PE: Children must wear their PE kits and trainers on a Monday and Friday, children in incorrect PE kit will be unable to take part. This term children will be focusing on the children’s ball skills, including throwing and catching a range of balls in a variety of ways, rolling and passing balls, and aiming at targets.

**RE:** Children will explore and compare creation stories from a range of religions and cultures. They will explore the idea that people are meant to look after the world, at look at ways they can do this as well as a range of organisations support these both religious and non-religious, and make links between the ideas of caring for the world/environment and the creation stories looked at.

**PSHE:** Children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers in both real life and online. They will be taught about the underwear rule which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.

**Computing:** Children will explore the technology around us. Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse/trackpad skills. They will also consider how to use technology responsibly, including using the internet safely.

**Art:** In this unit children will use artwork from Beatriz Milahzes and compare them to the work of Frida Kahlo. They will explore techniques used to create collages before creating their own. They will also be exploring both artists use of colour, shape, pattern and texture.

**Music:** Children will explore the song your imagination. Children will explore pulse and rhythm. They will identify steady beats, as well as move in a range of ways to the pulse. They will identify, copy and create rhythms. They will learn to sing a simple song. They will use glockenspiels to add accompaniment to the song as well as improvise and compose their own accompaniments.

**Maths:** Year 1: Children will Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number: as well as Count, read and write numbers to 100 in numerals, and count in multiples of twos, fives and tens. When given a number children will identify one more and one less. Children will 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. Children will practise reading and writing numbers from 1 to 20 in numerals and words. Children will also read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. They will also represent and use number bonds and related subtraction facts with 20; as well as add and subtract one-digit and two-digit numbers to 20, including 0. They will also solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? -9Year 2: children will count in steps of 2, 3, and 5 from 0 and in tens from any number forwards and backwards. They will recognise the place value of each digit in a two-digit number (tens, ones). They will identify, represent and estimate numbers using different representations including the number line; as well as compare and order numbers from 0 up to 1–. Use < > and = signs. They will practise reading and writing numbers to at least 100 in numerals and in words. Children will also use place value and number facts to solve problems as well as solving problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods. They will develop their recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Children will add and subtract numbers using concrete objects, pictorial representations and mentally including: a two-digit number and ones; a two-digit number and tens; Two two-digit numbers: Adding three one digit numbers. They will show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. They will also recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

**Geography:** Children will develop their locational knowledge by finding out about where the 7 continents of the world are and how their proximity to the equator or the poles affects their climate. They will discuss which climate is better for growing cacao beans for chocolate. They will also name and locate the world’s five oceans. Children will be reminded about the hot and cold areas of the world and learn how to navigate these on a world map or globe. They will complete in depth studies of South America and in particular Brazil to help children to understand the similarities and differences of the human and physical geography of these compared to where they live.

Children will be given spellings to practise at home. They will also be given two reading books, one will be phonics based and will be the one used in school for individual reading, to help develop fluency it will be read at least 3 times before being changed, the other book children may need a little help with as it may contain words or sounds not yet covered in phonic/reading sessions. Children will be expected to complete the before/after reading activities in the phonics based books. Children will have new seesaw logins sent home, as well as new family logins. On seesaw further activities to support children’s phonics and maths skills will be updated weekly, children will also be given a book to record their activities in, children’s spellings will also be posted onto seesaw and sent home in these books.

**English:** Children will be exploring the story of Grendel: A Cautionary Tale about Chocolate. Children will learn about character development, emotional response to issues and dilemmas faced in a story, the story follows a traditional tale format to support and develop children’s understanding of narrative structure. Children will also explore recipes, and children will explore and identify the features of instructional writing, children will use these features in their own writing. Children will also look at poetry and in particular Chocolate Cake by Michel Rosen, children will explore a range of language techniques which can be used in poetry and descriptive writing, including onomatopoeia, alliteration, the use of adjectives and metaphor. Children will also complete daily phonics, spelling and guided reading sessions to develop their knowledge and skills in these areas.

**Chocolate: Autumn 1**

**Key Stage One**

**Science:** Children will learn about what a plant is, go plant hunting and plant seeds. They will learn about a variety of common garden plants, and identify some of their features and consider why they are appealing to people. They will also identify some wild plants and begin to consider how their came to be there. They will sort, match and describe some wild plants. Children will identify and name trees, then learn some of the differences between deciduous and evergreen trees. They will sort trees and leaves into groups and go tree hunting. Children will identify the main parts of a variety of plants and describe their functions. They will examine plants and identify features and draw and label plant diagrams. Children will identify ways in which plants change over time.