

<p style="text-align: center;">Mental and Physical Well Being (MPWB)</p> <p>Health & Self Care Moving & Handling Making Relationships</p> <ul style="list-style-type: none"> Knowing which groups they belong to: families, friends, clubs, school. (PSHE) Recognise worth in others. (PSHE) Make positive statements about others. (PSHE) Understand the effect that bullying can have on others.(PSHE) Show respect by listening to others. (PSHE) Consider the value of being a good friend. (PSHE) Identify jobs and roles in school and the classroom and know how they can contribute to these. (PSHE) Listening to and respecting each other’s opinions and likes and dislikes (Link PSHE, C&L) Ball control with a racket- Throwing and catching using under arm throw. (PE) How to use eye contact to help improve throwing and catching. (PE) How to hold a racquet accurately. (PE) Yoga- Following movement patterns. (PE) Making and holding shapes with body. (PE) 	<p style="text-align: center;">Year 1 Topic Planner Autumn 2</p> <p>Topic description - Traditional Tales and Castles This half term we will be reading, re-telling, performing and writing a range of traditional tales and the building that feature in them. We will be exploring their historical and cultural significance.</p> <p>Key Question(s) What can we learn from traditional tales? What if...? What’s the moral of the story? Why did they do that? Is there another way of looking at this?</p> <p>The following National Curriculum subjects will be covered this half term</p> <table border="0" style="width: 100%;"> <tr> <td>Art (A)</td> <td>Design and Technology (DT)</td> <td>Computing (C)</td> </tr> <tr> <td>English (E)</td> <td>French (MFL)</td> <td>Geography(Geo)</td> </tr> <tr> <td>History (H)</td> <td>Maths (Ma)</td> <td>Music (M)</td> </tr> <tr> <td>Physical Education (PE)</td> <td></td> <td>Science (S)</td> </tr> </table> <p>Other subjects covered Personal, Social, Health and Economic (PSHE/RSE) Religious Education (RE)</p>	Art (A)	Design and Technology (DT)	Computing (C)	English (E)	French (MFL)	Geography (Geo)	History (H)	Maths (Ma)	Music (M)	Physical Education (PE)		Science (S)	<p style="text-align: center;">Understanding the World (UW)</p> <p>The World People & Communities Technology</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it’s made. (S) Identify and name a variety of everyday materials including: wood, plastic, glass, metal, water and rock. (S) Describe the simple physical properties of a variety of everyday materials compare and group together materials on the basis of their properties. (S) Work scientifically to perform simple tests to explore the best waterproofing material and the stability of 3D mathematical shapes (DT, Ma) Create a den/ shelter that is waterproof as well as strong and stable. (DT) The impact of plastic on the environment and alternative materials that can be used instead.(S) Uses of and names for the parts of a castle. (H) Explore who would have lived in castles and how they would have lived. (H) Explore how homes have changed over time – then and now. (H) Spot similarities and differences between homes from different ages.(H) The Christmas story. (RE) Children to understand that Christian’s believe that God is the father of Jesus. (RE) Name, locate and identify some characteristics of the four countries and capital cities of the UK. (Geo) Understanding algorithms – create instructions for making Gingerbread Man. (C) Inputting instructions into Beebot to move around mat to find capital cities (Link Geo) or Goldilock’s/3 bears (E) Build a secure understanding of the differences between real life scenarios and those that take place on the computer. (C) Understand that not all information they find on the internet is true. (C) Develop an understanding of safe and unsafe scenarios on the internet. (C) Recognise the differences between online communication techniques. (C)
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<p style="text-align: center;">English/ Literacy (Lit)</p> <p>Reading Writing</p> <ul style="list-style-type: none"> Traditional Tales, e.g. Three Little Pigs, Goldilocks and the Three Bears, Little Red Riding Hood and Gingerbread Man – Reading for pleasure. (E) Read and compare different versions of the same story. (E) Read aloud known stories to a reading buddy. (C&L) Immersion – role play area, drama. (C&L) Imitate – Sequence and write captions for pictures. (E) Descriptive lists eg he wore old shoes, dark cloak etc. (E) Sentence openers – suddenly, unfortunately, luckily. (E) Innovate – substitute non-chronological changes eg – character, place, object. (E) Invent – create own story based on a traditional tale. (E) Labelling diagrams/ picture/ photos. (E) 	<p style="text-align: center;">Communication and Language (CL)</p> <p>Understanding Listening & Attention Speaking</p> <ul style="list-style-type: none"> Drama and roleplay to re-enact traditional tales.(E) Interview characters: asking questions, how would you feel? (PSHE) Early debating skills – listening to others points of view, talk/ conversation tower (PSHE) What would it be like to live in a castle? Re-telling story as a whole class and in groups – performance. Learn and perform songs and rhymes from traditional stories. Recap vocabulary related to greetings, numbers. (MFL) Introduce vocabulary of colours and Christmas – create a Christmas card in French. (MFL) 	<p style="text-align: center;">Expressive Arts and Design (EAD)</p> <p>Exploring & Using Media & Materials Being Imaginative</p> <ul style="list-style-type: none"> Designing and making puppets for the retelling of traditional tales Make/ Cook Gingerbread Man. (DT) Drawing and collaging buildings/castle creating pattern and texture to represent the building materials. (A and S) Junk modelling of buildings. (DT) Design a pattern for a tile/coat of arms. (a) Explore the life and work of artist Piet Mondrian and respond by create own drawing using mathematical shapes (Ma) 												
<p style="text-align: center;">Maths (Ma)</p> <p>Space, Shape & Measure Statistics</p> <p>Addition and subtraction</p> <ul style="list-style-type: none"> Solve one step problems than involve addition and subtraction using concrete objects and pictorial representations and missing number problems Recognise and name common 2D shapes including rectangles, squares, circles and triangles. Recognise and name common 3D shapes including cuboid, cubes, pyramids and spheres. Count to 20 forwards and backwards from any given number Count read and write numbers to 20 in numerals and words. Identify one more and one less. 	<p>Points to consider when planning E.g. Opportunities to include philosophy within lessons Opportunities for exploring current affairs Opportunities to develop awareness of environmental issues Characteristics of Effective Learning (Motivation, Thinking, Engagement) Kilmorie Child Qualities</p>	<p>Trips and visit: Puppet workshop at the Horniman Museum Drama workshop in school</p>												

- Identify and represent numbers using pictorial representations including the number line and the language equal to, more than and less than.