Objectives Autumn Term

Numeracy	See Numeracy planning – Power Maths with additional White Rose Challenge Work. Y1 – Numbers to 10, Part Whole Model within 10, Addition and Subtraction Within 10 Y2 - Place Value, Numbers to 100, Addition and Subtraction
Literacy	See Med term plan – Linked to Topic Work, Character Description, Fantasy Story, Information leaflet.
Science	Amazing Me! Wow how we have changed, Body patterns, Playground Sounds, Sorting using senses, All our senses, balancing lunch boxes Milestones • Ask simple questions. • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
RE/ PSHE	See Mrs Dinwoodie Planning. +School values + Classroom Rules
Art/Design and Technology	**DT** To design a purposeful, functional and appealing product. (armour) Use a range of tools for cutting, shaping, joining and finishing Evaluate ideas against design criteria. Explore and use mechanisms (pulley) Milestones • Create products using levers, wheels and winding mechanisms. • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) **ART** To use an ICT program to design a picture, using different tools and effects (castle) To work as a group to create a 3D model (dragon) To experiment with colour, pattern, texture. To use sculpture to design a gargoyle (clay) To use other people's artwork to get ideas for my own. Milestones. • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving • Use a wide range of tools to create different textures, lines, tones, colours and shapes.

Computing

DL
To investigate and experiment with tools in a design programme.
To be able to edit and change my work using the rubber and back key.
To create a presentation document (saving and retrieving, inserting photos.)

Esafety
To know not to talk to anybody unknown online, and to tell a grown up if they see something uncomfortable.
To use the Internet to research and begin to consider what is helpful information.

CS
To understand that something is controlled by instructions.
To know positional language.
To be able to plan a route.
Discuss examples of ICT following instructions outside of the classroom
Independently control an object, planning instructions first (Y2)
Discuss the use of ICT outside of the classroom and why we use it.

Milestones
• Specify user inputs (such as clicks) to control events.
• Control motion by specifying the number of steps to travel, direction and turn
• Control when drawings appear and set the pen colour, size and shape.
• Add text strings, show and hide objects and change the features of an object.

Humanities

Geography
To read and create a map using symbols and a simple key.
Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.
To use basic geographical vocabulary to refer to key physical features (castles).
To use aerial photographs to recognize landmarks.
To locate different castles in the United Kingdom using map skills.
Use simple fieldwork (visit to Carlisle castle) to study the geography of the grounds of the castle and the key human and physical features of its surrounding environment.

Milestones
• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
• Use aerial images and plan perspectives to recognise landmarks and basic physical features.
• key human features, including: city, town, village, factory, farm, house, office and shop.
• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
• Devise a simple map; and use and construct basic symbols in a key. Use simple
grid references (A1, B1).

History
To know what life was like in the past.
To know about significant historical events, people and places in their locality.
Understand some ways in which we find out about the past and consider which sources are most useful.
To know where the people and events they study fit within a chronological framework (identify similarities and differences).

Milestones
• Ask questions such as: What was it like for people? What happened? How long ago?
• Use artefacts, pictures, stories, online sources and databases to find out about the past
• Recognise that there are reasons why people in the past acted as they did
• Show an understanding of the concept of nation and a nation's history.
• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.