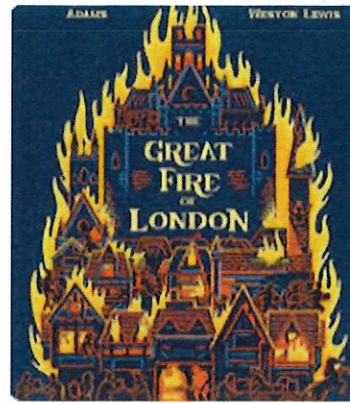


WOODLANDS PRIMARY SCHOOL



Year 1
Autumn 2 Curriculum

Ready · Respectful · Safe



Your Mastery Targets for this term are...

- Compose a sentence orally before writing it
- Join words using and
- Use plural noun suffixes -s and -es
- Punctuate sentences using a capital letter and a full stop

Feature Keys

- Write simple sentences linked to the topic
- Write in the present tense
- Link ideas through subject or pronoun e.g Bats are black. They fly at night.

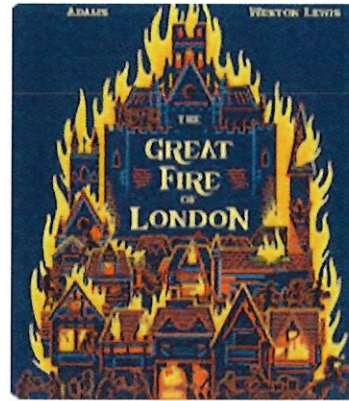
Vocabulary we will use this term...

Year 1

the	a	to
said	his	I
you	they	me
we	love	ask

Topic Words

capital	fire break
bustling	gunpowder
population	demolish
tar	hand squirt
pitch	memorial
cobbled	junction
sewer	rose
administrator	raged
Navy coronation	Mayor



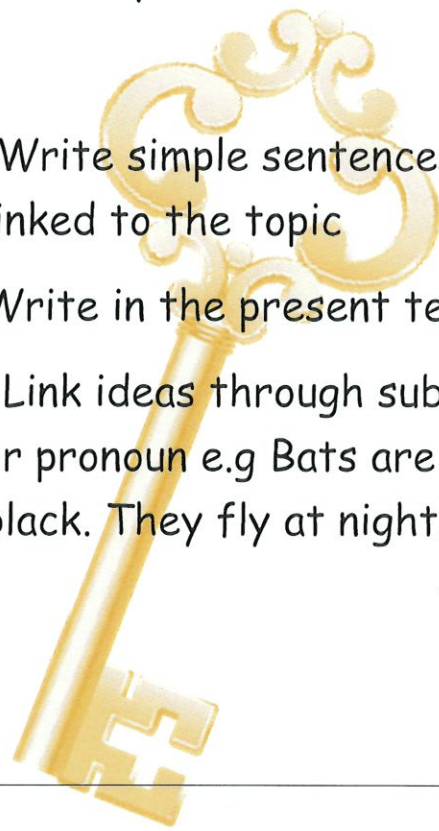
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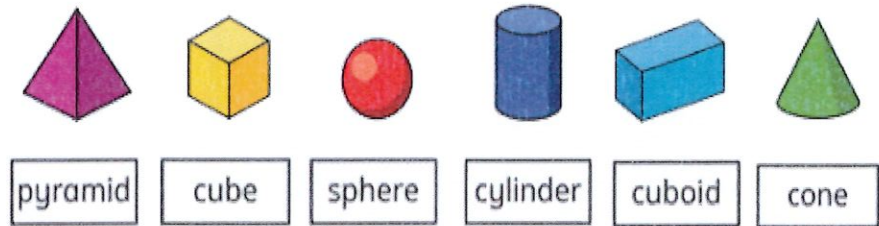
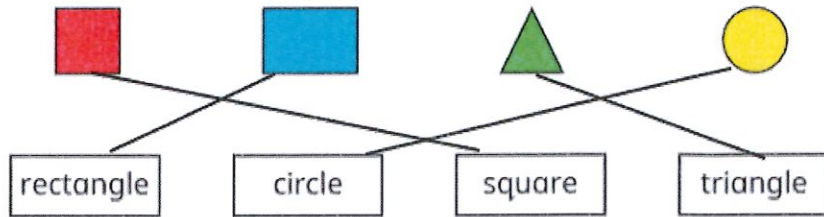
HISTORY - The Great Fire of London

