

Writing

- Paddington's life in Peru compared to England
- Is the Queen's life the same as ours?
- Comparing Aunt Lucy's life to Paddington's in England.

Reading

- Have we experienced Paddington's adventures?
- Can we relate to Paddington's feeling on his adventures?

Worlds apart

Are all lives the same?

Concepts: equality, community, tradition

RE

- **Year 1**
 - Christian text: The Good Samaritan.
 - Islamic text: Be My Guest
- **Year 2**
 - Christian text: Noah's ark.
 - Islamic text: The Crying Camel

Comparing the aspects of lives within Christian and Islamic faith.

PSHE

- Do all children have a voice?
- What school life for children in Peru compared with England?
- Can we relate to Paddington's feeling on his adventures?

Art

- Does everyone access to the same art resources?
- How does art vary within countries and cultures?
- Create art work inspired by Peruvian culture.

PSHE – school council and class charter
Topic – comparing life in England to life in Peru, comparison of food and culture.
RE – sacred stories (Islam and Christianity)
Art – the study of a Peruvian artist

Equality

Reading – Paddington coming to England
PSHE - school council
Topic – studying our local area on a village walk and comparing to a community in Peru
RE – scared stories

Community

Worlds apart
Are all lives the same?
Concepts: equality, community, tradition

Tradition

Topic – picnic, the culture and tradition in Peru and the traditional foods from different cultures
PE – traditional sports games (rules)

Autumn 1

Maths

Place Value:

- *Step 1 Numbers to 20*
- *Step 2 Count objects to 100 by making 10s*
- *Step 3 Recognise tens and ones*
- *Step 4 Use a place value chart*
- *Step 5 Partition numbers to 100*
- *Step 6 Write numbers to 100 in words*
- *Step 7 Flexibly partition numbers to 100*
- *Step 8 Write numbers to 100*
- *Step 9 10s on the number line to 100*
- *Step 10 10s and 1s on the number line to 100*
- *Step 11 Estimate numbers on a number line*
- *Step 12 Compare objects*
- *Step 13 Compare numbers*
- *Step 14 Order objects and numbers*
- *Step 15 Count in 2s, 5s and 10s*
- *Step 16 Count in 3s*

Addition and subtraction:

- *Step 1 Bonds to 10*
- *Step 2 Fact families*
- *Step 3 Related facts*
- *Step 4 Bonds to 100 (tens)*
- *Step 5 Add and subtract 1s*
- *Step 6 Add by making 10*
- *Step 7 Add three 1-digit numbers*
- *Step 8 Add to the next 10*
- *Step 9 Add across a 10*
- *Step 10 Subtract across 10*
- *Step 11 Subtract from a 10*
- *Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)*

Writing

Postcard to Aunt Lucy in Peru:

- Correctly demarcate sentences
- Identify nouns
- Correct use of past tense

Character description:

- Identify adjectives
- Use the conjunction 'and'
- Compound words

Story: Paddington's adventure at the...

- Expanded noun phrases
- Use the conjunction 'but'
- Suffixes
- Identify verbs

Diary entry:

- Expanded noun phrases
- Use of question marks
- Suffixes

Reading

Book:

- Paddington's suitcase books

Word reading:

- Continue to apply phonic knowledge and skills as the route to decode words
- Read accurately by blending the sounds in words that contain the graphemes taught so far
- Read aloud books closely matched to their improving phonic knowledge

Comprehension:

- Discuss the sequence of events in books and how items of information are related
- Become increasingly familiar with and retelling a wider range of stories.
- Check that the text makes sense to them as they read and correcting inaccurate reading
- Make inferences on the basis of what is being said and done

VIPERS reading scheme:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence

Science

Animals including humans:

- Life cycles
- Basic needs
- Diet
- Exercise
- Hygiene

Key vocabulary:

adult	A fully grown animal or plant	egg	The first one which starts an animal's life
develop	To grow bigger and become stronger	exercise	Strenuous or tiring activity
life cycle	The changes living things go through to become an adult	game	Things that you can play for fun
offspring	The child of an animal	hygiene	How we keep ourselves and the world around us clean so we can stay healthy and stop germs spreading
young	Offspring that has not reached adulthood	pollen	The tiny grains of dust that can be put on your skin and make you itchy
egg	Offspring that has not hatched from an egg		

Year 2 Animals, including humans.

Investigative and Enquiry Skills

Art/DT

Artist:

- Victor Delfin (Peruvian Artist)

Skill Focus:

- Observe Victor's work
- Mixing primary and secondary colours
- Adding materials to paint to create texture
- Create a painting inspired by Victor's work.

Medium:

- Paint



RE

Caring for the natural world

Key questions:

- Who cares for the environment?
- How can we care for our environment?

Christian text: Noah's ark.

Islamic text: The Crying Camel

Vocab:

Christianity

Islam

Bible

Qur'an

Prophet

Sacred

Natural World

Responsibility

Key Questions:

- Who cares for the environment?
- How can we care for our environment?

Topic Question:

Key concepts:

Key Vocabulary:

Christianity	The religion based on the person and teachings of Jesus Christ, or his beliefs and practices
Islam	The religion of the Muslims, a faith inspired through Muhammad in the Prophet of Allah
Bible	A sacred book for Christians. It has two parts: the Old Testament and the New Testament
Qur'an	A sacred book for Muslims. The divine book revealed to the prophet Muhammad
Prophet	A person who is thought to be a direct messenger from God
Sacred	Something connected to God or god that is treated with great respect
Natural world	All of the animals, plants, and other things existing in nature and not made or created by people
Responsibility	Something that you are responsible for; something that you have a duty to do

An Islamic Story: The Crying Camel

A story from the Bible: Noah's Ark

Computing

Computer systems and networks – IT around us

- What is IT?
- IT in schools
- IT in the world
- The benefits of IT
- IT safety
- Using IT in different ways.

PSHE

Me and My School

Class rules

- why have rules

School Council

- How it works
- Role of a representative
- Class council meeting

Feelings

- Name feelings
- Dealing with feelings including negative ones

No Outsider link:

- To be able to work with everyone in my class

Music

Charanga

Exploring simple patterns

How does music help us to make friends?

PE

Racket and Ball:

- Racket Recap
- Hit it Back
- Top Tactic
- Cricket control
- Getting game ready
- Let's play

Geography

I can understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

I can identify seasonal and daily weather patterns in the United Kingdom and the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles.

I can use basic geographic vocabulary to refer to physical features, including mountains, ocean, weather, beach, coast.

I can use basic geographical vocabulary to refer to key human features, including city, town, village, house, office, port, harbor, shop.

I can use atlases, maps, globes and digital mapping.

I can use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.

I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

I can use simple fieldwork and observational skills to study the geography of our locality and the key human and physical features of its surrounding environment.