

<p><b>Key Literacy Texts:</b>  2 days - Handwriting, All about me  Week 1 - Autumn poetry  Week 2 - Mrs Armitage on wheels  Week 3 - Eric's Big day  Week 4 - Eric's big day  Week 5 - The magic Bicycle  Week 6 - The little boat  Week 7 - Non fiction boats (Up until half term)  Week 8 - Mrs Armitage Queen of the road  Week 9 - Is there room on the bus?  Week 10 - The hundred decker bus  Week 11 - Amelia Earhart  Week 12 - Bear in the air  Week 13 - Oi! Get off our train  Week 14 - Christmas book (Up until Christmas)</p>	<p><b>Locality Links:</b>  Humber Bridge  Barton Boat Yard</p>	<p><b>Visits/experiences/hooks</b>  Street Life Museum  Barton Boat Yard  AJB - Talk on cycling   Road Traffic Survey outside School</p>	<p><b>Artist of the term</b>  Emma Childs   Composer - Heitor Villa - Lobos  1887-1959 focus piece - The little train of the Caipira</p>	<p><b>Author of the term</b>  Quentin Blake</p>						
<p><b>Writing Outcomes:</b>  Handwriting / All about me  Autumn poetry - Write seasonal poems  Mrs Armitage on wheels - Labelling parts of the bike, Describe the bike using adjectives, design their own bike, List the things on the bike (year 2 commas) Year 1 sentence ordering, year 2 order the story.  Eric's big day - Picnic list using adjectives, vocabulary, (Geography - compass), reading comprehension, letter writing, instructions for mending a bike  The magic bicycle - Identifying rhyming words, Which country would you like to visit and why? (because), verbal performance with actions, story recount on a picture map  The little boat - Questions for a boat builder, predicting what's going to happen in the story, ordering the story, oral description and discussion of the pictures, labelling and describing the picture  Non fiction boats - Recount of the boat yard trip,  Mrs Armitage Queen of the road - Hold a sentence, Write a letter back to Uncle Cosmo, Reading comprehension,  Is there room on the bus? - vocabulary lesson, story ordering, changing the animals to their own (year 1 letter recognition, year 2 alliteration)  The hundred decker bus - Day in the life of a bus conductor, Describe the journey, Design your own layer, Story plan and writing  Amelia Earhart - Fact file, Diary entry, Research Amy Johnson a recount of her life, Amy Johnson museum leaflet for a local museum  Bear in the air - Description from bears point of view using senses, are and air sounds, nouns and verbs sorting, year 2 past tense, prediction  Oi! Get off our train - Scenic description, sequence the story of the animal, written weather diary using conjunctions, Poetry to perform, puppets to retell the story  Christmas book</p>		<p><b>Links to the world of work:</b>  Boat Builder  Bus driver  Proud to be a pilot - What's my job  Proud to be a sports person (paralympic gold sailor)  Civil Engineering (Building Humber Bridge)</p>			<p><b>Key artefacts/resources:</b>  Compass, maps, globes, bikes, boats</p>					
	English	Maths	Science	History	Geography	RE	DT	ART	PE	Music

<p>Write a seasonal <b>poem</b> (Link to seasonal science work)</p> <p>(Y1) Tbat say out loud what they are going to write about Tbat appreciate poetry and rhyme (Y2) Tbat recognising simple recurring literary language in stories and poetry Tbat write poetry Tbat continue to build up a repertoire of poems learnt by heart <b>Tbat join words and clauses using and Tbat use subordination and co-ordination</b></p> <p><b>Mrs Armitage</b> (Y1) Tbat sit at a table holding a pencil comfortably and correctly Tbat begin to form lower letters in the correct direction (Y2) Tbat write narratives about personal experiences of those and others, real and fiction Tbat write for different purposes <b>Tbat use capital letters for names and places Tbat use commas for a list Eric's big day</b> (Y1) Tbat compose a sentence before writing it Tbat write from memory simple sentences (Y2) Tbat make inferences on the basis of what is said and done Tbat plan or say out loud what they're going to write about <b>Tbat use the personal pronoun I Tbat use expanded noun phrases to describe</b> <b>Tbat write command sentences ( instructions )</b></p> <p><b>The magic bicycle</b> (Y1) Tbat participate in discussion about what is read to them, taking turns and listening to what others say (Y2) Tbat write for different purposes Tbat use joining words - because <b>Tbat use capital letters, full stops, question marks Tbat write sentences using different forms - question</b></p> <p><b>The little boat</b> Y1 - Tbat compose a sentence before writing it Tbat use the 40+ phonemes already taught Y2 - Tbat use expanded noun phrase to describe <b>Tbat use capital letters, full stops, question marks Tbat use capital letters for names and places Tbat write sentences using different forms - question</b></p> <p><b>Non Fiction - Boats</b> - Tbat compose sentences orally before writing them. To re read what they have written to check it makes sense, to write about real events - recount of trip to boat yard.</p>	<p><u>Year 1</u> W1- Tbat count confidently to 20 forwards and backwards. W2 - Tbat to add and subtract to 5 or more. W3- To know addition facts to 5. W4 - To understand subtraction as take away. W5 - To recognise and name common 2D and 3D shapes W6 - Tbat add and subtract to 10. <b>W7</b> - Tbat touch count up to 20. Tbat use ordinal numbers. <b>W8</b>- Tbat identify one more and one less than a give number <b>W9</b> – tbat write addition and subtraction facts to 20 W10 –Tbat weigh, measure length and measure capacity practically W11- to know all the different coins and add different amounts of money <b>W12</b> – tbat find the difference between two quantities</p> <p><u>Year 2.</u> Wk 1 – Tbat count in 2's, 5's and 10's. Tbat to compare 2 digit numbers using more than and less than. W2 – Tbat solve addition and subtraction problems within the context of money and number. Tbat add and subtract by bridging ten.</p>	<p><u>Week 1</u> Seasonal changes in Autumn Weather diary and make a rain gauge to collect data about the weather ( Year 1 science bug changing seasons ) TBAT observe changes over the seasons. WS-Observing closely, using simple equipment WS-Using their observations and ideas to suggest answers to questions WS-Gathering and recording data to help in answering questions</p> <p><u>Week 2</u> TBAT observe and describe weather associated with the seasons and day lengths varies ( Year 1 science bug changing seasons - wake up and sleep light changes observations). Tk about weather around the world including severe weather types WS: Gathering and recording data to help with answering questions. <u>week 3</u> ( Materials and their properties linked to transport on the move ) Investigate a range of toy cars, trains, bikes, boats etc that are made of different materials - complete a simple chart after free sorting exercise - challenge can they think of another object that is made from the same material ? Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock WS-Observing closely, using simple equipment WS-Identifying and classifying</p> <p><u>Week 4</u> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>W2 Tbat create a timeline of transport. W3 Tbat understand some of the ways in which we find out about the past and identify different ways in which it is represented <u>Trip to Transport Museum.</u> W7 - Tbat create a timeline of Boats through the ages. W7 - Tbat identify features of old and modern boats. <u>Trip to Boat Yard.</u> <u>W8 - Locality Studies - Humber Bridge</u> W11 - Significant Person Tbat - recognise the lives of significant individuals in the past who have contributed to national and international achievements - The Wright Brothers</p>	<p>W4 - <b>YR1</b> -Tbat know what a compass does. Tbat know there are directions North, East, South &amp; West. <b>YR2</b> -Tbat use simple compass directions To have a map of the classroom, adding the directions, north, south, east and west. W5 - <b>YR1</b>-Tbat name and locate the four countries of the United Kingdom Tbat to name two of the four cities of the UK <b>YR2</b> - Tbat name the four cities of the UK W6 - Tbat recognise landmarks W10 - <b>YR1</b> Tbat devise a simple map <b>YR2</b> - Tbat devise a simple map with basic symbols in