

Science

Animals including humans

Can they name the parts of the human body that they can see?
Can they draw & label basic parts of the human body?
Can they identify the main parts of the human body and link them to their senses?

Seasonal Changes

Can they observe changes across the four seasons?
Can they name the four seasons in order?
Can they observe and describe weather associated with the seasons?
Can they observe and describe how day length varies?

Animals including humans

Can they explain the basic needs of animals, including humans for survival? (water, food, air)

Can they describe why exercise, balanced diet and hygiene are important for humans?

Living things and their habitats

Can they describe how a habitat provides for the basic needs of things living there?

Can they describe a range of different habitats?

Can they describe how plants and animals are suited to their habitat?

Geography—Seaton Delaval, North East

Can they say what they like about their locality?
Can they think of a few relevant questions to ask about a locality?
Can they sort things they like and don't like?
Can they describe a locality using words and pictures?
Can they tell someone their address?
Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?
Can they identify the four countries making up the United Kingdom?
Can they name some of the main towns and cities in the United Kingdom?
Can they find out about a locality by asking some relevant questions to someone else?
Can they say what they like and don't like about their locality and another locality like the seaside?
Can they describe some physical features of their own locality?
Can they explain what makes a locality special?
Can they describe some places which are not near the school?
Can they describe some human features of their own locality, such as the jobs people do?

RE

Christianity- Christmas
Hinduism- Diwali, lifestyles
Harvest Festival

PSHE—

What is the same and different about us?

What makes a good friend?

Year 1 / Year 2 Autumn Term

Step Back in Time - Florence Nightingale



Cross Curricular English

Labels

Simple sentences

Instructions

Diary entry

Acrostic Poem

Writing a letter

Cross Curricular Maths

Place value

Addition and subtraction

Money

Multiplication

Mini topics:

Victorians - home life, family, houses and toys.

People who help us — Doctors and nurses.

Special Occasions — Halloween, Harvest Festival, Bonfire Night, Diwali, Remembrance Day and Christmas.

History- Florence, Nightingale, Mary Seacole, Victorians, WW2

Can they use words and phrases like: old, new and a long time ago?

Can they recognise that a story that is read to them may have happened a long time ago?

Do they know that some objects belonged to the past?

Can they retell a familiar story set in the past?

Can they say why they think a story was set in the past?

Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?

Can they tell us about an important historical event that happened in the past?

Can they explain differences between past and present in their life and that of other children from a different time in history?

Can they ask and answer questions about old and new objects?

Can they answer questions using an artefact/ photograph provided?

Can they give a plausible explanation about what an object was used for in the past?

Do they appreciate that some famous people have helped our lives be better today?

Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?

Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?

Can they use the words 'past' and 'present' accurately?

Can they use a range of appropriate words and phrases to describe the past?

Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?

Can they explain how their local area was different in the past?

Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?

Can they explain why Britain has a special history by naming some famous events and some famous people?

Can they explain what is meant by a parliament?

PE - Elements taken from Run, Jump, Throw and Hit, Catch, Run

Can they copy actions?
Can they repeat actions and skills?
Can they move with control and care?
Can they throw underarm?
Can they roll a piece of equipment?
Can they move and stop safely?
Can they throw in different ways?
Can they copy and remember actions?
Can they repeat and explore actions with control and coordination?
Can they use hitting, kicking and/or rolling in a game?
Can they stay in a 'zone' during a game?
Can they decide where the best place to be is during a game?
Can they use one tactic in a game?
Can they follow rules?

Music— Charanga- Hey you! And rhythm in the way we walk!

Can they use their voice to speak/sing/chant?
Do they join in with singing?
Can they use instruments to perform?
Do they look at their audience when they are performing?
Can they clap short rhythmic patterns?
Can they copy sounds?
Do they sing and follow the melody (tune)?
Do they sing accurately at a given pitch?
Can they perform simple patterns and accompaniments keeping a steady pulse?
Can they perform with others?

Computing— E-safety/ Basic skills

Can they follow the school's safer internet rules?
Do they know that personal information should not be shared online?
Can they use a password to access the secure network?
Can they use a simple painting program to create a picture?
Can they use tools like fill and brushes in a painting package?
Can they go back and change their picture?
Can they capture images with a camera?
Can they record a sound and play it back?
Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?
Can they create a picture independently?
Can they use simple IT mark-making tools, e.g. brush and pen tools?
Can they edit their own work?
Can they take different photographs of themselves displaying different moods?
Can they change their photographic images on a computer?

Art— Self portraits, repeating patterns

Drawing

Can they communicate something about themselves in their drawing?
Can they create moods in their drawings?
Can they draw using pencil and crayons?
Can they use charcoal, pencil and pastels?
Can they show patterns and texture in their drawings?

Printing

Can they print with sponges, vegetables and fruit? Can they print onto paper and textile?
Can they design their own printing block?
Can they create a repeating pattern?
Can they create a print using pressing, rolling, rubbing and stamping?
Can they create a print like a designer?

DT— Making diwa lamps, lanterns, Victorian toys, Christmas crafts and cooking

Construction

Can they make a product which moves?
Can they cut materials using scissors?
Can they describe the materials using different words?
Can they say why they have chosen moving parts?
Can they join materials together as part of a moving product?
Can they add some kind of design to their product?

Cooking and Nutrition

Can they describe the texture of foods?
Do they wash their hands and make sure that surfaces are clean?
Can they think of interesting ways of decorating food they have made, eg, cakes?
Can they describe the properties of the ingredients they are using?
Can they explain what it means to be hygienic?
Are they hygienic in the kitchen?