

Understanding the world Hibernation/migration cont.

- I can name animals that hibernate or migrate.
- I can talk about what happens to animals in winter.
- I can talk about how animals stay safe and warm during hibernation.

Celebrations

- I can talk about why we celebrate Bonfire Night.
- I can say who Guy Fawkes was.
- I can talk about how people celebrate Bonfire Night today.
- I can talk about why we wear poppies.
- I can say that we remember people who fought in wars.
- I can talk about how I celebrate my birthday.
- I can listen to how other people celebrate birthdays.
- I can say how birthdays might be the same or different for others.
- I can talk about why Christians celebrate Christmas.
- I can name people from the Nativity story.
- I can say how people celebrate Christmas today.

Expressive arts and design Hibernation/migration cont.

- I can use natural materials to make a hedgehog home.
- Celebrations**
- I can create a firework picture using different materials.
- I can join in with the rhyme "Remember, remember the 5th of November...".
- I can create a poppy picture using paint or collage.
- I can make decorations and cards for a celebration.
- I can take part in role play for a birthday party.
- I can make a Christmas card or decoration.
- I can help to create a Nativity collage showing what happened in the story.

PE Gymnastics

Learning objective - To develop balance, strength, and coordination through basic gymnastics movements and shapes.

- I can use simple gymnastics actions and shapes.
- I can move safely in the space around me.
- I can jump and land safely.
- I can use my strength to help me move and balance.
- I can link movements together to make a short sequence.

PSHE Jigsaw – Celebrating different

- I can identify something I am good at and understand everyone is good at different things.
- I understand that being different makes us all special.
- I know we are all different but the same in some ways.
- I can tell you how to be a kind friend.
- I can tell you why I think my home is special to me.
- I know which words to use to stand up for myself when someone says or does something unkind.

Maths

It's me 1,2,3

- Find, subitise and represent 1,2, and 3
- Composition of 1, 2 and 3

Triangles and circles

- Identify and name circles and triangles
- Shapes in the environment

1,2,3,4,5

- Find, subitise and represent 4 and 5

- Composition of 4 and 5

Shapes with 4 sides

- Identify and name shapes with 4 sides
- Combine shapes with 4 sides

Chestnut Class

Reception –

Autumn 2

Enrichment opportunities

- Christmas songs and carol service in the church
- Visit from local vicar
- Nativity rehearsals and performances

English

Reading Progression

- Blend taught sounds to read simple CVC words using taught GPCs
- Begin reading simple captions and phrases using Little Wandle practice books
- Recognise first common exception words (e.g. is, I, the)

Phonics (Little Wandle)

- Continue Phase 2 phonemes (ck, e, u, r, h, b, f, l, ff, ll, ss)
- Practise blending and segmenting with decodable books matched to phonics level
- Introduce first tricky words and practise rapid recall

Writing Progression (The Write Stuff)

- Write some CVC words using taught phonemes
- Begin to form lower-case letters correctly using rhymes and visual prompts
- Orally compose a sentence with adult support, then attempt to write key words

Computing – Moving a robot

Overall Learning Objective:

To understand that a robot follows instructions (commands) and to begin creating, testing, and debugging simple programs.

- I can make the robot follow a single command.
- I can work with a partner to act out directions.
- I can predict where my robot will go when I use 'forwards' and 'backwards' commands.
- I can combine 'move' and 'turn' commands to make a short program.
- I can fix (debug) my program when it doesn't work as I expected.
- I can plan a route for my robot to follow.
- I can find more than one way to solve a problem.
- I can use different programs to make my robot reach the same place.

Music – Rhythm In The Way We Walk

To be able to listen to a range of songs and state what you like about it, what instruments are used and what style of music it is.

- Songs include - Happy by Pharrell Williams, When I'm 64 by The Beatles and Tubular Bells by Mike Old

To perform and share 'Rhythm In The Way We Walk!' to an audience.

We will also be practicing songs for our Nativity 'Away In A Manger'

RE – Christianity - The Christmas Story

Enquiry question - What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?

The enquiry is focussed on the first Christmas and more specifically the gifts that Jesus received, their meaning and symbolism and how that compares with gifts today.