a key W12 - Tbat to use aerial and planned perspectives to recognise landmarks and basic human physical features. W13 - <b>YR1</b> - Tbat name and locate three countries of the world <b>YR2</b> - Tbat name and locate the seven continents of the world W13 - Tbat understand geographical similarities and differences 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</p>	<p><b>Year 1/2 - Autumn 1 - Islam Being Human</b> To know the key beliefs of Muslims To introduce and recall the 5 pillars of Islam To understand the Muslim statement of belief: Shahadah To retell a story about the concept of Akhlaq To know that zakat is one of the 5 pillars of Islam To retell a story about inspirational Muslims To create a piece of artwork to connect my learning <b>Autumn 2 - Islam Life Journey</b> To understand the term Ummah To know how prayer (salah) creates a sense of belonging for Muslims To explore how a Muslim baby is welcomed (aqiqah) To explore how a Christian baby is welcomed To compare and contrast birth rites in Christianity and Islam Summative assessment</p>	<p><u>Tbat design and make a moving Vehicle.</u> I can design purposeful and functioning products I can draw my initial design (Tbat design a wheeled vehicle of their choice) Tbat evaluate toy vehicles and the moving parts Tbat evaluate my moving vehicle. I can use appropriate tools for different tasks Tbat use different tools to cut materials. <b>PSHE</b> <b>Mental Health and Resilience</b> <b>Year 1-</b> Feelings and emotions Tbat name different feelings (scared, excited) and talk about them. Tbat identify how different emotions look and feel in your body. Tbat explore ways to show big feelings in a way that feels ok. (Gender differences.) <b>Behaviour</b> Tbat know when to ask for help with managing feelings. Tbat to recognising what is fair / unfair / right and wrong <b>My Body</b> Tbat say how we are the same / different? (Big Talk) <b>Year 2 - Feelings &amp; emotions</b></p>	<p>Group piece - Explore Autumn artwork (painting leaves) Tbat create a small group piece from natural forms - Autumn materials ( outdoor sculpture Andy Goldsworthy style) Tbat create a simple image with collage leaves and autumn objects ( leaf animals) Tbat create light, dark and shadow when sketching with different pencils - draw bike, car or train <u>Emma Childs</u> Tbat Tbat create shades of colour. Tbat mix colours to create shades (Y1) Tbat mix primary colour for purpose (Y2) Tbat re-create Emma Childs artwork. Tbat design and make own artwork in style of Emma Childs. Tbat evaluate my work.</p>	<p><b>Autumn 1 Indoor Gym- Body Management</b> <b>Year 1</b> Wk 1 To know, use and demonstrate small body parts Wk 2 To know, use and demonstrate large body part Wk 3 To link to static positions Wk 4 To perform a learnt sequence Wk 5 To perform an original 3 part sequence Wk 6 To evaluate and perform original sequence. Year 2 Wk 1 To know and use and small body parts. Wk 2 To know and use large body parts. Wk 3 To link 3 static positions Wk 4 To perform a learnt sequence Wk 5 To perform an original 3 part sequence Wk 6 To evaluate and perform original sequence. <b>Outdoor Games - object control</b> <b>Year 1</b> Wk 1 To explore ways of moving an object Wk 2 To use both sides of body to move an object. Wk 3 To control an object in a small space. Wk 4 To control object along a straight line</p>	<p>Wk 1 - Tbat use their voice to sing - Learn the song - picture of autumn from out of the ark <a href="https://www.youtube.com/watch?v=i68cOK3dg7U">https://www.youtube.com/watch?v=i68cOK3dg7U</a> Tbat add untuned percussion to the beat of the song. Tbat speak in chants - Autumn songs/rhymes/games for example- lots of rosie apples WK 2 - Travel music express age 6-7 lesson 1 Tbat sing and add movements to a tanzanian song and sing action song going on a bus Wk 3 - (travel week 2 from music express)- tbat listen to a piece of music and imagine what is being describes - short ride in a fast machine Wk 4( travel week 3 ) -Tbat read simple notation and play untuned percussion from a simple score WK5 ( Travel week 3) second part tbat use instruments expressively and make a sequence of sounds to the theme park rides score</p>
