

Home and Away

KS1 Autumn 2020

Key Question – Is local always the best?

Subject	Content to be covered	Key Skills	Key Vocabulary
Literacy	<p>Writing – NON FICTION Labels, Lists and Captions Using local author Teresa Heapy's book 'The Wonder Owl' we will write labels, lists and captions using illustrations from the story as well as using pictures of the seasons. We will learn how all of these things give the reader information. We will use labels, lists and captions to help us make an information poster about our local area and about the Isle of Coll.</p> <p>NARRATIVE Stories by the Same Author We will look at the Mairi Hedderwick 'Katie Morag' books and explore the</p>	<p>SPOKEN LANGUAGE I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can articulate and justify answers, arguments and opinions. I can participate in discussions, presentations, performances, roleplay/improvisations and debates. I can consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>COMPOSITION AND TRANSCRIPTION I can write sentences by saying out loud what I am going to write about. I can compose a sentence orally before writing it.</p>	<p>capital letter full stop adjective verb noun comma expanded noun phrase apostrophe command question present tense past tense label list caption author illustrator blurb</p>

different characters. We will sequence the story and make a story map as well as write sentences to retell to story. Comparing two Katie Morag stories we will compare the stories and can discuss and give reasons why we liked one of the stories more. We will look at story mountains and what makes a good story. We will then plan out own Katie Morag stories before writing them.

Reading -

Class reading of Teresa Heapy's 'The Wonder Owl' and Mairi Hedderwick's 'Katie Morag' series. Various comprehensions as part of guided reading sessions and group reading sessions with an adult.

SPaG -

Year 1 Capital letters, finger spaces, full stops sentences

Year 2 Using commas, verbs, adjectives, nouns, conjunctions, sentence types - commands and questions.

Continuing to spell common exception words and high frequency words correctly in our writing.

I can sequence sentences to form short narratives.

I can re-read what I have written to check that it makes sense.

I can discuss what I have written with the teacher or my friends.

I can read my writing aloud clearly enough to be heard by my friends and my teacher.

I can use a capital letter, finger spaces and a full stop when writing a sentence.

I can sequence a story and make a story map.

I am developing positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)

- writing about real events

- writing for different purposes

I can make simple additions, revisions and corrections to my own writing by:

- evaluating my writing with the teacher and other pupils

- rereading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

Phonics –

Children will be taught sounds at their level using Letter and Sounds phonics scheme.

SPELLING, PUNCTUATION AND GRAMMAR

I can use my phonics knowledge to sound out unknown words.

I can spell most of the year 1 common exception words correctly.

I can use capital letters and full stops.

I can spell most of the year 2 common exception words correctly. .

I can use commas in a list.

I can recognise and use adjectives.

I can recognise and use conjunctions.

I can recognise and write expanded noun phrases.

I can recognise a command and a question.

HANDWRITING/PRESENTATION

I can sit correctly at a table, holding a pencil comfortably and correctly.

I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.

I am beginning to form capital letters correctly and use them at the beginning of my sentences.

I can form all my letters correctly in a uniform size and start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when

adjacent to one another, are best left unjoined.

READING

I can read apply phonic knowledge and skills as the route to decode words.

I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

I can make inferences on the basis of what is being said and done.

I can predict what might happen on the basis of what has been read so far.

I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Maths

Number and Place Value

Year 1

Year 1

I can count to 100 both forwards and backwards from any give number.

long/short
longer/shorter
tall/short
double/half

<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</p> <p>Given a number, identify 1 more and 1 less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p><i>Year 2</i> Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.</p> <p>Recognise the place value of each digit in a two-digit number (10s, 1s).</p> <p>Identify, represent and estimate numbers using different</p>	<p>I am beginning to count in 2s, 5s and 10s. I can say what 1 more or one less of a given number is. I can use a numberline and pictures to help me count. I can read and write numbers to 20. I can read and write numbers as words to 20. I know and can use number bonds to 20 and related subtraction facts. I can add and subtract one digit and two-digit numbers to 20, including zero. I can solve one step problems that involve addition and subtraction and missing number problems. I can use non-standard units to measure an object's length. I can use non-standard units to measure an object's weight. I can name and recognise 2D shapes. I can name and recognise 3D shapes.</p> <p><i>Year 2</i> I can count in 2s, 5s, 10s and 3s both forwards and backwards. I can partition a number and say how many tens and how many ones it has. I can partition a number to help me solve a mathematical problem. I can use a numberline to solve a problem.</p>	<p>heavy/light heavier than/lighter than more than/less than length height mass centimetres metres grams kilograms compare rulers scales addition plus altogether add more subtraction takeaway less than minus digit inverse</p>
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representations, including the number line.

Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.

Read and write numbers to at least 100 in numerals and in words.

Use place value and number facts to solve problems.

Measures

Year 1

Compare, describe and solve practical problems for lengths and heights, mass and weight.

Year 2

Measuring length, height, mass using the relevant units of measure.
Compare and order measurements.

Addition and subtraction

Year 1

Read, write and understand mathematical statements involving addition (+), subtraction (-) and equal signs (=).

I can compare and order numbers using $<$, $>$ and $=$ signs.

I can read and write numbers to 100 both as digits and words.

I can estimate how long an object is or how heavy an object is using the relevant units of measurement.

I can measure how long an object is or how heavy an object is using the relevant units of measurement.

I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

I can add a two-digit number and ones, a two-digit number and tens, two two-digit numbers and three one-digit numbers.

I know that addition can be done in any order but subtraction cannot.

I can use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.

I can measure the length or height of an object using standard units of measurement.

I can measure the mass of an object using standard units of measurement.

I can compare objects and order them by height, length or mass.

I can solve problems using addition and subtraction.

I can use pictures to help me solve problems.

	<p>Adding and subtracting one and two digit numbers to 20 and solve one step word problems.</p> <p><i>Year 2</i> Solve problems using addition and subtraction. Add and subtract numbers using concrete objects, pictorial representations, and mentally.</p> <p>Geometry <i>Year 1</i> Recognise and name common 2-D and 3-D shapes.</p> <p><i>Year 2</i> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p>	<p>I can use a numberline to help me solve addition and subtraction problems. I can name 2D and 3D shapes. I can describe the properties of 2D shapes. I can find a line of symmetry in a 2D shape. I can describe the properties of 3D shapes.</p> <p>MULTIPLICATION ongoing</p> <p><i>Year 1</i> Focus on counting in multiples of 5 up to 60, linking with knowledge of counting in 10s. Continue to develop fluency of counting in 2s and 10s.</p> <p><i>Year 2</i> Recall multiples of 2 up to 12x2 in any order, including missing numbers. Recall multiples of 10 up to 12x10 fluently.</p> <p>Recall multiples of 5 up to 12x5 in any order, including missing numbers. ☑</p> <p>Recall multiples of 2 up to 12x2 in any order, including missing numbers with growing fluency.</p>	
Science	Seasonal Changes:	Plan I can identify the questions that can be answered by trying it out myself.	Seasons spring summer

Observe changes across the four seasons.

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

The Human Body:

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

I can identify the questions that can't be answered this way.

I can identify different types of enquiry that answer scientific questions.

I can make simple predictions.

Do

I can use my senses to make observations.

I can make some standard and non-standard measures of length.

I can make simple comparisons and group things with reasons.

I can record some observations in drawings, a table or block graph with guidance.

I can make careful observations.

I can use non-standard and standard measures for length.

I can record findings in tables, drawings and block graphs.

I can make simple comparisons of similarities and differences.

Review

I can communicate my findings orally, using drawing, writing or by making a bar chart or tally.

I can use appropriate vocabulary to say what I have found out.

I can make simple interpretations, beginning to use my knowledge to explain.

I can link predictions to outcomes.

I can begin to use scientific language.

autumn
winter
weather
daylight
Senses
sight
hearing
touch
taste
smell
ear
nose
eyes
head
teeth
mouth
shoulder
elbow
hand
fingers
thumb
leg
knee
foot
toes

