

Writing

Year 1 – The Three Billy Goats gruff

The goats have a happy ending and live in luscious grass. However, the troll lives a sad and miserable life without a happy ending.

Year 2 – Little Red Riding hut

Little Red and granny live happily and the wolf goes hungry and sad.

To write an alternative ending where the characters experience a different ending (switch places).

Reading

Do all characters experience the same ending?

Do all stories have a happy ending?

How do fairy tales and traditional tales compare?
Do they both have happy endings?

Fire, Gun-Powder, Treason and Plot

Is there always a happy ending?

RE

Year 1:

Christian Text: Jesus' first miracle – water into wine.
Islamic link: Ramadan

Year 2:

Christian Text: Jesus' Birth

Do these stories have a happy ending?
How do these stories impact people's understanding of happy ending?

PSHE

Do your choices always make a happy ending?
Do all friendships have a happy ending?
Does everyone enjoy school experience?

Autumn 1

Maths

Addition and subtraction:

- Add across a 10
- Subtract across 10
- Subtract from a 10
- Subtract a 1-digit number from a 2-digit number
- 10 more, 10 less
- Add and subtract 10s
- Add two 2-digit numbers (not across 10)
- Add two 2-digit numbers (across a 10)
- Mixed addition and subtraction
- Compare number sentences
- Missing number problems

Shape:

- Recognise 2-D and 3-D shapes
- Count the sides on a 2-D shape
- Count vertices on a 2-D shape
- Draw a 2-D shape
- Lines of symmetry on shapes
- Sort 2-D shapes
- Count faces on a 3-D shape
- Count edges on a 3-D shape
- Sort 3D shapes
- Make patterns with 2-D and 3-D shapes

Money

Writing

Character description

- Expanded noun phrases
- Conjunctions – and/or/but
- Apostrophes for contraction

Diary entry

- Features of a diary
- Conjunction – because / when
- Exclamation sentences

Story

- Features of a traditional tale
- Expanded noun phrases
- Apostrophes for possession
- Commas in a list

Reading

Book:

- Little Red Riding Hood

Word reading:

- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Comprehension:

- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Predicting what might happen on the basis of what has been read so far.

VIPERS reading scheme:

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

Science

Everyday materials:

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (2-Everyday materials)
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (2-Everyday materials)



DT

RE

Valuing new life

How do people show what is important to them?
What stories, symbols and visual forms of expression are important to Christians?
How do you show what is important to you?

Christian Text: Jesus' Birth

Vocab:

Christian
Bible
Christmas
Celebrations
Messiah
Miracle



Computing

Digital Photography:

- Taking photographs
- Landscape or portrait
- What makes a good photograph?
- Lighting
- Effects
- Is it real?



PSHE

Me and my relationships:

- Working together
- Behaviour and impact on others
- Resolving conflict
- Teasing and bullying
- Changing relationships

**To feel proud of being different*



Music

Dynamic and tempo:

How does music teach us about the past?

- Musicianship
- Listening
- Singing
- Playing
- Composing and improvising
- Performing



PE

Gymnastics:

- Balancing
- Partner balances
- Rolling
- Jumping
- Building sequences
- Sequences in pairs



History

Is there always a happy ending?

- I can describe the past, using key words and phrases to refer to chronology, including: before, after, past, present, then, older, newer.
- I can identify and explore a range of sources to find out about the past.
- I can explain why events happened.
- I can analyse a source to find out about an element of the past.
- I can explain and sequence the main events from a significant event in history.
- I can use artefacts, online sources and databases to explain significant events of the past.
- I can compare and contrast photographs of people or events and other sources to identify differences in the ways of life.
- I can analyse a source to find out about an element of the past.
- I can identify and describe the different ways the past is represented.
- I can use artefacts, online sources and databases to explain significant events of the past.
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