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	<p>To ask questions and answer them using a range of sources including non-fiction texts  <b>Tbat use capital letters, full stops and question marks. To use capital letters for place and people names.</b>  <b>Y2 to include new vocabulary (subject specific to boats)</b>  <b>Mrs Armitage Queen of the road</b>  <b>Y1 - Tbat compose a sentence before writing it Tbat use the 40+ phonemes already taught</b>  <b>Y2 To write narratives about personal experiences and those of others ( letter in role )</b>  <b>Y1 To spell common exception words</b>  <b>Y2 To spell more words with contracted forms</b>  <b>Tbat use coordination (or, and but)</b></p> <p><b>Is there room on the bus?</b>  <b>Tbat recognise repetition of initial letters sounds ( alliteration year 2 (Y1) Tbat compose a sentence before writing it Tbat write from memory simple sentences (Y2) Tbat make inferences on the basis of what is said and done Tbat plan or say out loud what they're going to write about</b>  <b>Tbat spell number words</b>  <b>To know the spelling rules when adding s and es</b>  <b>Year 2 Tbat write expanded noun phrases</b>  <b>Tbat explain new vocabulary and use it within their work</b>  <b>Hundred decker bus</b>  <b>Y1 - to write simple sentences - re read them and check for meaning.</b>  <b>Y2 Develop positive attitude and stamina by writing simple narratives, Consider what they are going to write about before beginning</b>  <b>Make simple additions, revisions and corrections to their own writing</b>  <b>Y1 -spell words with ing, ed, and est er suffixes ie decker</b>  <b>Y2 - spell word with suffix ly ( teach with adverb knowledge when describing the bus journey and day in life of conductor )</b>  <b>Tbat use past a present tense mostly correctly - present tense bus conductors day</b>  <b>Y2 - tbat use a ! to demark a sentence.</b>  <b>Amelia Earhart</b>  <b>Tbat sequence sentences to form short narrative.</b>  <b>Know that writing can for different purposes (be set out in a different way when it is factual.)</b>  <b>To form all letters the correct size and shape Y2 start to use some diagonal and horizontal strokes</b></p>	<p><b>W3 - Tbat partition 2 digit numbers</b>  <b>Tbat add to 20 and know related facts to 100.</b></p> <p><b>W4- Tbat subtract using concrete and pictorial representations.</b></p> <p><b>W5- Tbat identify properties of 2D and 3D shapes.</b></p> <p><b>W6- Tbat multiply and divide using repeated addition and subtraction.</b></p> <p><b>W7- Tbat understand the relationship between multiplication and subtraction.</b></p> <p><b>W8 – Tbat understand fractions of quantity, shapes and sets of objects.</b></p> <p><b>W9- Tbat make patterns using shapes. Tbat use positional language.</b>  <b>Tbat tell the time to the nearest 15 minutes.</b></p> <p><b>W10 – Tbat measure mass, length and capacity.</b></p> <p><b>W11 – Tbat use £ and p signs accurately with money.</b>  <b>Tbat find the correct given change.</b></p> <p><b>W12- Tbat gather information.</b>  <b>Tbat complete tally charts.</b>  <b>Tbat make and interpret pictograms and block graphs.</b></p>	<p><b>WS -Observing closely, using simple equipment</b></p> <p><b>WS-Performing simple tests</b></p> <p><b>WS-Using their observations and ideas to suggest answers to questions</b></p> <p><b>WS-Gathering and recording data to help in answering questions.</b></p> <p><b>Use samples of materials not objects - wood, metal, plastic( perspex), paper and fabric. Test will they bend? waterproof? float ? see through - use vocab rigid, flexible, transparent/ opaque as appropriate</b></p> <p><b>Week 5 - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</b></p> <p><b>WS-Using their observations and ideas to suggest answers to questions</b></p> <p><b>Which material is best for which vehicle or part of vehicle ? and why</b></p> <p><b>Wind screen ? car seats? - don't do tyres as complete investigation next week etc</b></p> <p><b>Week 6 -Which material is best to cover a wheel ?