History	History will be taught in the spring term.	History will be taught in the spring term.	History will be taught in the spring term.
Geography	<p><u>Where do I live?</u> Place Knowledge Identify and name different types of houses in the local area. Discuss what children like and dislike about our local area.</p> <p>Human and Physical Geography Identify human and physical features in the local area. Observe what my local area is like. Identify different types of housing in the local area. Express own views and opinions about the environment and suggest simple improvements. Contrast local area to another area of the UK – Isle of Coll linking with Katie Morag stories</p> <p><u>Local area study</u> Locational Knowledge Locate China on a world map Locate and name the capital city of China, towns and cities (Beijing, Shanghai, Hong Kong, Chengdu, Hainan), surrounding seas and major rivers on a map of China (Yangtze, Yellow River, East China Sea, South China Sea, Yellow Sea).</p>	<p>I can use compass directions to follow simple instructions on the playground.</p> <p>I can explore a map of my local area and identify basic features, such as roads and rivers.</p> <p>I can locate places/landmarks on a map and describe the location of places accurately.</p> <p>I can use fieldwork and observational skills to study the geography of my local area.</p> <p>I can label places on a map of our local area.</p> <p>I can show a 'route' on a map of our local area.</p> <p>I can plan a route giving reasons for choice.</p> <p>I can recognise housing types and where they are located.</p> <p>I can identify the lines within a map which denote country borders.</p> <p>I can use aerial photographs to recognise landmarks.</p>	<p>Local area school home address compass directions position China Asia Beijing Shanghai continent country oceans/seas provinces People's Republic of China Asia freehand map currency (yuan), population (people) weather climate</p>

	<p>Place Knowledge Compare what life is like in the UK and China (contrasting non-European country in the world). Understand what life is like for people in China. Explore the climate of China. Use a range of geographical sources to research information about China. Identify the similarities and differences between a school in Beijing and our own school. Identify some similarities and differences between Chinese culture and the culture of England. Understand the different types of farming in China.</p> <p>Human and Physical Geography Identify and describe some key human and physical features in China.</p>		
<p>Art</p>	<p>Matisse and Picasso Know key facts about the life of 2 similar artists Know what style of art the artists are famous for Learn key facts about some notable pieces of their work Know how to critique art in a meaningful way, answering key</p>	<p>I can describe the work of famous, notable artists and designers. I can express an opinion on the work of famous, notable artists. I can use inspiration from famous, notable artists to create my own work and compare.</p>	<p>artist painter techniques pattern, sculpture model collage expressionism post- impressionism</p>

	<p>questions</p> <p>Express opinions about the work of artists using some basic vocabulary</p> <p>Know how to replicate art using the styles and techniques of other artists.</p>		<p>cubism</p> <p>colour</p> <p>line</p> <p>bright</p> <p>dull</p> <p>light</p> <p>dark</p> <p>colourful</p> <p>thick</p> <p>thin</p> <p>happy</p> <p>unhappy</p> <p>angry</p> <p>sad</p> <p>boring</p> <p>exciting</p>
DT	<p>Designing for our local area – school playground</p> <p>We will be thinking about...</p> <p>How to use what we already know to give us ideas.</p> <p>What different products are for, how they work, what they are made from.</p> <p>How to plan a product for a target group.</p> <p>How to draw pictures of our product.</p> <p>Use existing products to develop our design.</p> <p>How to identify a purpose for our design.</p>	<p>I can use my own experience give me ideas.</p> <p>I can suggest ideas and explain what I am going to do.</p> <p>I can identify a target group for my design and make it based on a design criteria.</p> <p>I can develop my ideas through talk and drawings.</p> <p>I can templates and mock ups of my ideas in card and paper or using ICT.</p> <p>I can begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>I can identify a purpose for what I intend to design and make.</p>	<p>ideas</p> <p>research</p> <p>criteria</p> <p>materials</p> <p>ideas</p> <p>drawings</p> <p>templates</p> <p>discussion</p> <p>observation</p> <p>drawing</p> <p>modelling</p> <p>purpose</p> <p>make</p> <p>labels</p>

	How to label our drawings.	I can develop my ideas through talk and drawings and labelling parts.	
PE	<p>Gymnastics and Dance</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations</p> <p>Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement pattern</p>	<p>Gymnastics</p> <p>I can explore movement actions with control and link them together with flow.</p> <p>I can explore gymnastic actions and shapes.</p> <p>I can explore travelling on benches.</p> <p>I can explore movement actions with control, and to link them together with flow.</p> <p>I can choose and use simple compositional ideas by creating and performing sequences</p> <p>I can repeat and link combinations of gymnastic actions.</p> <p>I can move with control</p> <p>I can make shapes with my body.</p> <p>I can remember and repeat simple gymnastic actions with control.</p> <p>I can balance on parts of the body using the floor and hold balance.</p> <p>I can develop a range of gymnastic moves</p> <p>I can balance with control.</p> <p>I can link together a number of gymnastic actions into a sequence.</p> <p>I can explore ways of travelling around.</p> <p>I can choose and use a variety of gymnastic actions to make a sequence.</p> <p>Dance</p> <p>I can change direction during travelling moves.</p>	<p>arch</p> <p>pike</p> <p>straddle</p> <p>tuck</p> <p>dish</p> <p>shadowing</p> <p>action</p> <p>shape</p> <p>creating</p> <p>performing</p> <p>gymnastics</p> <p>combination</p> <p>control</p> <p>flow</p> <p>repeat</p> <p>sequence</p> <p>travelling</p> <p>egg roll</p> <p>log roll</p> <p>teddy bear roll</p> <p>forward roll</p> <p>sideways</p> <p>shoulder roll</p>

