

<b>AUTUMN C - Masterchef</b>	<b>Class 1</b>	<b>Class 2</b>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• Repetitive patterned stories</li> <li>• Poems on a theme</li> <li>• Range of non-fiction texts</li> <li>• Stories with familiar settings</li> <li>• Non-chronological reports</li> <li>• Poems on a theme</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive patterned stories</li> <li>• Poems on a theme</li> <li>• Range of non-fiction texts</li> <li>• Stories with familiar settings</li> <li>• Non-chronological reports</li> <li>• Poems on a theme</li> </ul>
<b>SCIENCE</b>	<p><b><u>Animals and Humans</u></b> <b><u>Statutory Y1</u></b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p><b><u>Non Statutory Y1</u></b></p> <ul style="list-style-type: none"> <li>• <i>opportunities to learn names of main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i></li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>• use their observations and ideas to suggest answers to questions (Y1)</li> </ul>	<p><b><u>Animals and Humans</u></b> <b><u>Statutory Y1</u></b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p><b><u>Statutory (Y2)</u></b></p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b><u>Non Statutory Y1</u></b></p> <ul style="list-style-type: none"> <li>• <i>opportunities to learn names of main body parts (including head, neck, arms, elbows, legs, knees, face, ears,</i></li> </ul>

	<ul style="list-style-type: none"> <li>• use their senses to compare different textures, sounds and smells</li> </ul>	<p>eyes, hair, mouth, teeth) through games, actions, songs and rhymes</p> <p><b>Non Statutory (Y2)</b></p> <ul style="list-style-type: none"> <li>• be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans</li> <li>• be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs eg: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• use their observations and ideas to suggest answers to questions (Y1)</li> <li>• use their senses to compare different textures, sounds and smells</li> </ul>
<p><b>HISTORY</b></p>	<p><b>Significant Individuals: LS Lowry</b></p> <ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. [eg Pieter Bruegel the Elder LS Lowry]</li> </ul>	<p><b>Significant Individuals: LS Lowry</b></p> <ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. [eg Pieter Bruegel the Elder LS Lowry]</li> </ul>

<b>GEOGRAPHY</b>	<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>◦ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> </li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>◦ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> </li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b>ART</b>	<p><b><u>Painting Pieter Bruegel the Elder &amp; LS Lowry</u></b></p> <ul style="list-style-type: none"> <li>• to use painting to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b><u>Painting Pieter Bruegel the Elder &amp; LS Lowry</u></b></p> <ul style="list-style-type: none"> <li>• to use painting to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
<b>DESIGN TECHNOLOGY</b>	<p><b><u>Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> </ul> <p>Understand where food comes from</p>	
<b>R.E.</b>	<p><b><u>Questful R.E. Scheme (BdBofE)</u></b></p> <p><b>Theme:</b> I am Special God and Creation</p>	

	<p><b>Theme:</b> Christmas Why do we give and receive gifts?</p>
<b>P.S.H.E.</b>	<p><b><u>Coram Life Education</u></b></p> <p><b>Theme:</b> Me and My Relationships Our ideal classroom 1 &amp; 2; How are you feeling today? Bullying or teasing? Don't do that! Types of bullying; Being a good friend; Let's all be happy!</p> <p><b>Theme:</b> Valuing Difference What makes us who we are? How do we make others feel? My special people; When someone is feeling left out; An act of kindness; Solve the problem</p>