AUTUMN B – London	Class 1	Class 2
ENGLISH	• Stories by the same author • Non-chronological reports • Poems on a theme • Traditional tales with a twist • Instructions	• Stories by the same author • Non-chronological reports • Poems on a theme • Traditional tales with a twist • Instructions
SCIENCE	<u>**Materials**</u> <u>**Statutory (Y1)**</u> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties <u>***Non Statutory (Y1)***</u> • *explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof;*	<u>**Materials**</u> <u>**Statutory (Y1)**</u> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties <u>***Non Statutory (Y1)***</u> • *explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof;*

	absorbent/not absorbent; opaque/transparent • *explore and experiment with a wide variety of materials, including eg: brick, paper, fabrics, elastic, foil.* **Working Scientifically** • ask simple questions and recognising that they can be answered in different ways • perform simple tests *to explore questions eg: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'*	*absorbent/not absorbent; opaque/transparent* • *explore and experiment with a wide variety of materials, including eg: brick, paper, fabrics, elastic, foil.* **Working Scientifically** • ask simple questions and recognising that they can be answered in different ways • perform simple tests *to explore questions eg: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'* **Statutory (Y2)** • 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. **_Non Statutory (Y2)_** • *identify and discuss uses of different everyday materials so they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and*

		table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). • *think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials* • *find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam* **Working Scientifically** • observing closely, using simple equipment • performing simple tests • identifying and classifying using their observations and ideas to suggest answers to questions • *compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs)* • *observe closely, identify and classify the uses of different materials, and record their observations.*

HISTORY	**The Great Fire of London**	**The Great Fire of London**
	• events beyond living memory that are significant nationally or globally [e.g.the Great Fire of London]	• events beyond living memory that are significant nationally or globally [e.g.the Great Fire of London]
GEOGRAPHY	**Human and Physical Geography** (London focus)	**Human and Physical Geography** (London focus)

	• use basic geographical vocabulary to refer to:
	   ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
	   ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
		• use basic geographical vocabulary to refer to:
		   ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
		   ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
		• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

ART	**Painting**	**Painting**
	• to use painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using	• to use painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using

	colour, pattern, texture, line, shape, form and space	colour, pattern, texture, line, shape, form and space
DESIGN TECHNOLOGY	**Cooking and Nutrition** • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from (idea – baking bread)	
R.E.	**Questful R.E. Scheme (BDBofE)** **Theme:** Harvest Harvest. How can we help those who do not have a harvest? Festival of Succot (Other faiths: Judaism) **Theme:** Christmas **Theme**: My World Jesus World	
P.S.H.E.	**Coram Life Education** **Theme:** Me and My Relationships Why we have classroom rules; Thinking about feelings; Our feelings; Feelings and bodies; Our special people balloons; Good friends; How are you listening? **Theme:** Valuing Difference Same or different? Unkind, tease, bully? Harold's school rules; Who are our special people? It's not fair!	