



**Key Stage One**

Question	What if we could travel back in time?	
Bible Verse	<i>For the Lord is good; his steadfast love endures forever and his faithfulness to all generations</i> <i>Psalm 106:1</i>	
Values	<b>Adaptation, dealing with change, resilience, health, empathy, reflection</b>	
Outcome	Design and make a wheeled toy for another child	
Visits and Visitors	Jan Charlesworth – talking about life in the past	
English (core texts and genres)	Narrative - Major Glad and Major Dizzy Narrative - Rosie Revere Engineer Instructions - The Lost Toy Museum Letters - Letter to Santa The Night Before Christmas Shape poetry	
Maths	<p><b><u>Year 1</u></b></p> <p><b><u>Place value</u></b></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><b><u>Addition and subtraction</u></b></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><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes</li> </ul>	<p><b><u>Year 2</u></b></p> <p><b><u>Place value</u></b></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><b><u>Addition and subtraction</u></b></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> <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> <p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes</li> </ul>
Science	<p><b>Animals including humans</b></p> <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> </ul>	



Termly overview – Discover (Autumn Cycle A)

	<ul style="list-style-type: none"> <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	<p><b>Life in the past 100 years – toys, homes, jobs</b></p> <ul style="list-style-type: none"> <li>Sequence events and objects in chronological order and give reasons for their order</li> <li>Sequence events or objects in their life on a simple timeline</li> <li>Use words and phrases linked to the passing of time</li> <li>Know that there are differences between the past and the present in their own and others' lives</li> <li>Understand that periods in time have similarities and differences to the present time and make connections with the past.</li> <li>Know that artefacts/sources can be matched to people of different ages.</li> <li>Use a range of sources to ask and answer questions about the past.</li> <li>Know about changes that have happened within living memory</li> <li>Know that a specific time has key characteristics and understand what it would have been like to live in them</li> </ul>
Music	<p><b>Music in the past, Nativity performance</b></p> <ul style="list-style-type: none"> <li>Describe how a range of music makes them feel.</li> <li>Know 5 songs off by heart and know what they are about.</li> <li>Sing in simple parts, for example chants and rounds</li> <li>Create own rhythmic patterns</li> <li>Know and recognise the sound and names of some of the instruments they use.</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	<p><b>Designing a wheeled toy</b></p> <ul style="list-style-type: none"> <li>Know that there are similar existing products relating to what is being made.</li> <li>Know that products serve a purpose.</li> <li>Model and plan own ideas and share these with others – talking, drawing, mock-ups, models, ICT.</li> <li>State what they are making, who they are making it for and why they are making it.</li> <li>State how their product will work and how it will impact their intended users.</li> <li>Draw upon own experiences and knowledge to create drawings to aid ideas.</li> <li>Select and use tools / equipment to cut, shape, join and finish.</li> <li>Know the purpose for what is being made.</li> <li>Select from a range of materials and components according to characteristics.</li> <li>Measure and mark, cut assemble and join materials and components.</li> <li>Make a final product that is linked to what has been asked.</li> <li>Use wheels and axles to create movement.</li> <li>Build a structure or mechanism using simple working characteristics, materials or components.</li> <li>Describe the strengths and weaknesses of products they have made.</li> <li>Talk about ideas and how they could be improved.</li> <li>Make simple judgements about their products and ideas against a design criteria.</li> </ul>
PE	<p><b>Large Ball Skills:</b></p> <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> </ul>



Termly overview – Discover (Autumn Cycle A)

	<ul style="list-style-type: none"> <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> <p><b>ABCs:</b></p> <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>
Computing	<p><b>Online Safety and Exploring Purple Mash</b></p> <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> </ul> <p><b>Effective Searching</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Lego Builders</b></p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <li>• Identify and name the different parts of the human body.</li> <li>• Be aware of the movements, functions and abilities of the human body.</li> <li>• Explain that Christians and other religious people believe that human bodies have been made by God.</li> <li>• Look for some similarities and difference in human bodies.</li> <li>• Think of reasons why all people can celebrate their bodies.</li> <li>• Identify some of the ways we can exercise.</li> <li>• Explain why being outdoors is good for us, carefully describe the things we see in the natural world.</li> <li>• Identify what is healthy food and talk about what can happen if people do not eat healthily.</li> <li>• Talk about what is good sleep and why that helps people grow and live well.</li> <li>• Explain why people are worth looking after.</li> <li>• Identify why it is good to keep our bodies and our teeth clean.</li> <li>• Talk about how we can protect ourselves from the sun.</li> <li>• Understand that prayer or meditation can be calming and refreshing.</li> <li>• Talk about hobbies that people have and why they can be good.</li> <li>• Talk about the ways we can help other people and why that is good for them and us.</li> </ul> <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>