

Year One and Two curriculum Overview: Autumn Term

	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
English	Whole school focused text	Writing to entertain – Poems Y1 - Together – Matt Goodfellow (List Poems) Y2 - Together – Matt Goodfellow (Alliteration Poems)	Writing to entertain – Retell Y1 - The Great Paper Caper Y2 - The Tin Forest		Writing to entertain – Character Descriptions Y1 - The Three Little Pig Y2 - The Three Little Wolves		Writing to entertain – Setting Descriptions Y1 - The Coal Thief Y2 - Town is by the sea			Writing to entertain – Thank you notes Y1 - Cinderella Y2 - The Elves and the Shoemaker				
Maths	Place Value				Addition and Subtraction including money				Assessment Week	Shape				
Blocked Focus														
	Expectations Setting the scene	RE What does it mean to belong? *Explore ways in which Christians belong. *To explore Baptism and show why these are important to Christians. *To relate Christian baptism to Jesus' baptism. *Make lists of the different groups of which we belong. *Consider how being part of a group contributes to human happiness. *Think about why belonging matters. *Express creatively ideas about 'Who am I? Where do I belong?' *Play collaborative games and talk about how the games put the teaching of 'the golden rule' into action.	Science: Materials Could I build a school out of paper? *Name and describe the properties of a range of everyday materials. Find out about famous people who have developed useful new materials. *Know that and understand why the same materials can be used for more than one purpose. *Know and describe how the shapes of solid objects made from some materials can be changed by squashing, pulling, twisting and bending. *Understand the impact of scientists on developing useful new materials.	Art: Collage linked to Science – Henri Matisse *Develop a range of cutting, tearing and fixing techniques to create a picture *Use scissors in a controlled way to cut with accuracy *Fold, crumple, tear and overlap paper to create an image *Choose the most effective adhesive for a given task	Science – Seasonal Change Summer to Autumn Autumn into Winter	RE What makes some people inspiring to me? *Retell stories of key leaders from Christianity and Judaism. *Talk about how these leaders made a difference and how leaders make a difference in our lives. *Explore 'wise sayings' and 'rules for living' in religion and from key leaders. *Say what difference it would make to our lives by following 'wise sayings/ rules for living'. * Ask and respond to questions about leaders in religion and our local community. *Recount ways that 'wise sayings/rules for living' help me. *Think about the behaviour shown by leaders. * Consider questions about being good, kind and forgiving. *Ask and find out how people practice their religion by following their leaders. * Make a 'recipe for living together' in our local community.	History: Local study of two industries linked to materials that had impact on the local area – Mining What Impact did industries have on our local area? *Know what local industries there were in the Mansfield area (mining) *Know what impact these industries had on the local area. *Understand what these local industries were. *Identify key facts from a visitor/ visit. *Understand why these industries died out. *Place events/ artefacts linked to the industries on a timeline.	History: Local study of two industries linked to materials that had impact on the local area – Shoe factory What Impact did industries have on our local area? *Know what local industries there were in the Mansfield area (mining) *Know what impact these local industries were. *Understand what these local industries were. *Identify key facts from a visitor/ visit. *Understand why these industries died out. *Place events/ artefacts linked to the industries on a timeline.	DT: Textiles linked to History – Socks/ Slippers Design *Know what a purposeful product is and why it is functional. *Identify what makes product appealing and say why. *Use knowledge of existing products to help come up with ideas. *Describe the purpose of their product, who their target audience is and the process of how they will make it. *Describe how their products will work and how they're suitable for target audience * Know the characteristics of materials, e.g. plaiting yarn to make it stronger. *Know how mechanisms can be used in different ways, e.g. winding mechanisms, wheels and axels. Make *Know what they want to construct and the procedure they will use. *Begin to select tools and materials; use vocab' to name and describe them. *Know which resources and tool to choose and state reasons for choice. *Know how to use tools safely. Evaluate Explore and identify what materials products are made from.					
Covered Weekly														
PSHE	Being me in my world							Celebrating differences						
Computing	Mouse & Keyboard skills				Comic creation				Digital art (Y1 & 2 units)					
PE	Focus 1: Mighty Movers Focus 2: Dance							Focus 1: Multi Skills Focus 2: Boot Camp						
Music	Charanga: Hands, Feet, Heart							Singing prep for Nativity						