

Lowé's Wong Infant School

Half Termly Overview

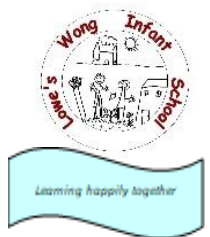


Key Stage One Autumn 1

Enquiry Theme	What makes a good leader?
British Values & School Rules	Be kind
Real life application	Create and present a 'I have a dream...' speech, as an inspirational leader
Visits and Visitors	Leader from a local church or visit to The Minster for Leaders morning
English (core texts and genres)	'The Journey Home' Frann Preston-Gannon Posters, lists, postcards, wanted posters, information reports, short stories <u>Main Outcome:</u> Know how to write a persuasive letter 'Dear Earth' Isabel Otter & Clara Anganuzzi Future aspirations, a set of instructions, poems, travel blogs/ vlogs, persuasive speeches, letters <u>Main Outcome:</u> Know how to write an informative leaflet
Maths	Y1 Place Value Place Value (within 10) - Know how to count objects accurately from a larger group. - Know how to identify and represent numbers using objects and pictorial representations. - Know how to compare different sets of objects, saying which one has fewer, more, the same. - Know how to order numbers to 10 and know which number is greater or less or equal to in value and begin to use $<$ $>$ $=$ signs. Y1 Addition and Subtraction (within 10) - Know that a number is made up of parts and a whole. - Know that a whole group can be composed of 2 or more parts – part, part, whole model. - Know how to recognise and use $+$, $-$, $=$ signs. - Know how to add two 1-digit numbers within 10. - Know that the order of an addition sentence can vary. - Know that addition is commutative. - Know how to recall number bonds within 10. Y2 Place Value - Know how to count numbers up to 100 by making ten. - Know how to read and write numbers up to 100 in words and numerals (encouraging correct formation). - Know that place value can be used to compare numbers – tens and ones. - Know how to use a place value chart to represent numbers. - Know how to partition numbers to 100 into tens and ones. - Know that two-digit numbers can be partitioned in different ways. - Know how to write numbers to 100 in an expanded form. - Know how to compare and order objects and numbers to 100 using $<$ $>$ and $=$. - Know how to use place value and number facts to solve simple problems.

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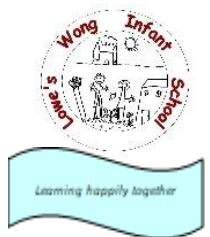
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	• Know how to count in steps of 2, 3 and 5 from zero and in tens from any number forwards and backwards. • Know how to identify, represent, and estimate numbers using different representations including the number line. Y2 Addition and Subtraction • Know how to recognise fact families within 20. • Know how to use number bonds to 10 to add numbers within 20. • Know how to add and subtract ones from a given number. • Know how to find 10 more and 10 less than a given number. • Know how to add three 1-digit numbers. • Know how to add to the next ten using their knowledge of number bonds. • Know how to add and subtract a 1 digit and a 2-digit number across ten.
Science	Human body – Senses/Body Parts • Know that there are basic parts of the human body and which body part is associated with each sense. Humans – Food, sleep, exercise, teeth • Know that exercise is important for humans. • Know that hygiene is important for humans. • Know that eating the right amounts of different types of foods is important. <u>Working scientifically</u> • Know how to gather and record data to help in answering questions. • Know how to identify and classify. • Know how to observe closely, using simple equipment. <u>Working scientifically</u> • Know how to ask simple questions and recognise that they can be answered in different ways. • Know how to use their observations and ideas to suggest answers to questions. • Know how to perform simple tests. • Know how to gather and record data to help in answering questions. Seasonal Changes – Autumn • Know how to observe changes across the four seasons. • Know how to observe and describe weather associated with the seasons and how day length varies.
R.E.	Leaders Unit 1.6 • Know how to recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. • Know how to ask questions about leadership and suggest answers. • Know how to respond to the idea that Moses was guided by God, or given wisdom by God. • Know how to express an idea about my own leadership, linking it to the stories they have learned. • Know how to give an example of a great leader. • Know how to recall and name key figures in the stories they studied, saying what they did
History	Significant Individuals beyond Living Memory • Know that there are some international events and people beyond living memory Martin Luther King / Rosa Parks. • Know that they can show knowledge and understanding in different ways: drawing, writing, talking, and role play.

