



Key Stage KS1

Question	What if we learned from our mistakes?	
Bible Verse	It is more blessed to give than to receive Acts 20-25	
Values	Forgiveness, responsibility, community, helping one another	
Outcome	Create a puppet show to explain the events of the Great Fire of London Make bread	
Visits and Visitors	Great Fire of London Theatre Group Visit (Partake) Atherly's Bakery Visit	
English (core texts and genres)	<p>Texts: How to Read a Story by Kate Messner The Runaway Chapati by Danielle Noone Dragon Post by Emma Yarlett</p> <p>Genres: Instructions, Letter writing,</p> <p>Reading Dogs covered: Rex Retriever, Vocabulary Victor, Predicting Pip, Sequencing Suki, Inference Iggy</p> <ul style="list-style-type: none"> • Write simple sentences starting with a capital letter and include punctuation. • Use time adverbials, imperative verbs and other features of instruction writing. <ul style="list-style-type: none"> • Use adjectives in writing to give descriptions. • Use different sentence starters. • Understand different sentence types. • Recognise features of a letter and use them in your own writing. 	
Maths	<p>Number and Place Value</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words. <p>Calculation- Addition and Subtraction</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<p>Number and Place Value</p> <ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems. <p>Calculation- Addition and Subtraction</p> <ul style="list-style-type: none"> • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.



Termly overview – Discover (Autumn Cycle B)

	<p>Geometry- Shape</p> <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes 	<p>Geometry- Shape</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes Compare and sort common 2-D and 3-D shapes and everyday objects
<p>Science</p>	<p>Materials – Properties and Suitability of Materials, Seasonal Change</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 wood, plastic, glass, metal, water, and rock. <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. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <ul style="list-style-type: none"> Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies. 	
<p>RE</p>	<p>Belonging- To recognise that we belong to families, groups, faiths and communities. Explore how we can connect with others and grow 'roots' together.</p>	<p>Gospel/ Incarnation Discover that Christians believe Jesus' teachings make people think hard about how to live and show them the right way Develop understanding of Jesus as Emmanuel- God with us</p>
<p>History</p>	<p>The Great Fire of London</p> <ul style="list-style-type: none"> Compare, explain, old, new, now, then, yesterday, today, tomorrow, history, before, after, past, present, timeline, chronology, explain, empathy. <ul style="list-style-type: none"> Know that there are some significant local and national events beyond living memory. E.g. Great Fire of London Know about the lives of significant individuals who have contributed to national and international achievements and changes. <ul style="list-style-type: none"> Know that a specific time has key characteristics and understand what it would have been like to live then. <ul style="list-style-type: none"> Sequence events and objects in chronological order and give reasons for their order. 	
<p>Geography</p>	<p>n/a this term</p>	
<p>Music</p>	<p>n/a this term</p>	
<p>Art</p>	<p>The Great Fire of London Painting</p> <ul style="list-style-type: none"> Know that there are primary and secondary colours and know their names. <ul style="list-style-type: none"> Mix paint to create colours. Mix paint to create tones and shades. Express links between colour and emotion. Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. <ul style="list-style-type: none"> Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads <ul style="list-style-type: none"> Use a suitable brush to produce marks appropriate to work. e.g. small brush for small marks 	
<p>D&T</p>	<p>Making bread - evaluating</p> <ul style="list-style-type: none"> Know that food comes from plants or animals. Know that food has to be farmed, grown or caught. With support, be able to safely cut, peel, spread and grate food and display good hygiene. Evaluate existing food products and plan and make a similar food product using relevant tools and equipment. 	
<p>PE</p>	<p>ABCs To show different ways of using a ball. To aim towards a target while throwing a ball. Throwing and catching the bean bag individually. To use core muscles and remain in control of their actions. To combine their ABC skills to remain successful. To be able to choose safe routes through the area while playing games.</p>	



