



Subject	Autumn 1	Autumn 2
<p><b>RE</b></p>	<p><b><u>Beginning with God</u></b></p> <p>How do we come to know God?            What does the story of the Burning Bush teach us?            What is the trinity?</p>	<p><b><u>From Advent to Christmas</u></b></p> <p>How do we remember and wait for the birth of Jesus?            How does the Gospel of Luke record the birth of Jesus?            How does the local community celebrate the birth of Jesus?</p>
<p><b>Maths</b></p>	<p>Securing Fluency to Twenty            Place Value – Making tens and some more            Counting on and back in ones and tens from any number            Representing, ordering and comparing numbers to 100            Estimation and magnitude            Numbers to 20 – mental addition and subtraction            Finding complements of 10 and 100 including measures</p>	<p>Numbers to 20 – mental addition and subtraction            Finding complements of 10 and 100 including measures            Add and subtract numbers mentally using 1 and 2 digit numbers            Finding part or whole            Money – making combinations and finding change</p>
<p><b>English</b></p>	<p><b>Daily handwriting activities</b> - Practise letter formations and improve own handwriting.  <b>Daily phonics.</b>  <b>Adjective focus</b> based on whole class Summer targets.  <b>List poems about Autumn</b>            Read a range of poetry and discuss likes and dislikes.            Read poems with fluency and perform them.            Develop vocabulary to understand the meaning of a poem.            Speak clearly and loudly.            Compose a list using commas to separate each item.  <b>Traditional Tales</b>            Recognise good and bad characters in fairy tales. Retell a known fairy tale in their own words. Make comparisons between two texts. Make inference. Use speech, expanded noun phrases and conjunctions. Identify and use past and present verb tenses. Proof read, edit and publish writing.</p>	<p><b>Two weeks of benchmarking and Phonics – phase 5 and past papers.</b>  <b>Recount and diary: The Nativity Story.</b>            Identify and describe settings and characters.            Create a story map.            Understand how events built upon each other to create a story.            Retell the story in their own words.            Read, edit and improve own writing.  <b>Phonics screening.</b></p>

<b>Science</b>	<b>Living things and their habitats.</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	<b>Living things and their habitats.</b> Identify and name a variety of animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Assessment
<b>Computing</b>		<b>Online safety:</b>  Explain why password and personal information are private. Describe the things that happen online that I must tell an adult about.  Talk about why I should go online for a short amount of time and why it is important to be kind and polite online and in real life.
<b>Geography/ History</b>	<b>Geography – Why don't penguins need to fly?</b> Identify ways in which penguins are adapted to the Antarctic environment. compare two places. understand what a desert is and compare two different deserts. Understand what is the same and what is different about Antarctica and the Arctic. _Describe the food chain of an Emperor Penguin and a Polar Bear.	
<b>Art/D&amp;T</b>	<b><u>Drawing</u></b> Understand that artists find inspiration for artwork from their environment. Explore my environment and collect things that inspire me. Explore different drawing exercises to record the things you have collected. Use a range of materials to create lots of varied mark making drawings of natural objects around me. Display the work made through the half term and reflect on the outcomes.	
<b>PE</b>	<b><u>Multi Skills</u></b> Master basic movements; including running, jumping, throwing and catching. <b><u>Key Vocabulary</u></b> <ul style="list-style-type: none"> <li>• Space</li> </ul>	<b><u>Invasion Games</u></b> Develop throwing, kicking and catching skills Play basic modified games of tag rugby and football, with a focus on sport based skills. <b><u>Key Vocabulary</u></b>

	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Travel</li> <li>• Dodge</li> <li>• Direction</li> <li>• Control</li> <li>• Balance</li> </ul> <p><b><u>Karate</u></b> The fundamentals of Karate: stances (<b>Tachikata</b>), punches (<b>Tsuki</b>), blocks (<b>Uke</b>), and kicks (<b>Geri</b>).</p>	<ul style="list-style-type: none"> <li>• Left</li> <li>• Right</li> <li>• Jump</li> <li>• Hop</li> <li>• Skip</li> <li>• Stretch</li> <li>• High</li> <li>• Low</li> <li>• Forwards</li> <li>• Backward</li> </ul> <p><b><u>Karate</u></b> The fundamentals of Karate: stances (<b>Tachikata</b>), punches (<b>Tsuki</b>), blocks (<b>Uke</b>), and kicks (<b>Geri</b>).</p>
<p><b>Music</b></p>	<p><b><u>Ourselves</u></b> Discover ways to use our voices to describe feelings and moods. Create vocal sounds, building to a performance.</p> <p><b><u>Toys</u></b> Move and play to a steady beat. Control changing tempos.</p>	<p><b><u>Our Land</u></b> Timbre and texture. Listen and perform to music.</p> <p><b><u>Our Bodies</u></b> Develop a sense of steady beat. Respond to music and play rhythm patterns.</p>
<p><b>P.S.H.E.</b></p> <p><b>Ten:Ten</b></p>	<p><b><u>Created and loved by God</u></b> - developing an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p><b>Unit 1 Religious understanding</b> Develop an understanding of God and why we are important to Him. Expanded our thinking about the Kingdom of Heaven.</p> <p><b>Unit 2 Me, my body, my health.</b> Understand why God made us. Recognise what makes us unique, our individual gifts, talents and skills.</p>	<p><b>Anti-bullying Week:</b> One Kind word workshop and activities. To understand how our actions and words can affect others in negative or positive ways.</p> <p><b>Unit 3 Emotional Well-being</b> Develop a range of vocabulary to describe feelings. Increase ways of managing their feelings.</p> <p><b>Unit 4 Life Cycle</b> Describe the cycle of life.</p>