

# Movers and Shakers

Year: 1/2 Term: Autumn

| National Curriculum objectives & skills to be taught                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>English</b></p> <p>Develop pleasure in reading, motivation to read</p> <p>Participate in discussion about books, poems and other works</p> <p>Explain and discuss their understanding of books, poems and other material, both that they listen to and those that they read for themselves.</p> <p>Develop positive attitudes towards and stamina for writing</p> <p>Consider what they are going to write before beginning</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> | <p><b>Maths</b></p> <p><b>Y1</b></p> <p>Sort objects, Count objects, Count objects from a larger group, Represent objects, Recognise numbers as words, Count on from any number, 1 more than, Count backwards within 10, 1 less, Compare groups by matching, Fewer, more, same, Less than, greater than, equal to, Compare numbers, Order objects and numbers, The number line</p> <p><b>Y2</b></p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use and = signs</p> <p>Read and write numbers to at least 100 in numerals and in words</p>                                                                                                                                                                                                                                                                                                    |
| <p><b>Geography</b></p> <p>Name, locate and explain the significance of a place.</p> <p>Sustainability is looking after the Earth's environment for future generations.</p> <p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres.</p> <p>The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans</p> <p>An atlas is a book of maps and charts.</p> <p>A compass is an instrument that is used for finding a direction.</p>                                                                                                                                                                                         | <p><b>Science</b></p> <p><b>Human Survival</b></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><b>Habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p> |
| <p><b>Computing</b></p> <p>Children understand that digital tools can be used to create art and can explain the benefits of using such technology. They apply knowledge of artistic movements like pointillism to recreate these styles digitally, demonstrating an understanding of colour, symmetry, pattern and line.</p> <p>Throughout the unit, children develop proficiency with the tools in 2Paint A Picture, using features such as fill, outline, brush scale, pattern arrangement and size, water beaker, and resizing appropriately. They understand the import function, can retrieve saved files, and incorporate and resize imported images in digital portfolios.</p>                                                                                                                                           | <p><b>Art &amp; DT</b></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Construct simple structures, models or other products using a range of materials.</p> <p>A primary colour wheel has three segments to show the primary colours red, blue and yellow.</p> <p>A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green.</p> <p>The secondary colours sit between the primary colours from which they are made</p>                                                                                                                                                                                                                                                                                         |
| <p><b>PE</b></p> <p><b>Gymnastics</b></p> <p>Perform movements to express ideas, emotions or feelings, varying level, speed and direction</p> <p>Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings.</p> <p>Develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>Dance</b></p> <p>Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p>                                                                                                                                                                                                                          | <p><b>History</b></p> <p>-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>-Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements-Neil Armstrong</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Music</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music._</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>RE</b></p> <p><b>Y1</b></p> <p>How should we care for the world and for others, and why does it matter?</p> <p>Why does Christmas matter to Christians?</p> <p><b>Y2</b></p> <p>Who is a Muslim and how do they live? Part 1</p> <p>Who is a Muslim and how do they live? Part 2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |