


<p style="text-align: center;"><u>Maths</u></p> <p><u>National Curriculum Links:</u> <u>Addition and Subtraction</u> Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><u>Geometry and Shape</u> Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p>	<p style="text-align: center;"><u>English</u></p> <p><u>National Curriculum Links:</u> <u>Reading Comp:</u> Listen to and discuss a range of stories and non fiction at a level beyond that at which they can read independently Be encouraged to link what they read or hear read to their own experiences Participate in discussion about what is read to them Learn to appreciate rhymes and poems. <u>Writing:</u> Name the letters of the alphabet Spell words containing letter sounds taught Form upper and lower case letters correctly Say aloud sentence to be written Leave spaces between words Begin to punctuate with capital letter, full stops and question marks. Joining sentences/phrases using ‘and’ then by using other simple conjunctions eg because.</p> <p>Possible Texts: Stick Man, Owl’s Night, The Little Match Girl, Rama and Sita story, Christmas story, Diwali and Senses information books, Christmas Stories from Around the World.</p>
<p style="text-align: center;"><u>Art & Design</u> <u>Wassily Kandinsky</u></p> <p><u>National Curriculum Links:</u> To know about the work of Wassily Kandinsky, describing the differences and similarities between his work and the work of other artists and make links to their own work To develop a wide range of art and design techniques when using colour, pattern, texture, line, shape, form and space To use drawing and painting to develop and share their ideas, experiences and imagination</p> <p><u>Learning Outcomes</u> Know about the life of W Kandinsky as one of the 1st Impressionist painters and explore the idea that he painted according to feeling rather than just by what he saw. Experiment with colour mixing and how to create shades of a colour. Recreate famous Kandinsky paintings Create own Impressionist style painting around a theme. Create paintings in response to pieces of music</p>	<p style="text-align: center;"><u>History</u> <u>The Gunpowder Plot</u></p> <p><u>National Curriculum Links:</u> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements</p> <p><u>Learning Outcomes</u> Children will: Children to re-tell the Gunpowder plot. Explain the celebrations they take part in on Bonfire Night and relate this to the Gunpowder plot. Know that the gunpowder plot occurred in the past and articulate its position in history by comparing with the invention of the steam train by George Stephenson Children to build their own outdoor bonfires</p>
<p style="text-align: center;"><u>RE</u></p> <p><u>Northumberland Agreed Syllabus</u> Theme: Christmas – Jesus as a gift from God Religion: Christianity Key Question: Why do Christians believe God gave Jesus to the World?</p> <p><u>Learning Outcomes</u> Children will:</p> <ul style="list-style-type: none"> Know and retell the Christmas story Explain who Jesus was and reasons for his birth <p>Theme: Let’s Celebrate Religion: Hinduism, Judaism Key Question: How do people celebrate?</p> <p><u>Learning Outcomes</u> Children will:</p> <ul style="list-style-type: none"> Know and re-tell the story of Diwali Find out about the traditions of Diwali (Rangoli patterns, Mendhi patterns and Diwa lamps) Know and re-tell the story of Hannakuh Find out about the traditions of Hannukah (Menorah, Dreidel) 	<p style="text-align: center;"><u>Science</u> <u>Plants</u></p> <p><u>National Curriculum Links</u> Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Seasonal changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Working Scientifically Identifying and classifying, Observing closely using simple equipment</p> <p><u>Learning Outcomes</u> Children will:</p> <ul style="list-style-type: none"> Identify and name trees and plants in the school environment. Sort deciduous and evergreen leaves and make observations about their differences and similarities Observe and explain how different plants grow in the school environment (over the course of the year). Record the growth of plants as they change over time. Observe and explain how autumn becomes winter and the changes that we see Compare changes in weather and temperature and make observations about day length by comparing current day light hours to those we experience in the summer Know and explain how seasonal changes are currently affecting animal life
<p style="text-align: center;">Feel Like Celebrating! Autumn 2 Year 1</p>	

<p><u>Physical Education</u> <u>Football & Team Games</u></p> <p><u>National Curriculum Links</u> Pupils should be taught to:</p> <ul style="list-style-type: none">• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.• Participate in team games, developing simple tactics for attacking and defending. <p><u>Football coaching</u> – basic skills (passing, dribbling, movement, communication) and developing team work.</p>	<p>Feel Like Celebrating! Autumn 2 Year 1</p> 		<p><u>PSHE</u> <u>Health and Wellbeing</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">• What constitutes, and how to maintain, a healthy lifestyle.• The importance of personal hygiene.• How diseases are spread.• The names for the main parts of the body.• That household products, including medicines, can be harmful if not used properly. <p><u>Learning Outcomes</u> Children will:</p> <ul style="list-style-type: none">• Know and explain ways to lead a healthy lifestyle, including how to keep their bodies and teeth clean.• Talk about how the choices they make can affect their health.• Know how to take medicines safely.
<p><u>Music</u> <u>Christmas Nativity Performance</u></p> <p><u>National Curriculum Links</u> Pupils should be taught to:</p> <ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.• Play tuned and untuned instruments musically.• Listen with concentration and understanding to a range of high-quality and recorded music. <p><u>Learning Outcomes</u> Children will:</p> <ul style="list-style-type: none">• Focus on keeping the beat/pulse.• Listen to and appraise festive music.• Accompany songs using tuned/untuned instruments.• Practise and prepare for performance.	<p><u>Computing</u> <u>Digital Art</u></p> <p><u>National Curriculum Links</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><u>Learning Outcomes</u> Children will:</p> <ul style="list-style-type: none">• Choose colours and brushes• Change brush size• Create and use stamps• Create repeating patterns• Create artwork related to Bonfire Night/Diwali/Christmas• Save and retrieve work		
<p><u>Mastering English</u></p> <p>Opportunities for children to develop deep learning:</p> <ul style="list-style-type: none">• Applying new topic vocabulary when writing across the curriculum.• Using appropriate features when writing in different styles across topic areas.• Using their speech and language skills to question, discuss and explain their thinking.• Applying learnt grammar and punctuation conventions when writing across the curriculum.		<p><u>Mastering Maths</u></p> <p>Opportunities for children to develop deep learning:</p> <ul style="list-style-type: none">• Selecting suitable shapes according to their properties and explaining their reasoning.• For example:• Using and naming 2D shapes (circle, oblong, triangle, square, pentagon) when making a Rangoli pattern• Measure quantities accurately when making salt dough decorations.	
<p><u>Opportunities for Outdoor Learning</u></p> <p>Science</p> <ul style="list-style-type: none">• Identify plants and trees in our school environment.• Observe seasonal changes. <p>Art and Design</p> <ul style="list-style-type: none">• Create firework pictures and Rangoli patterns using natural resources.• Children to build their own outdoor bonfires.	<p><u>Philosophy for Children</u></p> <ul style="list-style-type: none">• Key Question: Why do Christians believe God gave Jesus to the World?• Key Question: How do people celebrate?• Key Question: Why was Guy Fawkes remembered?		<p><u>Investigation Possibilities</u></p> <ul style="list-style-type: none">• Investigate light and shadows by making a Diwali shadow puppet show.• Build a bridge to get to Rama and Sita