What should I already know?	What <u>vocabulary</u> will I use this term:	
☐ Know that the past is different from the present — e.g., recognise old and new objects or buildings. ☐ Have begun to use words like <i>long ago</i> , <i>past</i> , <i>before</i> , <i>old</i> and <i>new</i> . ☐ Have listened to and discussed simple stories about the past . ☐ Understand that people lived differently in the past (e.g., different clothes, transport, homes)	Time & Chronology	past, present, then, now, before, after, timeline, long ago, today, year, century
	Change & Continuity	change, same, different, old, new
	Cause & Effect	because, cause, result, consequence
	Evidence & Sources	because, cause, result, consequence
	Historical Enquiry	question, find out, discover, remember, compare
What new <u>knowledge</u> will I learn? In this topic, Year 1 pupils will learn that The Great Fire of London was a real event that happened in 1666. They will know it started in Thomas Farriner's bakery on Pudding Lane and spread quickly because the houses were made of wood and close together. Pupils will learn about important people, such as Samuel Pepys and King Charles II, and how they helped during the fire. They will understand that London was rebuilt using safer materials, and that the fire led to important changes in how cities were designed and fires were fought.		
What <u>skills</u> will I use? In this topic, Year 1 pupils will learn to sequence events from the past and understand that the Great Fire of London happened a long time ago in 1666. They will use sources such as pictures, artefacts, and Samuel Pepys' diary to find out what life was like and how the fire spread. Pupils will begin to use historical vocabulary like <i>past</i>, <i>present</i>, <i>before</i>, <i>after</i>, and <i>rebuild</i> to describe changes over time. They will also compare life in 1666 with today, recognising how London and firefighting have changed since the fire.		



MATHS - Practical Week

Match each shape to its name.



What new **knowledge** will I learn?

I will:

- Recognise and name 2-D shapes
- Sort 2-D shapes
- Recognise and name 3-D shapes
- Sort 3-D shapes
- Create patterns with 2-D and 3-D shapes

What **mathematical sentences** will I use?

- "This shape is a ____ because it has ____ sides and ____ corners."
- "I can sort shapes by ____ because ____."
- "I noticed that ____ shapes are similar because ____."
- "This shape is a ____ because it has ____ faces, ____ edges, and ____ corners."
- "I can make a pattern with ____ and ____ shapes by ____."
- "I noticed that the pattern ____ repeats every ____ shapes."
-

What **vocabulary** will I use?

3D, 2D, cube, cuboid, pyramid, sphere, cone, cylinder, triangle, square, rectangle, circle, face, corner, edge

MATHS: Addition and Subtraction

$0+10=10$



$4+6=10$



$8+2=10$



$1+9=10$



$5+5=10$



$9+1=10$



$2+8=10$



$6+4=10$



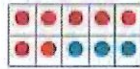
$10+0=10$



$3+7=10$



$7+3=10$



ink saving Eco

What new **knowledge** will I learn?

I will:

- Represent and use number bonds and subtraction facts within 10
- Read, write and understand statements involving addition (+), subtraction (-) and equals (=)
- Add and subtract one-digit numbers to 10 including zero.
- Solve number problems that involve addition and subtraction

What **mathematical sentences** will I use?

Addition

- "___ + ___ = ___ because I counted all the objects."
Example: "3 + 4 = 7 because I counted 3, then 4 more."
- "I know this because I can use my number bonds to 10."
Example: "I know 7 + 3 = 10 because 7 needs 3 to make 10."
- "I noticed that when I add, the total gets bigger."

