

Autumn Term - 2021



Mr Carr and Mrs Campbell
Key Stage 1 - Class 2



Literacy - Stories in Familiar Settings

- I can discuss a story in a group and give reasons why I like/dislike it
- I can plan and write a story based on *The Tiger Who Came to Tea*
- I can show that I understand a story by checking that the text makes sense
- I can use coordinating conjunctions
- I can re-read my work and make simple additions
- I can plan and write my own story based on *Whatever Next!*

Key Texts

- The Tiger Who Came to Tea
- Dogger
- Whatever Next!

Fantasy stories

- I can explore and discuss some well known fantasy narratives
- I can practice using full stops and capital letters
- I can write a new scene for a well known fantasy narrative
- I can plan and write a fantasy story based on *The Magic Bed*

Key Texts

- Oi! Get Off Our Train
- The Magic Bed

Labels, Lists, Signs & Posters

- I can read a variety of labels, lists, signs and posters
- I can identify the key features of labels, lists, signs and posters
- I can write a shopping list
- I can study and design labels for clothes
- I can design my own poster
- I can write my own signs which record different feelings

Information Texts

- I can compare fiction and non-fiction texts
- I can read, understand and write factual sentences
- I can recognise, read and form my own questions
- I can plan and create my own non-fiction text
- I can punctuate my non-fiction text correctly
- I can read my non-fiction text out aloud

Key Texts

- The Great White Man Eating Shark
- Rainbow Bear
- The Ice Bear

Poetry

- I can learn and recite a poem off by heart
- I can write my own verse for a familiar poem
- I can use conversation poems to practice punctuating different types of sentences
- I can learn and recite traditional and modern nursery rhymes
- I can write my own animal poem

Key Texts

- Hairy Tales
- Nursery Crimes

Numeracy - Year 1 (4 weeks) Number: Place value (within 10)

- I can sort and count objects to 10
- I can show how to represent numbers to 10 in objects and using numbers
- I can count forwards and backwards to and from 10
- I can count one more and one less from any number up to 10
- I can show my understanding of the more, less than and equal to symbols ($>$, $<$, $=$)
- I can use ordinal numbers to explain position
- I can order and show my understanding of the numbers 1-10 and place them accurately on a number line

Numeracy - Year 1 (5 weeks) Number: Addition and Subtraction (within 10)

- I can show my understanding of parts and wholes of numbers
- I can show my understanding of the part/whole model
- I can use the addition symbol (+)
- I can show my understanding of number bonds to 10
- I can add numbers together within 10
- I can show how to add more within 10
- I can subtract by crossing out
- I can subtract by counting back
- I can use the subtraction symbol (-)
- I can subtract by finding the difference

Numeracy - Year 1 (1 week) Geometry: Shape

- I can recognise and name and sort 2D and 3D shapes
- I can create patterns using 2D and 3D shapes

Numeracy - Year 1 - Number: Place Value (within 20)

- I can count forwards and backwards to 20
- I can show my understanding of tens and one
- I can count and name one more or one less than any given numbers up to 20
- I can sort and order numbers up to and including 20
- I can compare numbers up to 20

Number - Year 2: Place Value (3 weeks)

- I can count forwards and backwards to 20 initially and then up to 100
- I can say what a number is up to 100 and say what a number is made up of (tens and ones e.g. 23 is made up of two tens and three ones ...)
- I can read and write numerals up to 100 in numbers and in words
- I can use the part whole model
- I can talk about and show my understanding of place value
- I can count in 2, 3, 5 and 10s

Number - Year 2 : Addition and subtraction (5 weeks)

- I can talk about and use my knowledge of fact families with numbers up to 20
- I can compare number bonds
- I can add and subtract 1s and 10s
- I can add and subtract by crossing the boundary of ten
- I can add 3 one digit numbers

Measurement - Year 2: Money (2 weeks)

- I can count money using pounds and pence
- I can talk about my knowledge of notes and coins
- I can compare money
- I can find a total of money
- I can find the difference between money totals and give change
- I can make arrays
- I can add equal groups of money

Number - Year 2: Multiplication and division (1 week)

