



AUT 2

Year 1/2

VALUE: Excellence

Class: Kenwyn



ENGLISH

MATHS

SCIENCE

History

RE

PSHE

School days	Addition / Subtraction Place Value (within 100) Shape	Animals including humans: all about animals	Toys	1.7 Who is Jewish and how do they live?	Valuing Differences
<p>Reading NOVEL STUDY VIPERS- Stickman by Julia Donaldson (2.2)</p> <p>Cross -Curricular Reading Habitats</p> <p>Writing <i>Poetry- Firework Night</i></p> <p><i>Narrative- My Christmas Star by BBC</i></p> <p><i>Oracy - Nativity play</i></p>	<p>Fact families – the eight facts Take away (how many left) Find the difference Missing number problems</p> <p>Count beyond 20 Count tens Groups of tens and ones Partition into tens and ones Use a place value chart Flexible partitioning Number lines Estimates of a number line 1 more and 1 less Compare numbers with the same number of tens Compare any two numbers Order objects and numbers</p> <p>Recognise and name 2D & 3-D shapes Count sides on 2D shapes Count vertices on 2-D shapes Draw 2D shapes Vertical lines of symmetry Count faces on a 3D shape Count edges on 3D shapes Count vertices on 3D shapes Sort 2D / 3D shapes Patterns with 2D and 3D shapes</p>	<p>Discover animal families Learn about the differences between mammals and birds Learn about the differences between amphibians, reptiles and fish Discover the type of food living things eat Explore the difference between wild animals and pets Explain the characteristics of an animal</p>	<p>What are our toys like today?</p> <p>What are other people's toys like?</p> <p>How can we tell these toys are old?</p> <p>What were our grandparents' toys like and how do we know?</p> <p>Who played with these toys a long time ago?</p> <p>How can we set up a Toy Museum?</p>		<p>Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons</p>

Lesson Sequence

Core Knowledge

Core Knowledge
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
represent and use number bonds and related subtraction facts within 20
add and subtract one-digit and two-digit numbers to 20, including 0
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

Core Knowledge

identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
identify and name a variety of common animals that are carnivores, herbivores and omnivores
describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
identify, name, draw and label the basic parts of the human body and say which

Core Knowledge

Pupils have a sound understanding of toys today as the context for comparison with toys in the past.

Pupils can describe how toys change as children grow older

Pupils understand how a well-loved and much played with toy might look 'old' when it was purchased only a short time ago. In the same way old toys can look 'new' when they have been carefully handled and

Core Knowledge

Core Knowledge



AUT 2

**Year
1/2**

VALUE: Excellence

Class: Kenwyn



ART	DT	MUSIC	MFL	PE	Personal Development
<p>Spirals – end of Autumn 2 <u>See the Pathway</u></p>	Covered in Aut1	Rhythm in the way we walk and banana rap	BASIC		Excellence
<p>I can draw from my finger tips, my wrist, my elbow, my shoulder, my body. I can make a drawing using a continuous line for a minute or two. I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me. I can draw from observation for a few minutes at a time. I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. I can make choices about which colours I'd like to use in my drawing.</p>			<p>Numbers Days of the week</p>	<p>Athletics (go Active) Fitness</p>	<p>Theme: Key figures of diversity British Values</p>
					<p>Link: Key figures of diversity that have excelled in their fields. Develop understanding that everyone is different – emphasis on race/religion (protected characteristics) – discussion of individual liberty, tolerance, respect.</p>
<p>Core Knowledge That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.</p>	<p>Core Knowledge</p>	<p>Core Knowledge</p>	<p>Core Knowledge</p>	<p>Core Knowledge master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.</p>	<p>In Out</p>

Lesson Sequence