Subtraction

- "___ - ___ = ___ because I took away ___ objects."
Example: "8 - 5 = 3 because I took 5 away from 8."
- "I know this because I can count backwards."
Example: "I counted back 2 from 6 and got 4."
- "I noticed that when I subtract, the number gets smaller."

What **vocabulary** will I use?

whole, part, count, compare, most, least, bigger, smaller, largest, smallest, value, zero, total, equals, add, sum, subtract, take-away, fact families, partition, represent, number bonds, number sentence, digit, difference, compare

No Outsiders

What story will I use? Ten Little Pirates

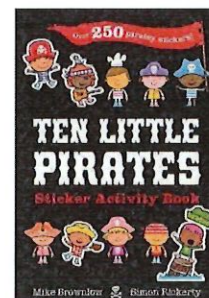
- Spiritual: "I can think about how the pirates felt and why they made certain choices."
- Moral: "I can decide if the pirates' actions were right or wrong and explain why."
- Social: "I can talk about how the pirates worked together and helped each other."
- Cultural: "I can notice how pirate life was different from life today and learn from it."

What skills will I use?

- Spiritual: Reflecting on others' feelings.
- Moral: Making decisions about right and wrong.
- Social: Working and communicating with others.
- Cultural: Recognising and learning about differences in ways of life.

What vocabulary will I use?

strengths, weaknesses, special, unique, belonging, friend, likes, dislikes



Art

What new knowledge will I learn?

- I will learn **how to create texture** using tissues, collage materials, and pastels.
- I will learn **how materials can be used in different ways** to make an effect.
- I will learn **how to create a silhouette** representing fire.
- I will learn **how combining techniques and materials can improve my artwork**.

What skills will I use?

- I can **sort and arrange materials** to create a fire silhouette.
- I can **mix materials** to create different textures.
- I can **cut, tear, and glue materials** carefully.
- I can **combine different materials** to make my artwork.



What vocabulary will I use?

chalks, silhouettes, collage, sparks, flames, rip, tear, scrunch, materials. texture, layers

Computing

What new knowledge will I learn?

- I will learn **how to create and edit text** using a computer.
- I will learn **how to change the appearance of text** and why these changes are useful.
- I will learn **the advantages and differences** between typing on a computer and writing on paper.
- I will learn **how to justify my choices** when creating or formatting text.

What skills will I use?

- I can **use a keyboard and mouse** to enter and remove text.
- I can **change the look of my text** (font, size, style, or colour).
- I can **explain why I chose** a particular style or change.
- I can **compare using a computer to writing on paper** and explain my preference.

What vocabulary will I use?

word processor, keyboard, keys, letters, numbers, type, text cursor, backspace, bold, italic, space, capital letters, toolbar, underline, mouse, select font, undo, redo, format, compare, typing, writing,

Seasonal Change

What should I already know?

That the leaves fall off some trees during the Autumn

Some leaves change colour in the Autumn

The weather changes in Autumn

It gets darker earlier in Autumn

We can find conkers and acorns on the ground

What vocabulary will I use this term: (NC vocab!)

Seasons - Spring, Summer, Autumn, Winter

Change

Conkers

Acorns

Daylight

Weather - rain, sunshine, windy

What new knowledge will I learn?

Learn the names of the four seasons

Describe the changes that can be observed outside during the Autumn

Observe and describe changes in the weather associated with the different seasons

Talk about how day length varies across the seasons



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What skills will I use?

I will ask questions

I will investigate using my senses

Materials

What should I already know?

Objects are made from materials
Common materials include plastic, wood, glass, paper, fabric
We can recycle lots of materials

What vocabulary will I use this term: (NC vocab!)

Plastic rough smooth malleable
Wood squash bend twist stretch
Glass transparent opaque
Paper waterproof properties
Fabric melt freeze
Absorb
Float
Sink
Metal

What new knowledge will I learn?

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



What skills will I use?

I will ask questions
I will investigate using my senses and observations of objects
I will share ideas with my peers