</b></p> <p><b>WS-Using their observations and ideas to suggest answers to questions</b></p> <p><b>Tbat find out about someone who has produced a useful new material _ John Dunlop</b></p> <p><b>Week 7 - Which is the strongest material to make a boat from ?</b></p> <p><b>_Identify and compare the suitability of a variety of everyday material</b></p> <p><b>WS-Using their observations and ideas to suggest answers to questions</b></p> <p><b>Week 8 -(Link on the move to humans on the move)</b></p> <p><b>To identify, name draw and label basic parts of the body</b></p> <p><b>WS - to ask simple questions and know that the answers can be found in different ways</b></p> <p><b>Week 9 To know which part of the body is associated with which sense. To carry out an investigation using the senses</b></p>				<p>Tbat recognise further emotions loved, lonely, bored, worried)  Tbat recognise what they can do to help themselves or someone else who may be feeling unhappy.</p> <p>Tbat explore the feelings of loss &amp; change (moving home, changing class, losing toys, pets or friends)</p> <p>Tbat describe how people might feel when there is a change or loss</p> <p><b>My body</b>  Tbat name different parts of girls' and boys' bodies? (name and label) (Big Talk)</p>		<p><b>Wk 5 To control whilst changing direction</b>  <b>Wk 6 To control object using a stick or a bat.</b></p> <p><b>Year 2 –</b>  <b>Wk 1 To roll and receive with control</b>  <b>Wk 2 To use equipment to send and receive</b>  <b>Wk 3 To control an object whilst moving using body part.</b>  <b>Wk 4 To use equipment to control an object whilst moving.</b>  <b>Wk 5 To use equipment to balance an object</b>  <b>Wk 6 To send/ receive and control an object on the move.</b></p> <p><b>Autumn 2</b>  <b>Indoor –</b>  <b>Interpretive</b>  <b>dance</b>  <b>Year1</b>  <b>Wk 1 To respond to stimuli.</b>  <b>Wk2 To respond to stimuli.</b>  <b>Wk 3 To be aware of different levels in dance.</b>  <b>Wk 4 To use space and direction when responding to stimuli.</b>  <b>Wk 5 To link 2 movements in a sequence.</b>  <b>Wk 6 To repeat combinations.</b></p> <p><b>Year 2</b>  <b>Wk 1 To respond to stimuli.</b>  <b>Wk 2 To respond to stimuli</b>  <b>Wk 3 To be aware of different levels in dance</b>  <b>Wk 4 To use space and direction when</b></p>	<p><b>Wk 6 -Tbat use my voice to sing songs- Row row row your boat - chorally and in a round.</b>  <b>Dip dip and swing ( Native american canoe paddling song )</b>  <b>Year 2 sing in 2 part harmony.</b>  <b>The little boat ( From hey kids! songs for kids webpage)</b>  <b>Wk 7 - I can listen to high quality music and say whether I like or dislike it - Vangelis - Songs of the seas from album Oceanic - draw pictures of how it makes you feel and what you think whilst listening</b>  <b>Wk 8 - ( Machines- music express 5-6 week 1 )</b>  <b>tbat use my voice to sing and hold a steady beat</b>  <b>Wk 9 ( machines wk 2 )</b>  <b>tbat hold a beat and change TEMPO- intro duce correct vocab</b>  <b>wk 10 ( Machines wk 3 )</b>  <b>Tbat hold a steady beat and change tempo when directed to do so- look at concept of how a conductor might speed things up and slow things down.</b>  <b>Wk 11 - Tbat use my voice to</b></p>
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<p>To use some coordinating conjunctions Y2 use subordinating conjunctions as well</p> <p><b>Spell some common exception words correctly in their writing at the year group level.</b></p> <p><b>Tbat use capital letters for names and places</b></p> <p><b>To know all letter names as well as sounds</b></p> <p><b>Bear in the Air</b> (Y1) Tbat sit at a table holding a pencil comfortably and correctly to form lower letters and capitals in the correct direction (Y2) Tbat write narratives about personal experiences of those and others, real and fiction Tbat write for different purposes</p> <p><b>Tbat use capital letters for names and places</b></p> <p><b>Y1 Know ed suffix</b></p> <p><b>To know the terms noun, adjective and verb</b></p> <p><b>Y2 - to know homophone bear/bare two/too/to</b></p> <p><b>know the spelling rule for words ending in e when you add ing