

PSHE

- I know what kind and unkind behaviour is and how this can affect others.
- I know how to treat myself and others with respect; how to be polite and courteous.

RE

- Talk about some simple ideas about Christian beliefs about God and Jesus
- Re-tell a story that shows what Christians might think about God.
- Talk about the mezuzah and how it reminds Jewish people of God.
- Retell a story that shows Jewish people at the festival of Sukkot or Chanukah might think about God, suggesting what it means.
- Identify ways Christians celebrate Christmas/Easter and some ways a festival is celebrated in other religions.

History

- The Gunpowder Plot
Look at key figures from history
Who was Guy Fawkes?
Timeline of events
- Begins to identify and recount some details from the past from sources
- Finds answers to simple questions about the past from sources of information
- Shows knowledge and understanding about the past in different ways

English

Genres: **Poetry, narratives, instructions, non-fiction texts, recounts.**

The story of Guy Fawkes
The Christmas story
The story of Hannukah

Including but not limited to:
following and writing instructions, reading and writing poetry, posters, discussions around right and wrong.

Maths

Addition and subtraction

Part-whole models
Addition facts
Fact families
Subtraction

Geometry—Shape

Recognising, naming and sorting 2D and 3D shape.
Patterns with 2D and 3D shapes.

Science

Seasonal Changes

Observe and describe weather associated with the seasons and how day length varies.

Materials

To be able to distinguish between an object and the material from which it is made.

To identify and name a variety of everyday materials

To describe the simple physical properties of a variety of everyday materials.

Fireworks and Festivals



Year 1—Term 2

PE/Forest Schools

TGL - PE YEAR 1 Autumn 2

Forest Schools—T2 sessions

Art and Design

- To produce creative work, exploring their ideas and recording their experiences.
- To use a range of materials creatively to design and make products.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Computing

- To begin to independently access an iPad e.g. logging on and opening programs following clear instructions.
- To understand the (space, enter, full stop) keys on an iPad keyboard.
- To begin to produce work using an iPad independently or collaboratively.
- To recognise common uses of information technology beyond school.