

## Key Stage One Medium Term Plan (Autumn Term 2): Gunpowder Plot

Subject	Objectives and aims	Subject outcome
<b>Literacy</b>	<p>Traditional tale, instructions, poetry</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>become familiar with key stories</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>participate in discussion about what is read to them, taking turns and listening to others say</li> <li>Saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>Sequence in sentences to form short narratives</li> <li>Re reading what they have written to check that it makes sense</li> <li>evaluating their writing with the teacher and other pupils (Y2)</li> <li>Re reading to check that they are writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Children are to adapt a traditional tale to plan &amp; create their own using Talk 4 Writing</li> <li>Children to recognise characters, settings and plot in a story</li> <li>Children will be able to recite a poem</li> <li>Children will be able to write their own poem</li> <li>Children will be able to write their own historical recount in the form of instructions</li> </ul>
<b>Maths</b>	<p><b>Year 1</b></p> <p>Number and place value</p> <ul style="list-style-type: none"> <li>Read and write numbers from one to 20 in words</li> <li>partition and combine numbers using apparatus if required</li> <li>account and read numbers to 100 in numerals</li> <li>count in multiples of two's, fives and ten's from 0</li> </ul> <p>Addition and subtraction</p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition, subtraction and equals signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems</li> </ul> <p>Measure</p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for; length and height</li> <li>Recognise and know the value of different dominations of coins and notes</li> </ul> <p><b>Year 2</b></p> <p>Number and place value</p> <ul style="list-style-type: none"> <li>Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Read and write numbers to at least 100 in numerals and words</li> <li>Use place value and number facts to solve problems</li> </ul> <p>Addition and subtraction</p> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally</li> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul> <p>Measure</p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length in any direction to the nearest appropriate unit</li> <li>Compare and order length and record the results using &gt;, &lt; and =</li> <li>Recognise and use symbols 4 pounds and Pence</li> <li>combine amounts to make a particular value</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to compare numbers to at least 20</li> <li>Count on and back in 10s from 0 to 100</li> <li>Count on and back in 1s to and from 100</li> <li>Know number bonds to 10 and what is left if taking away from 10</li> <li>Recognise the + and – and = signs and use these to read and write simple additions and subtractions</li> <li>Solve missing number problems</li> <li>Add small numbers by counting on and subtract small numbers by counting back</li> <li>Count in 10s from one-digit to two-digit numbers</li> <li>Recognise the place value of each digit in a two-digit number</li> <li>Securely know number bonds up to 20</li> <li>Recognise -/+ are inverse operations</li> <li>Add a two-digit number, and 10s</li> <li>Count back in 1s and 10s or use number facts to take away</li> <li>Children will be able to compare and order length</li> <li>Children will be able to recognise the values of money</li> </ul>

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	<ul style="list-style-type: none"> <li>find different combinations of coins that equal the same amount of money</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead and things that have never been alive</li> <li>To describe how animal's obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to compare things that are living, dead and never been alive</li> <li>Children will be able to create a food chain</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture 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>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>Children will experiment using chalks to create a firework picture</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to create an ebook</li> </ul>
<b>DT</b>	<ul style="list-style-type: none"> <li>Design, make and evaluate their models</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>Children will explore using different materials to make their own mini Guy Fawkes</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>To name and locate the world's five oceans</li> <li>To identify the location of cold areas of the world in relation to the North and South Poles; To identify seasonal weather patterns in relation to the North and South Poles; to use basic geographical vocabulary for key physical features and key human features</li> <li>to use world maps, atlases and globes to identify continents and oceans studied at this key stage</li> <li>To understand geographical similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to name and locate the Antarctic and Arctic and the world's 5 oceans</li> <li>Children will be able to investigate the globe</li> <li>Children will investigate the lifecycle of a polar bear and a penguin</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>Significant historical events, people and places in their own locality                             <ul style="list-style-type: none"> <li>The Gunpowder Plot</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to say when the Gunpowder Plot took place</li> <li>Children will be able to name some of the plotters</li> <li>Children will be able to say what role Guy Fawkes played in the plot</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>To understand long and short sounds</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand duration</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Games – Ball control, underarm throwing and understanding attack and defence</li> </ul>	<ul style="list-style-type: none"> <li>Children will become confident with underarm throw and blocking</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Believing – Christianity</li> </ul>	<ul style="list-style-type: none"> <li>Children will understand the Christian belief</li> </ul>
<b>French</b>	<ul style="list-style-type: none"> <li>Colour names</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to say colour names</li> </ul>