

Computing: Bee-Bots

NC: To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.

- To explore a new device
- To create a demonstration video
- To plan and follow a set of instructions precisely
- To program a device
- To create a program

To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

- To know what happens to information posted online.



Music

Musical Conversations



Children will use call-and-response to create musical conversations. They will improvise and then compose using percussion instruments and record it as a graphic score.

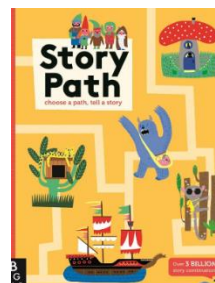
RE

(Devon Agreed Syllabus)



Who is Jewish and how do they live?

Let's Explore!



KS1: Cycle B

Autumn Term 1

PE

Multi skills and
Fundamental movements
including team Building



Geography: Map Makers

NC: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

- To be able to use compass points to navigate around a map.
- To use aerial photographs and plan perspectives to recognise and create landmarks.
- Use simple fieldwork and observational skills to study the geography of their school and surroundings.
- To devise a simple map and use and construct basic symbols in a key.
- To design a map, referring to key human features.
- To create a 3D map using their town designs.



Science: Living in Habitats

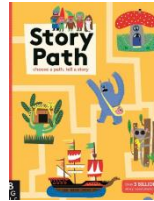
NC: explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

To compare and group things that are living and non-living

- To describe movement as something that all living things do.
- To compare and group things that are alive, dead and never been alive.
- To explain why animals live in different habitats.
- To explain why plants live in different habitats.
- To identify and name plants and animals that live in microhabitats
- To encourage plants and animals in microhabitats to live safely.



Let's Explore!



KS1: Cycle B

Autumn Term 1

Art: Map it out!

NC: to use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

- To identify and compare how Henri Matisse and other artists use colour, shape and pattern to create artwork.
- To use simple shapes and lines to create an autumn tree inspired by Henri Matisse.
- To explore how artists use composition to create an interesting autumn landscape.
- To explore and mix secondary colours to create an autumn colour palette.
- To explore how artists use brushstrokes to add texture and detail to their artwork.
- To identify similarities and differences in our autumn paintings and the work of Matisse and other artists



Maths	Literacy
<u>Year1</u> <u>Place Value</u>  - To sort, count, compare and order numbers. - To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - To be given a number and be able to identify one more and one less - To 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 - To read and write numbers from 1 to 20 in numerals and words <u>Addition and Subtraction</u> - To find number bonds to 10. - To add numbers together. - To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - To represent and use number bonds and related subtraction facts within 20 - To add and subtract one-digit and two-digit numbers to 20, including zero - To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. <u>Year 2</u> <u>Place Value</u> - To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward - To recognise the place value of each digit in a two-digit number (tens, ones) - To identify, represent and estimate numbers using different representations, including the number line - To compare and order numbers from 0 up to 100; use and = signs - To read and write numbers to at least 100 in numerals and in words - To use place value and number facts to solve problems	<u>Focus Text - The Story Path</u> <u>Reading KS1:</u> - To discuss favourite words and phrases - To discuss and clarify the meanings of new words, linking new meanings to known vocabulary - To discuss sequence of events - To discuss favourite words and phrases - To become familiar with a range of different stories including fairy stories and traditional tales <u>Writing:</u> <u>Year 1:</u> - To say out loud what they are going to write about - To compose a sentence orally before writing it - To sequence sentences to form short narratives - To re-read what they have written to check that it makes sense  <u>Year 2</u> - To plan what they are going to write about - To write down ideas - To orally rehearse sentences that they wish to write. - To sequence sentences - To proofread to check for errors in spelling, grammar and punctuation <u>Spelling Grammar and Punctuation:</u> <u>Year 1</u> - To leave spaces between words - To combine words to make sentences - To join words and clauses/sentences using <i>and</i> - To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Addition and subtraction

- To solve problems with addition and subtraction by
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods.
- To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- To add and subtract two -digit numbers using concrete objects, pictorial representations, and mentally.
- adding three one-digit numbers
- To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Year 2

- Use capital letters for sentence starts and proper nouns.
- Learn how to use new and familiar punctuation correctly (full stops, exclamation marks, question marks and commas in a list).
- Use expanded noun phrases to describe and specify
- Use subordination (because, which) and coordination (for, and, nor, but, or, yet so)

Spoken Language:

- To orally tell stories by choosing their story path
- To rehearse and have opportunities for speaking and listening in discovery time.

Poetry: Who Lives Here?

- To learn a poem for performance
- To understand and use alliteration
- To discuss and use expanded noun phrases
- To use a question mark

