**Year 1/ 2 Autumn 1**

**Science: Materials**

**Intent: To name materials, describe their properties and uses.**

**Sequence of lessons:**

1. **Explore a range of materials and begin to name their properties with a focus on hard and soft.**
2. **Consider how materials can be changed by twisting, stretching, pulling, squashing.**
3. **To understand why a material has a certain purpose.**
4. **To test materials for the properties waterproof and absorbent.**
5. **To test materials for the properties of transparent and opaque.**
6. **To compare and group materials according to their properties.**

**Key Vocabulary: material, properties, use, transparent, opaque, translucent, hard, soft, rigid, brittle, waterproof, absorbent**

**PSHE: Being me in my world**

**Intent: For everyone to feel safe and special in class and to belong to a class community.**

**Sequence of lessons:**

1. **I feel special and safe in my class.**
2. **I know that I belong to my class.**
3. **I know how to make my class a safe place for everyone to learn.**
4. **I recognize how it feels to be proud of an achievement.**
5. **I recognize the range of feelings when I face a consequence.**
6. **I understand the choices I make.**

**Key Vocabulary: rights, responsibilities, class, charter, belong, special, safe, rewards, consequences, choice, feelings**

**RE : Belonging**

**Intent: To learn about how people feel a sense of belonging to their religion.**

**Sequence of lessons:**

1. **What does the word belong mean? Belonging to a family/ community/ club.**
2. **Christianity- How do people use symbols to show belonging.**
3. **Create stained glass window designs using Christian symbols**
4. **Judaism: How does Shabbat allow Jewish people to belong to their faith.**
5. **To learn about the synagogue as a Jewish place of worship.**

**Key Vocabulary: belong, community, identity, religion, role, symbol, Shabbat, church, synagogue, faith**

**History: How am I making history?**

**Intent: To begin to understand timelines as a way of showing chronology. To compare childhood now and in the past.**

**Sequence of lessons:**

1. **To develop an understanding of personal chronology**
2. **To learn more about my history**
3. **To explore how we remember events**
4. **To find out what childhood was like for my parents and grandparents.**
5. **To compare childhood now with childhood in the past.**
6. **To identify that some things change and some things stay the same.**

**Key Vocabulary: childhood, personal, chronology, parents, grandparents, change, past, present, future remember, memory**

**Year 1/2 Autumn 1**

**Impact:**

**All children to understand that they have rights and responsibilities within the class. Working together makes us stronger.**

**Impact:**

**Children know that some people belong to a religion and this has an impact on the way they live their life.**

**Impact:**

**Use key vocabulary to compare the present, the past and possible changes in the future. To understand timelines and how significant events can be recorded.**

**Impact:**

**Children can name a range of materials and explain why materials are used for specific purposes.**

**Art: Drawing techniques**

**Intent: Experiment with a range of mark making techniques.**

**Sequence of lessons:**

1. **To know how to create different types of line.**
2. **To explore line and mark making to draw water.**
3. **To draw with different media.**
4. **To develop an understanding of mark making.**
5. **To apply an understanding of drawing materials and mark making to draw from observation**

**Key Vocabulary: drawing, mark making, observation, materials, pencil, paint, charcoal, crayon**

**Impact:**

**To demonstrate an understanding of pulse through performance.**

**Impact:**

**Children can accurately control a ball and aim towards a target.**

**Impact:**

**Produce a drawing that displays observational skill, experimenting with a range of lines and mark making**

**Impact:**

**Children understand why a flowchart is useful when designing and how to repeat when programming, along with knowing the difference between ‘timer after’ and ‘timer every’.**

**Music: Keeping the pulse**

**Intent: To develop rhythm in time with the pulse.**

**Sequence of lessons:**

1. **To demonstrate an understanding of pulse using parts of the body.**
2. **To keep a pulse and show a sound pattern using bodies and voices.**
3. **To explore using a thinking voice to explore the pulse.**
4. **To play short rhythms in time with the pulse.**
5. **To demonstrate an understanding of pulse through performance.**

**Key Vocabulary: pulse, rhythm, performance, sound pattern. beat**

**PE: Ball Skills**

**Intent: To develop ball skills.**

**Sequence of lessons:**

1. **To develop dribbling a ball with your hands.**
2. **To explore accuracy when rolling a ball.**
3. **To explore throwing with accuracy towards a target.**
4. **To explore catching with two hands.**
5. **To explore dribbling a ball with your feet.**
6. **To explore tracking a ball that is coming towards me.**

**Key Vocabulary: dribbling, accuracy, control. hands, feet, catching, throwing,**

**Computing**

**Intent:**

**To login to a computer independently and create an avatar.**

**Sequence of lessons:**

1. **To learn how to login to a computer**
2. **To create an avatar on Purple Mash**
3. **To sort objects in a database.**

**Key Vocabulary: Objects, sort, database, avatar, login**

**English: Traditional Tales**

**Intent: To develop oracy and storytelling through reading and exploring a range of fairytales.**

A cartoon of a person in a tower

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**Impact:**

**To write a traditional tale with a beginning, middle and end showing an awareness of sentence structure.**

**Maths: Place Value**

**Use of White Rose Maths and Power Maths.**

**Intent: To develop an understanding of numbers to 10 and 20 considering tens and ones in 2 digit numbers. Find more or less than numbers and compare numbers using < > and =**

**Begin to apply this to addition and subtraction.**

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