	<p style="text-align: center;">Large Ball Skills</p> <p>To explore different actions using a ball. To be able to dribble the ball demonstrating control. To be able to throw/bounce and catch a ball on their own and with a partner. To be able to roll and receive a ball. To explore different ways of passing a ball to a partner. To play a game with a partner or small group using the skills from this unit.</p> <p style="text-align: center;">Games</p> <p>To travel while balancing an object on diff body parts. To be able to throw underarm towards a target. To be able to throw and catch an item on their own and with a partner. To be able to send and receive a ball using different techniques. To explore different ways of using a hula hoop. To create a game with a partner or small group using the skills from this unit.</p> <p style="text-align: center;">Attacking and Defending</p> <p>To understand the basic principles of attacking and defending is. To understand strategies to get past an opponent. To understand the importance of working as a team to achieve the intended goal. How to work together to keep possession of the ball against an opponent. How to attack and defend as a team in a match/game situation. Children to play attack v defence game using Basic skills learnt.</p>
<p>Computing</p>	<p style="text-align: center;">Basics of computers, logging on, saving and finding work in folders</p>
<p>PSHE/ RSHE</p>	<p style="text-align: center;">HeartSmart <i>Get HeartSmart</i></p> <p style="text-align: center;"><u>Year 1</u></p> <ul style="list-style-type: none"> • I am beginning to understand that my choices can help or hurt my own and others hearts. <ul style="list-style-type: none"> • I am beginning to understand that I am a source of power. • I am beginning to understand some different emotions I feel. • I am beginning to understand that I can look after my heart. • I can identify someone that I am grateful for and am beginning to think about a reason why. <ul style="list-style-type: none"> • I am beginning to understand what healthy choices for my mind and body look like. <p style="text-align: center;"><u>Year 2</u></p> <ul style="list-style-type: none"> • I understand that the choices I make can help or hurt my own and others hearts. <ul style="list-style-type: none"> • I can describe a way that I can use my power in a positive and negative way. • I am beginning to understand that the decisions I make can affect my reputation. • I am beginning to understand how my heart affects my actions, words and behaviours. <ul style="list-style-type: none"> • I can describe how different people's families may look. <ul style="list-style-type: none"> • I can describe a way my family shows me love. • I can list a food from each of the 5 food groups. • I can think of a choice I have made that has helped my heart. • I can think of a choice I have made that has helped someone else's heart <p style="text-align: center;"><i>Don't Forget To Let Love In!</i></p> <p style="text-align: center;"><u>Year 1</u></p> <ul style="list-style-type: none"> • I am starting to describe myself in a positive way. • I am starting to think about some great things about myself. <ul style="list-style-type: none"> • I can suggest touch that I like and touch that I don't like. • I am beginning to understand the difference between the truth and lies. <ul style="list-style-type: none"> • I am beginning to understand that not everything is true. • I am beginning to understand what truth sounds like. • I am beginning to make choices based on my preferences. <ul style="list-style-type: none"> • I am beginning to understand that I am unique. • I am beginning to understand that there is a difference between spending and saving. <ul style="list-style-type: none"> • I am beginning to understand that I can choose to 'save' or 'spend'. • I am beginning to understand that a reward comes from saving. • I can identify different ways that I can take care of myself and some of the objects I use for this eg toothbrush. <ul style="list-style-type: none"> • I am beginning to be able to recall a kind word or action from my week. <p style="text-align: center;"><u>Year 2</u></p> <ul style="list-style-type: none"> • I can recall a way someone has shown love to me through kind words or actions. <ul style="list-style-type: none"> • I can describe something I like about myself. • I can say some of my strengths.



Termly overview – Discover (Autumn Cycle B)

- I understand that I am unique.
- I understand the difference between truths and lies.
 - I can suggest my own truth and truth statement.
 - I can use positive adjectives to describe myself.
 - I can describe a different range of emotions.
- I understand that thankfulness changes my attitude.
 - I can find my pulse.
 - I can describe how I feel after physical activity.
- I can recall a kind word or action from the week.
 - I can share the best thing about me

RSHE: Goodness & Mercy

Year 1 and 2

- Understand that prayer or meditation can be calming and refreshing.
 - Talk about hobbies that people have and why they can be good.
- Talk about the ways we can help other people and why that is good for them and us.
 - To recognise and describe different feelings in themselves and others.
- To recognise that feelings change and that not everyone experiences the same feeling in the same situation.
 - To talk about 'big' feelings and how to manage them.
 - Identify some of the ways we can exercise.
- Identify what is healthy food and talk about what can happen if people do not eat healthily.
 - Talk about what is good sleep and why that helps people grow and live well.
 - Families are places where people can be safe, are given love and grow.
- People in my school have different kinds of families who look after them.