

English

Text: Strictly No Elephants by Lisa Mantchev

- To write sentences that are sequenced to form a short narrative (real or fictional)
- To demarcate sentences with capital letters and full stops
- To segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- To spell some common exception words
- To form lower-case letters in the correct direction, starting and finishing in the right place
- To form lower-case letters of the correct size relative to one another in some of their writing
- To use spacing between words
- To use co-ordination (and / but) and some subordination (so / because) to join clauses
- To use present and past tense mostly correctly and consistently

Maths

- To read and write numbers in numerals up to 100
- To partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them
- To add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- To recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)

RE

Who is Jewish and how do they live?

- To recognise the words of the Shema as a Jewish prayer
- To re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)
- To give examples of how the stories used in celebrations (Shabbat, Chanukah) remind Jews about what God is like
- To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- To make links between Jewish ideas of God found in the stories and how people live
- To give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
- To talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- To give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too



Elephants



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Phonics

- To read Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure
- To read all year 1 common exception words
- To read some year 2 common exception words
- To identify and discuss new words in texts
- To decipher new and unfamiliar words using awareness of grammar (predict text, read on, leave a gap and reread)
- To make predictions about what might happen next
- To retrieve answers to questions using the text
- To make simple inferences using the pictures for clues

Art

Drawing:

- To know how to use simple lines & geometric shapes
- To know how to control pressure when using drawing implements to create lighter or darker tones and marks
- To know how to shade areas neatly without spaces & gaps

Sculpture and 3D:

- To know how to cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create forms and make things they have designed, invented or seen and can modify and correct things with greater skill
- To know how to make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice

History

What was the legacy of this devastating event?

- To compare London in the 17th Century to now
- To retell and sequence the story of the Great Fire of London
- To explain why the Great Fire spread so quickly
- To identify how key elements of housing, fire brigades have changed since significant events covered
- To explain why changes have been made since significant events
- To compare people's experiences of significant events
- To be able to locate the dates of key events on a historical timeline, with support

Computing

Recognise Uses of IT:

- To understand computers store and follow instructions
- To spot digital technology in school or at home
- To understand how different technology helps us
- To find a piece of computer equipment amongst day to day objects and choose the correct definition

Digital Art:

- To use lines and fill tools to make interesting patterns and mimic an artist's style (Mondrian)
- To add a variety of shapes (outlines & fill) and label them with text
- To re-create graphics using pixels with different colours

PSHE Get Heartsmart

- To understand that the choices I make can help or hurt my own and others hearts
- To describe a way that I can use my power in a positive and negative way
- To think of how I have helped my heart
- To think of how I have helped someone else's heart
- To begin to understand that the decisions I make can affect my reputation
- To describe a way my family shows me love
- To list a food from each of the 5 food groups

Science

What do humans need to survive?

- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- To notice that animals, including humans, have offspring which grow into adults

PE

Dance:

- To move in time to the music showing some expression
- To perform dance movements with control
- To perform dance movements showing a variety of levels
- To perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing
- To remember simple dance steps in time to the music

Ball Skills:

- To introduce a various passes (hands/ feet/object) continuing to develop control of pass
- To move into a space to catch/receive a ball. Pass the ball to someone in a space
- To follow/mark an opponent and trying to win (intercept) the ball
- To score in a variety of ways and begin to use in a game situation
- To develop tactics for attacking and defending
- To play adapted games-learning different rules