- I can make equal groups
- I can add to make equal groups
- I can make arrays

Art & Design

- I can analyse some well known pop art using the language of art, craft and design
- I can understand why Pop art became popular
- I can produce my own piece of Pop art using repeating patterns (maths link)
- I can draw everyday objects and comic book style characters

Artists to explore in the Autumn Term:

- Roy Lichtenstein
- Andy Warhol

Design and Technology

Technical knowledge

- I can build structures, exploring how they can be made stronger, stiffer and more stable
- I can explore and use mechanisms [for example, levers, sliders, wheels and axles]

Design

- I can design a wheeled vehicle using key vocabulary including: Axle, axle holder, wheel, body

Make

- I can construct my own wheeled vehicle

Evaluate

- I can test and evaluate my own vehicle, suggesting improvements
- I can test and evaluate my own work and that of others

History - Cojo link - The Queen

The Queen and the longest reign

Historical Knowledge

- I can talk about the job of the Queen and the responsibilities she has
- I can talk about what the Commonwealth is
- I can learn about the different historical buildings/landmarks of London and our own locality
- I can talk about events from the past e.g. The Jubilee

Chronology

- I can name the Coronations of Kings and Queens before Elizabeth II and sequencing them using a timeline
- I can create a family tree for Queen Elizabeth

Historical Enquiry

- I can investigate the Coronation from a real person who remembers watching it at the time
- I can recall information about the wedding of Prince William, Prince Charles' wedding and Queen Elizabeth's Wedding. Then I can talk about their similarities and differences

Geography - Cojo link - The Queen

- I can identify and name the different countries from the UK, I can locate them in an Atlas and on a globe
- I can locate the Royal Family home on the globe or in the Atlas
- I can locate the Commonwealth countries on a globe
- I can compare the UK to Australia and how they celebrated the Jubilee differently
- I can compare what homes are like in the UK compared to Australia

Computing - Computer Systems and Networks

Year 1

- I can talk about how technology can help me
- I can find the keys with speed on the keyboard

Year 2

- I can explore the key questions - How is information technology (IT) being used for good in our lives?
- I can identify things in my home that use IT and explore how IT benefits society in places such as shops, libraries, and hospitals.
- I can discuss the responsible use of technology, and how to make smart choices when using it.

Science - Materials and Their Properties

- I can identify and name different materials
- I can tell the difference between an object and the material it is made from
- I can describe the properties of different materials
- I can identify which materials have certain properties
- I can observe an investigation closely
- I can test different materials
- I can use the information I have learnt to make a decision
- I can sort objects by their properties
- I can identify and compare the suitability of a variety of materials for particular uses
- I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

French

- I can continue to learn and use basic French greetings
- I can continue to recite the French numbers 1-10 and use them to count objects
- I can continue to learn and use French names for colours
- I can use the French greetings: comment tu t'appelles and je m'appelle
- I can count from 11-15 in French and count down from 5
- I can learn the names of some common pets and other animals in French
- I can sing French songs to practice my counting

Music

- I can use movement and body percussion to copy the beat and rhythm of songs.
- I can use my voice and tuned and untuned instruments, to perform a piece of music
- I can listen to South African style music and explain the lyrics, tempo, and rhythm as well as the instruments used
- I can create my own South African style music
- I can use South African music to help me to understand the importance and influence of Nelson Mandela
- I can listen to Christmas music and explain the lyrics, tempo, and rhythm as well as the instruments used

RE

- Autumn 1 - I can talk about who Christians believe made the world (Creation)
- Autumn 2 - I can talk about what Christians believe is the good news that Jesus brings (Gospel)

PSHE

I can explain what makes a good friend

- I can learn how to make friends with others
- I can learn how to recognise when I feel lonely and what I could do about it
- I can understand how people behave when they are being friendly and what makes a good friend
- I can learn how to resolve arguments that can occur in friendships
- I can learn how to ask for help if a friendship is making me unhappy

I can explain what bullying is

- I can understand how words and actions can affect how people feel
- I can learn how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes me uncomfortable or unsafe
- I can understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
- I can learn how to respond if this happens in different situations
- I can understand how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

P.E - Key Stage one - Multi-skills and Dance

- I can develop my agility, balance and coordination skills individually and with others
- I can engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations
- I can develop my skills in running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- I can participate in team games, developing simple tactics for attacking and defending
- I can perform dances using simple movement patterns