

What makes our world wonderful? (Would you rather live in the Arctic or in Antarctica?)

Autumn 2 Year 1 and Year 2

	Wk 1- 6/11	Wk 2- 13/11	Wk 3- 20/11	Wk 4- 27/11	Wk 5- 4/12	Wk 6- 11/12	Wk 7- 18/12
	10 th - Remembrance day in school Photographer in school 8 th & 9 th .	Anti-bullying week-odd socks Children in need		Pantomime			Christmas parties
Media/texts to support learning.	Poppy Day PPT My First Festivals BBC I player.	The Emperors Egg Fly Freddy fly. Little caribou. Arctic people	Lost and found 100 facts polar lands	Snow white story.	The night iceberg Runaway iceberg (twinkl)	Melting ices	Christmas nativity/Winter stories
WOW element	Children's Poppies around the school grounds.	Artic scene on tough spot Watch- The girl who went to the Arctic (Twinkl)	Wrapped up book- Lost and found! Polar expedition outside	Pantomime	Explorer photos.	Create a virtual class showcase of interesting facts and work completed about the Polar regions.	Christmas decorations/ Winter wonderland.
Maths Y1	Addition and Subtraction				Geometry Properties of Shape		Number 20
Maths Y2	Unit 2: Addition & Subtraction (1) (8 lessons)	Unit 3: Addition & Subtraction (2) (13 lessons)	Unit 4: Properties of Shape (12 lessons)	Unit 5: Money (10 lessons)	Unit 2: Addition & Subtraction (1) (8 lessons)	Unit 3: Addition & Subtraction (2) (13 lessons)	Unit 4: Properties of Shape (12 lessons)
Real Maths & Role play	Weather reporters Travel agents			Explorers shop		Christmas shop, wrapping papers, bows/ribbons	

English-writing and focus.	<p>Writing about the important events of Guy Fawkes and Remembrance Day.</p>	<p>Polar Expedition. WOW starter – Small word Arctic/Antarctic scene on a tough spot. Pose the question for the topic. Complete KWL grid whole class (S&L) Snowballing, clap and tell, stepping stones. Drama – My Expedition – Vocab map- labelling image In my rucksack I will need ... (write list- use picture prompts, add adjectives)</p>	<p>Lost and Found Receive a letter from the boy asking for advice for how to get the penguin home. Write a letter of advice to the boy- using could, would, should Wrapped up book – Lost and Found. Shared reading first part of the story. Receive a letter from the boy asking them to create a lost poster for the penguin. Create a word bank to describe the penguin. Create a lost poster describing the penguin. Handwriting Science experiment Handwriting</p>	<p>Lost and Found. Shared reading of part three of the story. How can they get to the South Pole? Mind map the different ways to travel to Antarctica. Create a travel ticket with details of how to get there. Meet a real life explorer (Make a video – pretend to be an explorer) who has been to the Antarctic. Write questions to ask him. Handwriting</p>	<p>Lost and Found Shared reading final part of the story – focus on inference. Create a whole class text map about the boy and penguins journey. Stop at 7 continents and meet a different animal at each continent. Handwriting</p>	<p>Lost and Found Using Use the text map to write a story about the boy and penguins adventures (over 3 days). Share your work virtually with other classes.</p>	<p>Writing inserts to Christmas cards. Nativity story.</p>
	<p>Reading WTS- I know that there are different kinds of books. I know the difference between a storybook and an information book. I can use my phonic knowledge to decode words.</p>	<p>Reading I can read most words accurately without overt sounding and blending. I can read sufficiently and fluently.</p>					

	EXS- I can blend sounds in unfamiliar words based on known GPCs I can say what I like or dislike about a book.				I can sound out most unfamiliar words accurately, without undue hesitation. In a book that they can already read fluently: I can check it makes sense to me, correcting any inaccurate reading. I can answer questions and make some inferences. I can explain what has happened so far in what they have read.		
Little Wandle Year 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Review	Assessments week
Little Wandle 2	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more review	review	Assessments week	
Handwriting Year 1		k,r	c,o	a, d	g,q	e, s	f,x,z
Handwriting Year 2	EFGH	IJKL	MNOP	QRST	UVWX	YZ	Revisit and Revise
SPaG Y2	Adjectives	Compound Words	Adjectives with -er and -est	Subordination	Statements and Exclamations	Assess and Review	Revisit and Revise
Spellings Y2	fast, last, past, grass, pass	plant, path, bath, hour, door	move, prove, improve, sure, sugar	eye, could, should, would, who	whole, any, many, clothes, busy	people, water, half, money, Christmas	Revisit and Revise
Science		Animals – including workshop -name and classify into groups by what they eat and type of animal. Weather/day length		Food- animal meals for a polar animals Habitats			

