

Maths

Place Value

Addition and subtraction

Music—Pulse, Rhythm and Pitch

Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called ‘rhythm’ and ‘pitch’. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.

Autumn 1, Cycle B, Life on the Border: Where do I live?

Core Texts



Trips and visits

Village walk

History—Life on the Border: Where do I live?

Why did people move here?
Where did they move from and why?
How did their lives change?
Who first settled here?
How did people spend their leisure time? How did they travel here?

PE— Locomotion: Dodging and jumping Movement: Dance (flowing movement)

Run with control, including quick stops/starts.
Change speed confidently.
Hop, skip, and gallop fluently.
Combine actions (hop then jump).
Begin to dodge obstacles/peers with awareness.

Diversity Opportunities

Diversity where we live

Computing—Computing Systems and Networks: IT around us

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Recognise common uses of information technology beyond school

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

RE—How do festivals and worship show what matters to a Muslim? [Ibadah]

Make sense of belief:

Identify some beliefs about God in Islam, expressed in Surah 1
Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)

Understand the impact:

Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

Make connections:

Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Geography—Life on the Border: Where do I live?

What are some of the special places or landmarks in our local area?
How do people travel to and from our local area?
Can you name and locate the seven continents in the world on a map or globe?
Can you name and locate the five oceans in the world?
Can you name and locate the four countries in the UK on a map and globe?

PSHE—Relationships

All children should be able to...

- explain who the special people in their lives are;
- talk about the importance of families;
- describe what makes someone a good friend;
- know how to resolve an argument in a positive way;
- know the skills involved in successful cooperation;
- identify a way to show others that they care.

Writing

Write expanded noun phrases for description and specification

Use subordination (using when, if, that, because) and co-ordination (using or, and, but)

Write sentences with different forms: Statement, question, exclamation or command

To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary

To group related ideas together in sections for non- fiction texts which begins to develop awareness of paragraphs

Use present and past tenses correctly and consistently

Use the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)

Use capital letters, full stops, question marks and exclamation marks to demarcate sentences

Use commas to separate items in a list

Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

Make simple additions, revisions and corrections to writing

Reading

Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales.

Discuss the sequence of events in books and how items of information are related.

Recognise simple recurring literary language in stories and poetry.

Ask and answer questions about a text.

Discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Discuss their favourite words and phrases.

Make inferences on the basis of what is being said and done.

Predict what might happen on the basis of what has been read so far in a text.

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

Recognise that non- fiction books are often structured in different ways.

Participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining

DT— Food

Know that food ingredients should be combined according to their sensory characteristics.

Know that food comes from plants or animals and has to be farmed, grown elsewhere (eg. Home) or caught.

Name and sort foods into the 5 groups in the Eatwell Plate.

Know that everyone should eat at least 5 portions of fruit and vegetables each day.

Know how to prepare simple dishes safely and hygienically without using a heat source.

Science: Animals Including Humans; Healthy Animals

Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.

All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.

Good hygiene is also important in preventing infections and illnesses.