

Brief outline of Learning Journey:

A history based learning journey that develops children's knowledge of significant figures within history.

Movers & Shakers

Autumn Term 1 2025



Music

This half term the children will be using the Sing Up music scheme to explore different genres of music whilst looking at rhythm, pitch and tempo.

RE- In RE the children will be comparing different religions and beliefs by learning about the Hindu festival of Navratri.

Main subject for topic- History

Context- Living things and their habitats.

Skills developed- Using historical models to rank and sort different significant figures, describe how an aspect of life has changed over time.

Knowledge and key vocabulary- Sequence significant information in chronological order, learn about the lives of significant individuals in the past who have contributed to national and international achievements, learn about changes within living memory.

PE

Tuesdays - Real PE focusing on travelling and moving our bodies in different ways with Mrs Massey.

Mondays - External coaches

Maths

Main focus- place value, addition and subtraction.

KIRFs- recall all number bonds to 20.

Throughout the year the children will be covering the following throughout the year:

- Money.
- Multiplying and dividing.
- 2D and 3D shape.
- Fractions.
- Statistics.
- Measurement.
- Geometry.

English

Key Texts- Bob (a day in the life of the man on the moon), Little People Big Dreams: Marcus Rashford, How to Hide a Lion, Meerkat Mail.

Reading- Children will read books from their reading level in school as well as at home. Within lessons we will read a mixture of both fiction and non-fiction.

Writing- Children will be practicing sentence work this year to ensure they are consistently using capital letters, finger spaces and full stops as well as progressing to using conjunctions but, and, if, so and when. They will start to consistently use adjectives, and a variety of punctuation such as question marks and exclamation marks. The children will also be practicing and applying their year 2 spellings.

Science

Context: Habitats

Key Vocabulary and Knowledge:

- To know different habitats and the animals that live in them
- To know the difference between living and non-living things.
- To be able to identify plants and animals within a habitat.
- To understand why animals live in certain habitats.
- To interpret and make their own food chains.
- To understand how and why plants and animals adapt.

DT

Context: Food. This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe.

Key Vocabulary and Knowledge:

- To identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables).
- Prepare ingredients by peeling, grating, chopping and slicing.
- Select the appropriate tool for a task and explain their choice.
- Observe what happens when a range of everyday materials, including foods, are heated and cooled, sorting and grouping them based on their observations.
- Work safely and hygienically in construction and cooking activities.

Computing:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Local links and Exciting experiences

Trip to the Novium Museum - Tim Peake workshop TBC

Outside learning week w/b 26th September.

Geography

Context: Let's Explore the World.

Skills Covered:

- Locate the equator and the North and South Poles on a world map or globe.
- Describe simple weather patterns of hot and cold places.
- Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.
- Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.
- Use simple compass directions to describe the location of features or a route on a map.
- Draw or read a range of simple maps that use symbols and a key.
- Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.
- Identify characteristics of the four countries and major cities of the UK.
- Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.

Art and Design

Context: Exploring Colour topic.

- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.
- Mixing different amounts of primary colours make a range of hues. For example, blue-green or yellow-green.
- The colour wheel is a diagram that organises colours and shows their relationships.
- Learn 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.
- Use a range of materials creatively to design and make products.
- Press objects into a malleable material to make textures, patterns and imprints.
- Evaluate and analyse creative works using the language of art, craft and design.
- Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.
- Analyse and evaluate their own and others' work using artistic vocabulary.

Jigsaw- Lifeskills

Autumn 1: Being me in my World



