they can make drawings through observation. Pupils will show an understanding of what a continuous line drawing is and have had the opportunity to</p>
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			That we can display the work made over the half term.	experiment with scale, line and materials. Pupils will reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.
Music	<p>Autumn 1 Unit: Pulse, rhythm and pitch</p> <hr/> <p>Autumn 2 Unit:</p> <p>Music: Music is in my Soul- Joanna Mangona</p> <p>Bolero -Maurice Ravel</p> <p>Christmas songs (performance)</p>	<ul style="list-style-type: none"> • Finding and keeping a steady beat • Simple rhythmic patterns using long and short • Simple melodic patterns using high and low <p>Baseline Quiz (Unit 1 in each year only)</p> <p>Activity</p> <p>1: Musicianship Options:</p> <p>1a. Understanding Music</p> <p>1b. Improvise Together Activity</p> <p>2: Listen and Respond Activity</p> <p>3: Learn to Sing the Song Activity</p> <p>4: Play your Instruments with the Song Activity</p>	<p>Children will develop their skills in inquiry and critical thinking.</p> <ul style="list-style-type: none"> • Children will begin to feel and learn about social connectivity. • Children will learn about and deepen their musical understanding and connect this with their place in their community. • Children will become globally aware and understand what it means to become a citizen of the world. • Songs and singing lie at the heart of the learning process. • An authentic musical experience is at the heart of musical learning. • At each age and stage of development, musical learning is drawn from engaging with the songs in each unit. 	<p>Children will learn that:</p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p>Each unit is centred around a Social Question, where children are encouraged to think deeply about the world, their communities and their relationships with others. Unit Social Question: How Does Music Help Us to Make Friends? In this unit, we ask, 'How Does Music Help Us to Make Friends?'. The Social Question evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world. Please</p>

		<p>5: Composing and Improvising (KS1 composition options include; Compose with the Song, Create a Graphic Score) Activity</p> <p>6: Perform the Song End of Unit/Year Quiz</p>	<ul style="list-style-type: none"> • The scheme is fun, modern, inclusive and engaging. • The scheme will help children to understand and connect with different styles of music from various cultures, particularly where cultures intersect. • Children will gain an understanding of historical and cultural contexts related to music. • Children will form their own musical opinions and learn to make their own musical decision 	<p>refer to this question as you move through each lesson within the unit. The songs in each unit have been carefully chosen to support the Social Question. Include the social element of the unit in your end-of-unit/year performances.</p> <p>How Does Music Help Us to Make Friends?</p>
DT	Moving Vehicle - Mechanisms, wheels and axels	<p>Design 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, mock-ups</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>Materials Cut materials safely using tools provided.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>Demonstrate a range of cutting and shaping techniques</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>To develop and build a product involving flaps, sliders and rotating</p>	<p>The children will explore mechanisms (wheels and axels) and generate ideas for their vehicle by playing with and investigating construction kits, scooters and toys with wheels. They will design, make and evaluate a four wheeled vehicle linking to our text 'The Naughty Bus'.</p> <p>During the design process the children will develop and communicate their ideas through drawings and</p>

		<p>select from and use a wide range of materials and components, including construction materials</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>parts. To understand the potential use of these techniques in everyday items.</p> <p>Design, make, evaluate and improve</p> <p>Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.</p> <p>Take inspiration from design throughout history</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p>	<p>prototypes. They will design their own vehicle for a chose purpose e.g. a wheel barrow to transport vegetables. When making their vehicle they will try out different ways to attach axles and wheels to inside out boxes. They will male their own decisions about placing axles and wheels and when deciding on what materials to use.</p> <p>The children will test and evaluate their finished vehicle against criteria. The children will agree a test e.g., carry a set amount or be pulled easily.</p> <p>Finally, they will decide on what worked well and suggest improvements</p>
Computing	<p>Technology around us</p> <p>Creating Media - Digital writing.</p>	<p>Recognise common uses of information technology beyond school</p> <p>Use technology purposefully.</p>	<p>Autumn 1</p> <p>We will develop the children's understanding of technology and how it can help them. They will become more familiar with the different components of a computer by</p>	<p>Autumn 2</p> <p>We will develop the children's understanding of the various aspects of using a computer to create and change text. Learners will familiarise</p>

			<p>developing their keyboard and mouse skills, and also start to consider how to use technology responsibly</p>	<p>themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.</p>
RE	<p>Aut 1</p> <p>Why is light an important symbol for Christians, Jews and Hindus?</p> <p>Aut 2</p> <p>Incarnation</p>	<p>Children will study Hinduism and the festival Navratri</p> <p>The children will study Incarnation, in accordance with the 'Understanding Christianity' programme.</p>	<p>Describe some of the teachings of a religion.</p> <p>Describe some of the main festivals or celebrations of a religion.</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p> <p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>Identify how they have to make their own choices in life.</p> <p>Explain how actions affect others.</p>	<p>In the first term we will be studying Christianity, Judaism and Hinduism and learning about the Nativity Story, Chhristingles, the Jewish story of Hanukka and the Hindu story of Rama and Sita.</p> <p>In the second half of the term, we will be learning about the Christian festival 'Christmas'. We will also explore the many other faiths and cultures that celebrate Christmas around the world. We will use Godly Play to act out the story 'The Marvellous Picnic' from The Lion Storyteller Bible. We will be identifying our favourite and foods and finding out where our food comes from. Through the text 'Lila and the Secret of Rain' we will explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.</p>

<p>PSHE</p>	<p>Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p> <p>Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5</p>	<p>What is the same and different about us?</p> <p>Who is special to us?</p>	<p>What is the same and different about us?</p> <p>what they like/dislike and are good at</p> <ul style="list-style-type: none"> • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private <p>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <ul style="list-style-type: none"> • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried <p>Who is special to us?</p>	<p>Using information and resources from the PSHE Association we will cover the unit on relationships.</p>
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			<p>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <ul style="list-style-type: none"> • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	
PE	<p>Dance Net and wall</p> <p>Invasion games- Tag Rugby Yoga</p>	<p>Perform dances using simple movement patterns.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Dance</p> <p>Copy and remember moves and positions.</p> <ul style="list-style-type: none"> • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. <p>Games</p>	<p>During PE the children will Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Be given opportunities to develop the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</p>

			<ul style="list-style-type: none">• Use the terms 'opponent' and 'team-mate'.• Use rolling, hitting, running, jumping, catching and kicking skills in combination.• Develop tactics.• Lead others when appropriate.	
Visits/ Visitors				