



This half term
our topic is:
Our Place in
Space

Year 1 Curriculum Plan – Autumn 2

	Week 1 W/B 4th Nov	Week 2 W/B 11th Nov	Week 3 W/B 18th Nov	Week 4 W/B 25th Nov	Week 5 W/B 2nd Dec	Week 6 W/B 9th Dec	Week 7 W/B 16th Dec
Events / Info	Monday 4th Staff Training	12 th Nov 1SM Class Assembly 15 th Nov - Anti-Bullying Day		Winter Walk linked to Science	Visit to Church	12 th Dec FoW Winter Fair	13 th Dec – Winter Fair 17 th /18th Dec – KS1 Christmas Carol Concerts 20 th Dec – Last day 2pm finish
English	Whatever Next! - Jill Murphy Companion Texts: Non Fiction books related to space Week 1 – Sequencing (speaking & listening/oracy) Week 2 - Guided Writing: drafting a diary entry to emotionally impact the reader Week 3 – Independent Writing: diary entry to emotionally impact the reader Writing Genre: Recount (<i>Diary entry</i>) (Extended Write) Non Fiction – Fact Files			Beegu - Alexis Deacon Companion Texts: Non Fiction books related to space Week 4 – Acting/Performing story focusing on the character Week 5 – Guided Writing: Letter Writing to engage the reader (model text) Week 6 – Independent Writing: letter writing to engage and interest the reader Writing Genre: Letter Writing (Extended Write) Non Fiction – Fact Files			Christmas/ Christmas Concert Writing Genre: Letter to Santa

Maths	1.Taking away - practical 2.Taking away by crossing out 3.Subtraction on a number line 4.Add/subtract 1 or 2	1.Fact families 2.Addition word problems 3.Subtraction word problems 4. Consolidation	Autumn Assessment	Geometry – Shape: 1.recognise name 2D shapes 2.Sort 2D shapes 3.Patterns with 2D shapes 4.Recognise and name 3D shapes	Geometry – Shape: 1.Sort 3D shapes 2.Patterns with 3D shapes 3. Whole class reasoning and problem solving 4. Whole class reasoning and problem solving	Place Value within 20: 1.Count forwards and backwards and write numbers to 20 in numerals and words 2.Numbers from 11 to 20 3.Tens and ones	Place Value within 20: 1.Count one more and one less 2.Compare groups of objects 3.Compare numbers to 20 4.Order numbers to 20
Science <i>Seasonal Changes (Wonderful Weather)</i>	Introduction to Seasons To observe changes across the 4 seasons in the context of the weather	Seasonal Weather (Autumn) To observe and describe weather associated with the seasons by observing the weather in autumn Seasonal clothing	Autumn Walk To observe changes across the 4 seasons by going on an autumn walk – observe and draw a tree on the school playground	Autumn to Winter To observe and describe how day length varies in the context of autumn to winter Winter Walk	Seasonal Weather (Winter) To observe and describe weather associated with the seasons by observing and recording the weather in winter Observe and record temperature	Animals in Winter To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter.	Science Assessment (TAF)
Computing <i>We are Treasure Hunters</i>	Hunting for treasure To practise giving and following instructions and understand that robots need precise instructions to follow.	Recording an algorithm Planning precise sequences of instructions to achieve an objective and understanding – in computing, this is called an algorithm.	Introducing the robot To explore and understand input, program and output in the context of the Blue-Bot.	Introduction to programming To program the Blue-Bot to solve a problem by moving to a particular location.	Programming the robot to find the treasure To read a Blue-Bot program and predict logically what will happen	Debugging	To correct sequences of instructions

Geography <i>Weather and Seasons</i>	To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns	To describe how daily weather patterns, change over time, and how weather may be different in inland/coastal areas.	To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.	To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.	To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK.	To learn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom.	To show what has been learned and understood about weather patterns in the United Kingdom and in places near the poles and equator.
R.E. <i>Christianity</i>	Special Gifts What are gifts? Have you received any special gifts?	The Christmas Story (Drama)	The Christmas Story (Sequencing)	What presents might Christians want to give Jesus if he was born today? Draw 'new baby' card announcing the birth of Jesus	Gift tag Children to explain why this gift would be meaningful for Jesus	Church Trip	Festivals – Compare/Contrast What is different/same about your festival and Christmas?
PSHE <i>Celebrating Differences</i>	Same as... Similarities between people in my class	Different as... Differences between people in my class	What is bullying?	What do I do about bullying?	Making new friends	Celebrating difference; celebrating me	Recap: How to be a good friend (poster)
Art/DT <i>Cooking and Nutrition (Making Smoothies)</i>	Fruits: To identify fruits	Growing: To describe where fruits and vegetables grow	Cutting and Juicing: To practise food preparation skills	Testing Ingredients: To select ingredients for a recipe	Making smoothies: To apply food preparation skills to a recipe	Evaluating: To evaluate against the design brief	
French	Recap on last year's learning	Greetings extended for each time of the day	Addressing different people and practice a role play	Numbers 1 to 20/30	Learn about colours, extended	Asking questions and talking about your favourite colour and colours you like and don't like. (role-play)	

Music <i>Duration</i>	To play sequences of long and short instrumental sounds as an accompaniment to a song	To arrange own performance of a descriptive song responding to pictorial stimuli	To listen to group performances and appraise	To learn two Christmas songs focusing on melodic shape, rhythm and tempo	To learn a new Christmas song and add rhythmic accompaniment Focus on performing skills	To memorise Christmas songs
P.E. Indoor <i>Gymnastics</i>	To explore travelling movements	To develop quality when performing and linking shapes	To develop stability and control when performing balances	To develop technique and control when performing shape jumps	To develop technique in the barrel, straight and forward roll	To link gymnastic actions to create a sequence
P.E. Outdoor <i>Sending and Receiving</i>	To develop rolling and throwing a ball towards a target	To develop receiving a rolling ball and tracking skills	To develop receiving a rolling ball and tracking skills	To apply sending and receiving skills to small games.	To develop throwing and catching skills over a longer distance.	To apply sending and receiving skills to small games.