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- I can jump and land safely.
- I can use my strength to help me move and balance.
- I can link movements together to make a short sequence.
- I can show control and coordination when I move.

History – Who is the greatest history maker?

- Learn why we remember Guy Fawkes Night on 5th November each year.
- Understand what it means for someone to make history by doing something important or memorable.
- Find out about six important people from the past and how they helped to change the world.
- Learn why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst and Rosa Parks are remembered today.
- Compare these history makers and talk about who made the biggest difference and why.
- Think about the future – what might history makers today or in the future be remembered for?

Chestnut Class

KS1 – Autumn 2

PSHE Celebrating difference – I can explain ways I am different to my friends

- I can identify similarities between people in my class
- I can identify differences between people in my class
- I can tell you what bullying is
- I know some people who I could talk to if I was feeling unhappy or being bullied
- I know how to make new friends
- I can tell you some ways I am different from my friends

Design Technology – Preparing fruit and vegetables – How can I prepare a healthy snack?

- I can Identify and sort fruit and vegetables by type, colour, texture, and how they grow.
- I can use simple tools safely (child-safe knife, grater, peeler).
- I can wash and prepare fruit and vegetables hygienically.
- I can design a healthy snack by selecting ingredients and creating a simple plan.
- I can make a healthy snack by following a design.
- I can evaluate the finished product based on appearance, taste, and texture.

Chestnut Class KS1 – Autumn 2 cont.

English –

We are continuing focusing on:

- I can start my sentence with a capital letter.
- I can use a subject (who or what the sentence is about).
- I can use a verb (what the subject is doing).
- I can put a full stop at the end of my sentence.
- I can check my sentence to make sure it makes sense when I read it back.

Then we are looking at the poem: 'Fireworks' where the children will complete a piece of independent writing.

SPaG – continuation

- Leaving spaces between words
- Using 'and' to join words
- Identify nouns, verbs and adjectives
- Recognise and identify simple clauses
- use 'and' to join clauses
- Identify proper nouns (including people, places and days of the week) and use capital letters when writing the
- Identify pronouns including 'I' and use a capital letter when writing the personal pronoun

Mathematics

Year 1 and 2

Place value (within 100)

- Count beyond 20
- Count 10s
- Group 10s and 1s
- Use a place value Chart
- Flexible partitioning
- Number lines
- Estimate on a number line
- 1 more
- 1 less
- Compare two numbers

Shape

- Recognise and name 2-D and 3-D shapes
- Count sides and vertices on 2-D shapes
- Draw 2-D shapes
- Vertical lines of symmetry
- Count faces, edges and vertices on 3-D shapes
- Sort 2-D and 3-D shapes
- Patterns with 2-D and 3-D shapes

Reading

Little Wandle Progression

Children read decodable books matched to their secure phonics knowledge.

Three reading practice sessions each week focus on:

- Decoding (sounding out and blending to read words)
- Prosody (reading with expression and understanding meaning)
- Comprehension (answering questions and discussing the text)

Books are then sent home to build fluency and confidence through re-reading. Children also enjoy sharing books to develop language, story-telling, and a love of reading.

Mastering number

Number bonds & relationships

- Year 1: Number bonds to 10 and 20, doubles and halves.
- Year 2: Number bonds to 20 and beyond, linking addition and subtraction facts.

Addition & subtraction strategies

- Use part-whole models, number lines, and counting on/back.
- Solve simple and two-step word problems; reasoning about missing numbers.

One more/one less & patterns

- Year 1: One more/one less within 20, simple number patterns.
- Year 2: One more/one less, ten more/ten less, spotting number patterns, bridging through 10.

Fluency & reasoning

- Oral practice, mental calculation, and small-group tasks.
- Applying skills to problem-solving and early reasoning activities.

Science

Everyday materials

- I can name some everyday objects.
- I can say what material an object is made from.
- I can tell the difference between an object and the material it is made of.
- I can name different materials such as wood, plastic, metal, glass, water and rock.
- I can find examples of these materials around me.
- I can use words to describe materials such as smooth, rough, shiny, dull, hard or soft.
- I can create a word bank to describe the properties of materials.
- I can test materials to see what they can do (e.g. bend, stretch)
- I can sort materials into groups based on what they are like.
- I can explain how I sorted my materials.