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	- Know that periods in time have similarities and differences to the present time and to make connections with the past. - Historical vocabulary: before, after, past and present, then and now, timeline, chronology, explain, empathy, artefacts, important, event, order
Geography	<i>Geography is not a driver or enhancer subject this half term</i>
Music	Hands, Feet, Heart Style of main song: Afropop, South African Unit theme: South African music. <u>Listen and Appraise</u> - Know that some songs have a chorus or a response/answer part. - Know how they can enjoy moving to music by dancing, marching, being animals or pop stars. <u>Games</u> - Know that music has a steady pulse, like a heartbeat. - Know that we can create rhythms from words, our names, favourite food, colours and animals - Know how to use pulse, rhythm and pitch when playing musical games. (Year 2 Games) <u>Singing</u> - Know that unison is everyone singing at the same time. - Know why we need to warm up our voices. - Know how to find a comfortable singing position. - Know how to start and stop singing when following a leader. <u>Playing</u> - Know how to name untuned percussion instruments that are played in class. - Know how to treat instruments carefully and with respect. - Know how to listen to and follow musical instructions from a leader. <u>Improvisation</u> - Know that improvisation is making up your own tunes on the spot. - Know how to improvise using the three challenges. <u>Composition</u> - Know that everyone can compose. - Know how to create a simple melody using one, two or three or five notes. <u>Performance</u> - Know that an audience can include your parents and friends. - Know how they can add their ideas to the performance.
Art	Drawing – pastel portraits leaders - Know that pattern and texture can be used to create drawings. - Know that a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk, can be used for drawing. Artist – Jean-Michel Basquiat - Know how to use inspiration from famous, notable artists to create their own work.
D&T	Textiles - Know that textiles can be joined to make a product. - Know how to join textiles using a running stitch. (Y2)
PE	Health and Well-Being - Know how to move quickly and easily in sport (consolidate agility). - Know how to move at speed in different ways and will understand the consequences of not being agile.

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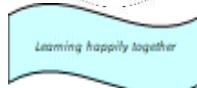
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	• Know how to develop ways of balancing on apparatus. • Know how to explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful. • Know how to use different parts of the body together efficiently (feet eye coordination). • Know how to use kicking and dribbling skills to develop their feet eye coordination skills. • Know that we need to have good feet eye coordination when playing sport. • Know that it is important to be agile to perform a circuit. • Know how to perform the circuit with a partner and understand how motivation can help enhance their performance. • Know that it is important to be balanced. • Know how to perform a circuit to develop their application and understanding of balance. Ball Skills - Feet 1 • Know how to dribble using our feet in order to keep control and possession of the ball. • Know how to pass and receive using our feet in order to keep possession of the ball. • Know how to combine dribbling, passing and receiving using our feet in order to keep possession of the ball. • Know how to dribble using our feet in order to keep possession and score a point. • Know how to combine dribbling, passing and receiving using our feet, in order to keep possession and score a point. • Know how to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.
Computing	Introduction to Purple Mash • Know how to login and create my own avatar on Purple Mash. • Know how to open an activity and then save the work to the 'My Work' area. • Know how to complete work in the 2Dos area in Purple Mash. Creative Computing • Know how to use paint tools to draw a picture. • Know how to create a jigsaw using a digital device and share it so that others can play. • Know how to create a placing game in 2DIY. • Know how to create images and use these to make a game. 2BeSafe- Self image and identify • Know how to recognise, online or offline, that anyone can say, 'no' / 'please stop' / 'I'll tell' / 'I'll ask', to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
PSHE	Me and my relationships • Know how to suggest actions that will contribute positively to the life of the classroom. • Know how to make and undertake pledges based on those actions. • Know how to take part in creating and agreeing classroom rules. • Know how to use a range of words to describe feelings. • Know that people have different ways of expressing their feelings. • Know how to identify helpful ways of responding to other's feelings. • Know how to recognise, name and understand how to deal with feelings. • Know how to explain where someone could get help if they were being upset by someone else's behaviour. • Know that friendship is a special kind of relationship. • Know how to identify some of the ways that good friends care for each other. • Know how to explain the difference between bullying and isolated unkind behaviour. • Know that there are different types of bullying and unkind behaviour.

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| | <ul style="list-style-type: none">• Know that bullying and unkind behaviour are both unacceptable ways of behaving.• Know how to understand and describe strategies for dealing with bullying.• Know how to rehearse and demonstrate some of these strategies. |
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