

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 Hood

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).

History

Was there a happy ending to the Great Fire of London?

What were the positive and negative impacts of the Great Fire of London?

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

The Christmas Story – was it a happy ending?

PSHE

Do your choices always make a happy ending?

Do all friendships have a happy ending?

Does everyone enjoy school experience?

Autumn 2

Maths

Addition and Subtraction

- Addition – Add more on
- I can answer addition problems
- I can find a part
- I can find a part – subtraction
- I can identify fact families – the 8 parts
- I can subtract by taking 1 away
- I can subtract on a number line
- I can add or subtract 1 or 2

Shape

- I can recognise and name 3-D shapes
- I can sort 2-D shapes
- I can recognise and name 2-D shapes
- I can sort 2-D shapes
- I can create patterns with 2-D and 3-D shapes

Consolidation of:

- Place value to 10
- Addition and subtraction to 10
- Shape

Writing

Sentence

- Form all letters correctly
- Know how words can combine to make sentences

Text

- Begin to sequence sentences to form short narratives

Punctuation

- Separation of words with spaces
- Introduction to capital letters, full stops to demarcate sentences
- Capital letters for names and for the personal pronoun I

Important Terminology

- letter
- capital letter
- word
- singular
- plural
- sentence
- punctuation
- full stop

Reading

Word Reading

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and consider their particular characteristics
- Recognising and joining in with predictable phrases

Comprehension

- Draw on what they already know or on background information and vocabulary provided by the teacher
- Make inferences on the basis of what is being said and done
- Participate in discussion about what is read to them, taking turns and listening to what others say

Science

Everyday materials

- Identify and name a variety of everyday materials
- Distinguish between an object and the material it is made from
- Describe the properties of everyday materials
- Identify object that are natural and those that are manmade
- Predict and identify if an object will float or sink
- Explore which materials are best for different objects



DT

Food: Baking Bread

- Describe textures
- Wash hands & clean surfaces
- Think of interesting ways to decorate food
- Say where some foods come from, (i.e. plant or animal)
- Describe differences between some food groups (i.e. sweet, vegetable etc.)
- Discuss how fruit and vegetables are healthy
- Cut, peel and grate safely, with support

RE

Celebrations

How do people celebrate?

How do faith communities celebrate?

How do people express their beliefs through celebrations?

How do you express yourself through celebrations?

Christian Text: Jesus' first miracle – what into wine.

Islamic Text: What is Ramadan?

Vocab:

Christianity
Islam
Bible
Qur'an
Celebration
Miracle
Ramadan



PSHE

Me and My Safety



- Understand that household products including medicines can be harmful if not used properly
- Understand rules for and ways of keeping safe
- Know about people who can help them to stay safe
- Understand rules for, and ways of, keeping safe, including basic road safety

Computing

Grouping Data

- Label and match
- Group and count
- Describe and object
- Making different groups
- Counting different groups
- Answering questions



History

I can **analyse** a source to find out about an element of the past.

I can **question** sources and artefacts to deepen my understanding about the past.

I can **describe** the past, using key words and phrases to refer to chronology, including: past, before, now, then and now.

I can **describe** features of the past, using evidence gathered from sources.

I can **reflect** on how life has changed since a period studied to now.

I can **identify** the different ways the past is represented.

I can **compare and contrast** photographs of people or events to identify differences in the ways of life.

Music

Musical Spotlight: Dance, Sing and Play



PE

Dance



PE

Gymnastics

