

# The Colour Red

Autumn 2<sup>nd</sup> half

2018/19

<b>Numeracy</b>	See Numeracy planning – Power Maths, + maths mats, Rising stars weekly assessments, passports Y1 – Unit 3,4,5,6 Addition and Subtraction within 10 pt 1&2, 2D and 3D shapes, Numbers to 20. Y2 – Unit 3,4,5, Addition and subtraction, money, multiplication and division
<b>Literacy</b>	See Literacy planning Writing for different purposes.
<b>Science</b>	Brilliant Builders Everyday materials (1EM) <ul style="list-style-type: none"><li>i) distinguish between an object and the material from which it is made.</li><li>ii) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li><li>iii) describe the simple physical properties of a variety of everyday materials.</li><li>iv) compare and group together a variety of everyday materials on the basis of their simple physical properties.</li></ul> Uses of everyday materials (2EM) <ul style="list-style-type: none"><li>i) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li><li>ii) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li></ul> Working scientifically (KS1 WS) <ul style="list-style-type: none"><li>i) asking simple questions and recognising that they can be answered in different ways</li><li>ii) observing closely, using simple equipment</li><li>iii) performing simple tests</li><li>iv) identifying and classifying</li><li>v) using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</li></ul>
<b>RE/PSHE</b>	Mrs Dinwoodie
<b>Humanities</b>	To describe the location and place that we live in as part of the UK. To understand what the coast is like, and to see it through the eyes of someone who lives there. To understand what living in a rainforest is like, and to compare it with our own lives. To understand how and why different buildings are built to suit different places. To understand what a city is, and to locate world cities on a map. To describe the human and physical landscape.  To learn about events beyond living memory which are significant nationally or globally. To know where the people and events they study fit within a chronological framework. To know why we remember the 5 <sup>th</sup> November. To place the events of The Gunpowder Plot and The Great Fire of London in order.

## Art/Design and Technology

To develop a wide range of art and design techniques using colour, pattern and texture.

To use a range of materials creatively to design and make a product.

To use drawing and painting to develop and share ideas, experiences and imagination.

To generate and develop ideas. Plan and communicate ideas using a variety of methods.

Select from and use a range of tools to perform practical tasks. E.g. cutting, joining.

Build structures and explore how to make them stronger.

## Computing

Programming

Beebots: Give commands including straight forwards / backwards / turn one at a time. Explore what happens when a sequence of instructions is given. Give a set of simple instructions to follow out a task. Give a set of instructions to form simple geometric shapes. Improve/change their sequence of commands.

E-safety

Children to know they need help from their teacher or trusted adult before they go online. Children explore onscreen activities that mimic real life. Children talk about the differences between real and online experiences.