



### Keystage One

Question	What if we were 100 years old?	
Bible Verse	<i>For the Lord is good; his steadfast love endures forever and his faithfulness to all generations</i> <i>Psalms 106:1</i>	
Values	<b>Adaptation, Dealing with change, Resilience, Health, Empathy, Reflection</b>	
Outcome	Toy design and pitching to a board	
Visits and Visitors	Sudbury Hall – Museum of Childhood Visit from senior members of community	
English (core texts and genres)	Major Glad and Major Dizzy Rosie Revere Engineer Instructions Letter to Santa Letter writing Visit from St Nicholas Shape poetry	
Maths	<p style="text-align: center;"><u><b>Year 1</b></u></p> <p><u><b>Place value</b></u></p> <ul style="list-style-type: none"> <li>count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 10 in numerals</li> <li>given a number, identify 1 more and 1 less</li> <li>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</li> <li>read and write numbers from 1 to 10 in numerals and words</li> </ul> <p><u><b>Addition and subtraction</b></u></p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 10</li> <li>add and subtract one-digit and two-digit numbers to 10, including 0</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul> <p><u><b>Geometry</b></u></p>	<p style="text-align: center;"><u><b>Year 2</b></u></p> <p><u><b>Place value</b></u></p> <ul style="list-style-type: none"> <li>recognise the place value of each digit in a two-digit number (10s, 1s)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems</li> </ul> <p><u><b>Addition and subtraction</b></u></p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>recall and use addition and subtraction facts to 20 fluently</li> </ul>



## Termly overview – Discover (Autumn Cycle A)

	<ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and 1s</li> </ul> </li> </ul>
Science	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>Notice that animals including humans, have offspring that grow into adults</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</li> </ul>	
RE	<ul style="list-style-type: none"> <li>Creation - Retell the story of Creation from Genesis and understand this as the first part of the big story of the bible</li> <li>Incarnation – To understand the story of the Nativity as Jesus God on Earth</li> </ul>	
History	<ul style="list-style-type: none"> <li>Can sequence events and objects in chronological order</li> <li>Can use words and phrases linked to the passing of time</li> <li>Can compare and contrast between different people's lives</li> <li>Can engage with an outside of school experience</li> </ul>	
Music	<ul style="list-style-type: none"> <li>Describe how a range of music makes them feel</li> <li>Sing in simple parts for example chants and round</li> <li>Create own rhythmic patterns</li> <li>Explore and engage in music making, singing and dance, performing solo or in groups</li> <li>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time to the music</li> </ul>	
D&T	Designing a Victorian toy, designing a modern day toy <ul style="list-style-type: none"> <li>Plan own ideas and share these with others</li> <li>Select from a range of materials and components according to characteristics</li> <li>Describe the strengths and weaknesses of products that they have made</li> </ul>	
PE	<b>Large Ball Skills:</b> <ul style="list-style-type: none"> <li>To develop ball control and coordination</li> <li>To explore different skills and actions that can be performed using a large ball</li> <li>To develop confidence and competence in a variety of different skills</li> <li>To explore, identify and use space appropriately</li> <li>Can remember, repeat, and link movements together</li> <li>Can choose and vary basic tactics</li> <li>Can watch, copy, and describe a variety of different movements, skills, and actions</li> <li>Can follow basic rules and play fairly with other participants</li> <li>Can recognise and describe the changes in the body that occur during exercise and understand that being active is good for them</li> </ul> <b>ABC's:</b> <ul style="list-style-type: none"> <li>Move into spaces safely with the equipment</li> <li>To engage their core and remain in control of their movements</li> <li>Know that the activity is good for them and fun</li> <li>Watch, copy and describe basic skills and actions</li> </ul>	



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Computing	<ul style="list-style-type: none"> <li>• To login safely and understand why that is important.</li> <li>• To create an avatar and to understand what this is and how it is used.</li> <li>• To save work to the My Work area and understand that this is private space.</li> <li>• To become familiar with the types of resources available in the Topics section.</li> <li>• To become more familiar with the icons used in the resources in the Topics section.</li> <li>• To start to add pictures and text to work.</li> <li>• To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</li> <li>• To understand the importance of logging out when they have finished.</li> <li>• To understand the terminology associated with the Internet and searching.</li> <li>• To gain a better understanding of searching the Internet.</li> <li>• To create a leaflet to help someone search for information on the Internet.</li> <li>• To emphasise the importance of following instructions</li> <li>• To follow and create simple instructions on the computer</li> <li>• To consider how the order of instructions affects the result.</li> </ul>
PSHE	<p>RSHE units: Our wonderful bodies, <b><i>How we love and care for ourselves (A: exercise, being in nature, healthy food, good sleep), How we love and care for ourselves (B: personal care, hygiene (including teeth cleaning), sun safety, prayer and meditation, hobbies and helping others)</i></b></p> <p>Get HeartSmart</p> <ul style="list-style-type: none"> <li>• I am beginning to understand that my choices can help or hurt my own or others hearts</li> </ul> <p>Don't Forget to Let Love in!</p> <ul style="list-style-type: none"> <li>• I am beginning to understand I am unique</li> </ul>