Science Investigations		Duck feathers	Ice cubes/ Icey path	Snowman's coat			Package Santa's present																							
	<p>I can Perform simple tests. I can identify and classify. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 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.</p> <table border="1"> <thead> <tr> <th></th> <th>Week 1</th> <th>Week 2</th> <th>Week 3</th> <th>Week 4</th> <th>Week 5</th> <th>Week 6</th> <th>Week 7</th> </tr> </thead> <tbody> <tr> <td>Zoom in Zoom Out</td> <td>Gear Up</td> <td>Functional Footwear</td> <td>Bonkers Bubbles (bread)</td> <td>Speckled and shiny</td> <td>Through the looking glass</td> <td>Frozen desert</td> <td>Cosy Comfort</td> </tr> <tr> <td>Odd One Out</td> <td>It's in the bag!</td> <td>Fascinating forks</td> <td>Odd One Out – Write Away</td> <td>Unusual Houses</td> <td></td> <td>Hot drinks for cold days</td> <td></td> </tr> </tbody> </table>								Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Zoom in Zoom Out	Gear Up	Functional Footwear	Bonkers Bubbles (bread)	Speckled and shiny	Through the looking glass	Frozen desert	Cosy Comfort	Odd One Out	It's in the bag!	Fascinating forks	Odd One Out – Write Away	Unusual Houses		Hot drinks for cold days
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PSHE	'Welcome back'	Anti-bullying week to explore; 'What makes a good friend? What is bullying? How to make others feel happy,' Posters linked to emotions I know that I should never make others feel unhappy.	Make reference to 'kind feet, hands, words.' R-Time – 1.25 Links with REAL PE -Social I know how to be a good friend. I know that everyone is different.	Speak Out/Stay Safe Use the Mood Monsters to identify different feelings e.g. "I am blue, I am feeling sad because." NSPCC 'Pants song' – Pantasaurus . Follow KS1 lesson plan on NSPCC website. Watch the	Re-visit - Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands) I know who to ask for help if friends make	Explore – What is the meaning of RESPECT? KINDNESS? Role play different scenarios and outcomes. I know how to respect others.	Puppet role play exploring manners. I know what good manners are.																							

				PANTS presentation as a class. I know that friends should make me feel happy. I know about the NSPCC 'pants' rule.		
Computing	Take photos of outside changes- seasons	Digitally draw and label a penguin.-store Use google to find an image and information on penguins Piccollage/J2e to label a picture. Augmented Reality – Bring Pudsey Bear to life.	Introduce QR codes- Christmas			
	I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. -drawing, labelling, editing, research, AR, camera, QR codes					
History	Guy Fawkes - Gunpowder Plot story Friday- Remembrance Day see PPT	Old and new: Captain Scott's Expedition to the Antarctic. Compare photos of people and equipment from Antarctic expeditions. Children will find out facts about Preet Chandi and make comparisons between her and Captain Scott. Preet Chandi is from our city of Derby. To be taught about events beyond living memory that are significant nationally or globally To be taught about the lives of significant individuals in the past who have contributed to national and international achievements. To be taught about significant historical events, people and places in their own locality. Christmas Traditions				
Geography		Compare local area to Polar regions-photos of outside/Autumn Weather patterns	Name and locate the 7 continents – revise and link to where animals live Map jigsaws Explore globes etc I will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the	Discuss explorer Matt's Antarctic photos. I will understand geographical similarities and differences through	Where is Bethlehem?	

			<p>North and South Poles. I will name and locate the world's 7 continents and 5 oceans.</p> <p>I will use world maps, atlases and globes to identify the continents at this key stage.</p>	<p>studying the human and physical geography of a small area in a contrasting non-European country to the United Kingdom</p>	
RE	<p>https://www.bbc.co.uk/bitesize/subjects/zxnygk7/year/zjpqqp3- introduce Judaism as a faith</p> <p>Telling stories</p> <p>Share images of a synagogue</p> <p>Who is Jewish and what do they believe?</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people.</p> <p>What makes some places sacred?</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p>			Christianity – Christmas- life of Jesus	Make comparisons to Hannukah
Art	<p>Draw/ paint a silhouette of a soldier</p> <p>To use a wide range of art and design techniques using space.</p>	<p>Sketch polar animals</p> <p>Paint a background for penguin pitch picture.</p> <p>Create a rangoli pattern, using a range of everyday items such as lego bricks, bolts, end of pencil, etc.</p> <p>Design a snowflake</p> <p>To use a wide range of art and design techniques using shape.</p> <p>To use a wide range of art and design techniques using form.</p> <p>Collage</p>	<p>→ Sculpture - mod-roc model penguins/ igloos. Elizabeth Frink (animal sculptures)</p> <p>I know about the work of a range of artists describing the differences and similarities between different practises and disciplines, and making links to their own work.</p> <p>Explore resist technique to create arctic scene</p> <p>Christmas cards and calendars</p>		
Independent activities (choice board)	Poppy collage. poppy sun catchers for windows.	Anti-bullying crafts- handprint kindness tree.	Transient Art- Polar scene.	Polar bear handprints with cotton wool. Snow white crafts	Winter/Christmas crafts

	Bonfire night- Wax crayon, black water paint on white paper. Paper tube firework art (printing)	Love heart messages.	Painting/exploring ice. Paper penguin craft		
DT	Remembrance Day poppies (split pins)- Make an outside display wreath			Sculpture - mod-roc model penguins. I can use sculpture to develop and share my ideas, experiences and imagination.	
		Structures: Freestanding structures -Design, make and evaluate a shelter (product) for polar explorers/ Inuit people (user) for staying safe and warm (purpose). Making a freestanding structure. (Outlined in project on a page document) Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings.	Making • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating.	Evaluating • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.	
Music	Follow instructions. Choose sounds to represent different things in a polar picture. I can learn about and experiment with the inter-related dimensions of pulse/beat, rhythm and pitch.			Penguin pitch pictures I can create, select and combine sounds using the	Listen to recorded music- give opinions Learn Christmas songs.

		inter-related dimensions of pulse/beat, rhythm and pitch.	I can listen with concentration and understanding to a range of high-quality live music.
PE-	<p>REAL PE – Personal – Unit 1</p> <p>I can work on simple tasks by myself</p> <p>I can follow instructions and practise safely.</p> <p>I try several times if at first I don't succeed.</p> <p>I ask for help when appropriate.</p>		