or ed</b></p> <p><b>Oi get off our train</b> Tbat use language and actions to explore and convey situations, characters and emotions ( role play puppet show of story ) Tbat comment constructively on drama they have watched Tbat sequence events and recount them on appropriate detail</p> <p><b>Tbat spell words with all vowel diagraphs for ai/a-e/ ay and a as in acorn for year 2</b></p> <p><b>Year 2 to spell words with contractions - locate them in the text as a specific teaching point</b></p> <p><b>Tbat use the terminology exclamation mark and be able to locate in the text and year 2 use in their writing</b></p> <p><b>Christmas story</b> <b>Tbat write for a range of purposes.</b></p> <p><b>To form most letters correctly</b> Tbat say aloud what they want to say before writing it.</p> <p><b>year 2</b> Make simple additions, revisions and corrections to their own writing</p> <p><b>Tbat spelling year group appropriate common exception words</b></p> <p><b>To know the prefix un changes the meaning of verbs and adjectives</b></p> <p><b>Key objectives: Reading</b></p>		<p>WS to observe closely using simple equipment.</p> <p><b>week 10</b> - Tbat sort animals into herbivores, carnivores and omnivores - year 2's build on mammals, amphibians, reptiles etc work done in year 1</p> <p>To know what all animals need to survive ( air , water, food )</p> <p><b>week 11</b> - to know that animals including humans have offspring - which grow into adults - name offspring and adults. Know that some animals give birth to live young, some lay eggs and some animals' offspring change from one form to another.</p> <p><b>week 12-</b> to know the importance of exercise for humans - devise a healthy work out routine with a partner</p> <p><b>Week 13</b> - to describe the importance of eating the right amounts of different food and food hygiene - healthy lifestyles lesson science bug</p>						<p>responding to stimuli. Wk 5 To link 2 movements in a sequence. Wk 6 To repeat combinations.</p> <p><b>Outdoor - Athletics</b></p> <p><b>Year 1</b> Wk 1 To explore and evaluate different jump Wk 2 To know basic principles of jumping for height Wk 3 To explore movement in a straight line Wk 4 To have an awareness of speed. Wk 5 To explore throwing for different purposes. Wk 6 To throw with control</p> <p>Year 2 Wk 1 To know basic technique of jumping for distance. Wk 2 To know basic technique of jumping for height. Wk 3 Develop awareness of running technique Wk 4 To use effective running technique Wk 5 To throw with accuracy. Wk 6 To throw with power</p>	<p>sing - The wheels on the bus I once saw an elephant ( sing up! CD ) Wk 12 and 13 - repeat songs and add beat/ rhythm as above plus introduce composer Villa Lobos - Listen to BBC 10 pieces Villa Lobo's - the Little train of the Caipira - To listen to high quality music and say whether they like it or not. Look at information about Villa Lobos and some of his most famous pieces and how he used influences from Brazil in his orchestral pieces. Move to the music / draw or paint to his music. Can you make patterns and notations to go with the music .</p> <p><b>ICT</b> A1 - We are treasure Hunters (Using programmable toys) A2 - We are games testers (exploring how computer games work)</p> <p>Rising Stars Scheme</p>
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<p>Apply phonic knowledge and skills as a route to decode words (follow RWI programme)</p> <p>Read unfamiliar words, common exception words, words ending in -s, -es, -ing, -ed, -er and -est endings, words of more than one syllable, words with contractions</p> <p>Build up fluency and confidence</p> <p>Develop pleasure in reading, motivation to read and understanding</p> <p><b>In addition, Y2:</b></p> <p>Read accurately by blending</p> <p>Read words containing common suffixes</p> <p>Read most words quickly and accurately</p> <p>Read aloud books and re-read to build up fluency and confidence</p> <p>Understand books they have read and those that they listen to</p>									
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Year Group: Year 1 and 2

Topic Map: On the Move

Term: Autumn