

Autumn 2 Curriculum Map for Foxes' Class.

English: Writing:

- Draw a story map and practise telling the story of *The Little Red Hen*
- Act out the story of *The Little Red Hen*
- Retell the story in writing
- Use the senses to write a class list poem
- Compose their own seasonal list poem

English: Reading:

- *The Little Red Hen* and other traditional tales
- Nursery Rhymes
- Poetry- a selection of seasonal poems

English: Phonics and Spellings:

- use plurals - s -es correctly in terms of the meaning of the word
- use suffixes -ing and -ed - where there is no change to the root word
- add suffixes -ly
- Adding the suffixes -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (Y2)
- Phase 5a phonics (Y1)
- Revisit alternative spellings of phonemes (Y2)
- Write dictated sentences using GPCs, words and punctuation learnt
- use first letter to find words in a first dictionary (Y2)



Maths:

- Addition and subtraction (Y2)
- Multiplication and division of 2, 5 and 10 (Y2)
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot (Y2)
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (Y2)
- Number & Place value; numbers to 20 (Y1)
- Calculations addition & subtraction within 20 (Y1)

Science:

- Ask more complex questions about what they see, hear, smell and feel
- Ask questions about the world around us and recognise that they can find answers in different ways
- Make observations using all their senses without prompting
- Use observations and their knowledge to suggest answers to questions.
- Make predictions based on observations
- Make predictions based on their questions
- Use a magnifying glass and other simple equipment with support
- Say what differences there are between the four seasons: include snow, rain, wind, day length, heat, cold
- Observe seasonal change from autumn into winter
- Identify at least 2 garden plants and two wild plants
- Identify leaves, flowers, petals, fruit, roots, bulbs, seeds, trunk, branches, stem
- Plant bulbs for the spring
- Plant seeds to understand the conditions that they need to grow
- Go on a nature walk in our local area

Music:

- Sing with expression
- Sing in rounds
- Identify the difference between pulse and rhythm
- Create a rhythm pattern
- Follow start stop hand signal
- Learn and practise songs for our Christmas performance

Geography:

- know Wimborne is warm in summer and colder in winter
- follow a simple picture map
- describe places in the school and how to get there.
- Look at features of the school grounds, and describe them, including vegetation and soil
- answer simple questions about straightforward geographical patterns (e.g. what are the busiest parts of the playground/school?)
- identify landmarks on aerial photographs eg Wimborne Minster
- follow a simple route from a map
- draw a map of a real place
- use agreed symbols to make a key
- explain simple patterns related to physical processes, e.g. colder at night when dark or warmer in the summer when there is more sun
- explain simple patterns to do with human activities (e.g., suggest why London has so much traffic, or why tourists go to Kingston or suggest why the flow of traffic outside school changes at different times)

RE:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew)
- Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Art:

- Explore the work of **Henri Matisse** and how he used the painting with scissors technique to create collages
- Explore the artist **Piet Mondrian** and how he used primary colour blocks to be a language for everyone to understand
- Choose collage materials according to their specific qualities to create a simple piece of art
- Name one similarity/difference between the two artists' work

Autumn 2



Sensational Seasons

PSHE:

- Know sleep helps our bodies recover and get ready for the next day
- Know medicines can be harmful if not used correctly
- Know household products can be harmful if not used correctly
- Understand families can give love and make people feel secure
- Know that money is earned by working.
- Understand there are different types of touch, touches that make us uncomfortable (NSPCC pants rule and song)

Computing:

- Login
- Can name, save and retrieve their work
- Add text and change the colour, font and size
- Add photos
- Retrieve relevant, purposeful digital content using a search engine
- choose appropriate paint tools and colours to recreate the work of an artist
- Describe ways that some people can be unkind online and explain how that might make others feel.
- Behave online in ways that do not upset others

PE:

Sending and Receiving:

- Roll a ball towards a target.
- Track balls and other equipment sent.
- Drop and catch a large ball after one bounce on the move.
- Strike a stationary ball using a racket.
- Move to space to help score goals or limit others scoring
- Catch a variety of balls by self & with partner
- Throw and roll towards a target using varying techniques with some success
- Catch an object passed to them, with and without a bounce.
- Strike a ball using a racket.
- Show balance when kicking towards a target.
- Move to track a ball and stop it using feet with limited success.
- Dribble a ball with some success, stopping it when required.

Gymnastics:

- Perform a variety of balances on different body parts
- Demonstrate poses and movement to challenge their flexibility
- Link simple actions with control and technique
- Move safely