

Class/ Year	Class 1 (year 2)	'I am one with the world'	Term	Autumn – Second half term
Unit title : A Safe Kind Helpful World Exploring the three values of TLAS in relation to safety, health and relationships, predominantly through traditional stories.				
Literacy Genres: The structure and style of traditional tales 'Once upon a time', 'if you want anymore you can tell it yourself' 'Back in the long long ago'				
Morning verse: 'The sun with loving light'				
Reading Enhancements : Have you filled your bucket today? Carol McCloud Tiger comes for Tea Judith Kerr Naughty Bus Jan and Jake Oke Once Upon a Dragon- Jean E Pendziwold				
Literacy	Grammar To read aloud with pace and expression appropriate to the grammar, e.g., pausing at full stops, raising voice for question. Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet		Maths	<ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals Use language of ordering e.g. first, second, third Solve simple one-step problems (<i>in familiar practical contexts, including using quantities</i>) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. $3 + \quad = 7$ <p>Complete a hand drawn book of numbers</p> <div style="text-align: right;">□</div>
Art	COLLAGE THROUGH COLOUR <ul style="list-style-type: none"> Explore images by Arcimboldo with fruit and food Use our favourite fruits & vegetables to explore shape and space in our own art Use coloured card to create forms and shapes in the style of Arcimboldo and our own self images Use words of kindness to build the same self-portraits Use cutting, layering and shaping to create an images in the style of Arcimboldo. Use fruit and vegetables to print and observe their forms Watercolour- Move from exploring colour mixes to complementary colours. Make cards		Humanities	CHILDHOOD OF THE PAST <ul style="list-style-type: none"> Ask and answer questions about the past, what was life about beyond our living memory (e.g. look at differences and similarities between modern toys and toys of the past) To investigate the past To understand chronology To communicate historically using vocabulary, such as 'a long time ago, recently, when my parents/carers were children, years, decades and centuries' to describe the passing of time Link to geography through focus on childhood in Morden pre-1900 (e.g. Victorian childhood) Ask and answer questions using a variety of sources
				LOCAL & FAMILIAR PHYSICAL FEATURES <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to school and other familiar features

	<p>Form drawing- More complex borders and spirals. Using crayons and watercolour paint for forms</p> <p>Handwork- Make beeswax letters and number sculptures, decorated with plants and animals</p>		<ul style="list-style-type: none">• Understand navigation of roads and landmarks within our area (How do we come to school?)• Ask and answer questions about the local environment (the rose garden and our homes) <p>Know where they live and what their address is.</p> <p>Safety in and around London</p> <ul style="list-style-type: none">• Keeping me and my family safe in the park, on public transport and in the home <p><i>Place knowledge & 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</i></p>
Relationships and Health	<p>RELATIONSHIPS using the fairytales to explore questions to relationship, dynamics and morals.</p> <p>Awareness of feelings Emotional Health – Self esteem/awareness Children will learn:</p> <ul style="list-style-type: none">• How to tell how people are feeling• What ‘privacy’ means SG Children should:• Be able to show some self-awareness <p>Keeping well and clean Healthy and safe Children will learn:</p> <ul style="list-style-type: none">• how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others <p>Children should:</p> <ul style="list-style-type: none">• know how to keep themselves clean and how to brush their teeth effectively <p>Feeling unsure Healthy and safe Emotional Health Children will learn: • that household products, including medicines, can be harmful if not used properly • about feeling worried • about their right to keep things some ‘private’ SG Children should: • know how to protect themselves</p>	Forest School	<p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>-Wild foraging (blackberries, rosehips, hawthorn berries) and wild plant identification Make ground art using autumn leaves (e.g.dragon leaf spiral) <i>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</i></p>

Design and technology / Woodwork	<p>FOOD TECHNOLOGY – COLD DISH</p> <ul style="list-style-type: none">• Name and sorts foods based on their characteristics• Know that foods give us energy and that eating 5 portions of fruit & vegetables a day will keep us healthy• Know what a fruit salad is and identify fruits for their own salad• Know that hygiene is important when preparing food• Prepare food using chopping, cutting, slicing and peeling to create a fruit salad <p>Use their senses to evaluate the taste and texture of their dish</p> <p>Woodwork</p> <p>Children will design and produce Cam mechanisms and Bagatelle boards</p>	Science	<p>Our school and our park</p> <p>Health Science</p> <ul style="list-style-type: none">• Eating the Rainbow• Fruit and Vegetable classification• Importance of a ‘rounded’ diet• What is healthy eating? How we fuel our bodies <p>Identify different smells game- Developing oral language skills.</p> <p>Eating the rainbow Naming my favourite tree Drawing my favourite tree</p>
Religious Studies	<p>CHRISTIAN FESTIVALS- CHRISTMAS</p> <ul style="list-style-type: none">• Know features of Christmas in relation to family and family traditions• Understand that for Christians the key celebrations of Christmas mark events connected with Jesus, and understand their historical context.• Know and understand the significance of the ‘Christmas Story’ <p>The Christmas Story Saint Nicolas (in relation to kindness and giving)</p> <p>The festival of Hanukkah (Jewish)</p>	PE	<p>ATHLETICS</p> <p>Can apply variety of speeds for different running lengths. Can perform jumps with standing and running take off. Can send different objects to gain distance, accuracy and improve performance.</p> <p>SPORTSMANSHIP & INVASION</p> <p>Send a ball for a team member to receive and travel into another space to make forward progress. Participate and co-operate in small, sided games against an opponent with rule understanding. Receive a ball and incorporate sending to a team member or shoot at a target. Practice attacking and defending</p>
French	<p>FRENCH</p> <p>Emotions in French Common fruits in French- draw plate with foods Counting in French 1-5 Singing French Songs and rhymes</p> <p>To learn a minimum of 5 colours in French To learn 6 family members in French. To learn simple sentences in French To re-cap what has been learned</p>	Music	<p>-Identify aurally longer and shorter sounds (and silences) using voices and percussion. -Clap back simple rhythmic patterns (phrases) given aurally. -Identify and mark the pulse and / or the rhythm of a song (tap, clap and use percussion). -Tap out the rhythm of familiar songs and chants (use two fingers on palm of the hand). -Use simple written symbols (e.g. Morse Code or SOLFA stick notation) to notate and perform patterns of longer and shorter sounds.</p>
<p>Trips and or events</p> <p>Visits and Outings: Use natural materials to build a seasonal sculpture in the park in the style of Andy Goldsworthy</p> <p>Invite a local vicar/Priest to assembly to talk about the festival of Christmas</p>			

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