		<p>I can link travelling moves that change direction and level.</p> <p>I can sequence moves together.</p> <p>I can explore and use a variety of moves.</p> <p>I can explore basic body patterns and movements to music.</p> <p>I can use a variety of moves that change speed and direction.</p> <p>I can link together dance moves with gestures and changing direction in time to music.</p> <p>I can practise taking off from different positions.</p> <p>I can complete an obstacle course with control</p> <p>I can explore movement actions with control and link them together with flow.</p> <p>I can explore gymnastic actions and shapes.</p> <p>I can travel in different ways on benches.</p> <p>I can move with control, and link them together with flow.</p> <p>I can choose and use simple compositional ideas by creating and performing sequences.</p> <p>I can repeat and link combinations of gymnastic actions.</p> <p>I can link combinations of movements and shapes with control</p>	
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Music	<p><i>Home and Away</i></p> <p>We will explore how music can create a feeling, pictures create atmosphere</p>	<p><i>Composition</i></p> <p>I can listen and respond to a piece of music.</p>	<p>notation</p> <p>dynamics</p> <p>rhythm</p>
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	<p>listening to Vivaldi's The Four Seasons. We will think about how this composer evoked the essence of these seasons through music.</p> <p>Using our local area as inspiration and also thinking about what we learned about Vivaldi, we will compose our own piece of music to evoke the essence of our local area. We will use both tuned and untuned instruments as well as our voices.</p> <p>We will look at how we can record our composition using notation in the form of a graphic score.</p> <p>We will also listen to music from Scotland where we find the Isle of Coll and music from China.</p>	<p>I can invent and perform new rhythms to a steady beat.</p> <p>I can create, play and combine simple word rhythms.</p> <p>I can create a picture in sound</p> <p>I can compose music to illustrate a story of a walk through my local area.</p> <p>I can perform and create simple three- and four-beat rhythms using a simple score.</p> <p>I can notate my music using a graphic score.</p> <p>I can perform my composition to an audience.</p> <p>I can evaluate my composition and think of ways I can make it better.</p>	<p>pitch</p> <p>tempo</p> <p>texture</p> <p>timbre</p> <p>metre</p> <p>duration</p> <p>beat</p>
<p>Computing</p>	<p>Online Safety</p> <ul style="list-style-type: none"> - act safely and respectfully online - keep personal information private online - know where to get help if someone or something upsets you online - to always be nice 	<p>I can explain what the four rules are for internet safety to a grown up, in a film or animation or present the information to the class/school in some format.</p> <p>I understand key rules about how to behave safely online.</p> <p>I can explain the key rules about how to behave safely online to others.</p>	<p>online</p> <p>strangers</p> <p>be nice</p> <p>personal information</p> <p>private</p> <p>tell</p>

		<p>I can present information as a variety of digital artefacts to explain how to behave safely online.</p> <p>I can use technology purposefully to create digital content.</p> <p>I can use technology purposefully to organise digital content.</p> <p>I can use technology purposefully to store digital content.</p> <p>I can use technology purposefully to manipulate digital content.</p> <p>I can use technology purposefully to retrieve digital content.</p> <p>I can use technology safely and respectfully.</p> <p>I can keep personal information private.</p> <p>I know where to go for help and support when I have worries about content or contact on the internet or other online technologies.</p>	
PSHE	<p>Relationships</p> <p>We will explore how we interact with others to form positive relationships as well as what to do when we feel sad or fall out with our friends. We will think about how to stay safe and who to talk to if we feel worried.</p>	<p>To recognise that their behaviour affects other people.</p> <p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To share their opinions on things that matter to them and explain their views</p>	<p>friends special people secret support feedback family care teasing bullying</p>

through discussions with one other person and the whole class.

To offer constructive support and feedback to others.

To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.

To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.