



Summerseat Methodist Primary
Steps in Learning, Skills for Life

Expectations for Key Stage One
Year Two, Cycle B

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the first half of the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals. It also contains our 'Infinite Eight' enrichment offer for the year.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

Please find below an overview of the topics that your child will cover this year in Year One:

Oak Class Topics – Cycle B	
Autumn 1	Local History: Summerseat
Autumn 2	The Great Fire of London
Spring 1	The Four Seasons of The United Kingdom
Spring 2	Flight
Summer 1	Australia
Summer 2	Oceans



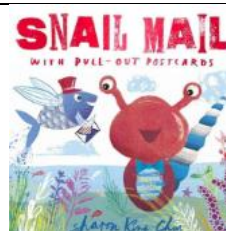
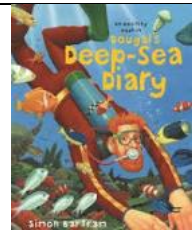
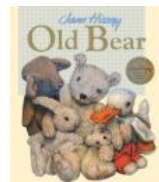
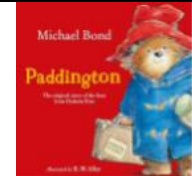
The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John
10:10

Believe. Achieve. Shine.



Summerseat Methodist Primary School – 2026-27 Long Term Plan – Cycle B

Autumn Term		Spring Term		Summer Term	
English - Writing					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
The LumberJack's Beard - Beedie	Vlad & the Great Fire – Cunningham	Big Bad Owl - Smallman	Lizzie & the Birds - Robertson	Snail Mail – King Chai	Dougal's Deep Sea Diary - Bartram
Additional Text: Great and the Giants / Little Big Dream – Great Thunberg	Additional Text: Little Robin's Christmas – Fearnley	Additional Text : Leaf Man	Additional Text: Little People, Big Dreams - Earhart	Additional Text: The Koala Who Could - Bright	Additional Text: The Sea Book - Milner
Poetry					
Please Mrs Butler - Ahlberg Candle Flame		The Owl and the Pussycat - Lear		Oh, the places you'll go – Seuss Monday's Child	
Reading					
Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
					
Old Bear Jane Hissey	Paddington Michael Bond	Hotel Flamingo Alex Milway	The Owl who was Afraid of the Dark	Where the Wild Things Are	Oliver and the Seawigs Phillip Reeve

			<i>Jill Tomlinson</i>	Maurice Sendak	
Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction
A Planet Full of Plastic by Neal Layton (1 week)	The Great Fire of London by Izzi Howel(history)	One Day on our Blue Planet: In the Antarctic by Ella Bailey	Fantastically Great Women Who Changed The World by Kate Pankhurst	London by Anita Ganeri	Meet the Oceans Caryl Hart
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
The Owl and the Pussycat by Edward Lear	‘Twas the Night Before Christmas by Clement Clarke Moore	Please Do Not Feed the Animals by Robert Hull	The Sound Collector by Roger McGough	Chocolate Cake by Michael Rosen	What We Found at the Seaside by Kate Williams
Handwriting					
Practising diagonal join to ascender: th, ch Practising diagonal join, no ascender: ai, ay Practising diagonal join, no ascender: ir, er Practising horizontal join to ascender: wh, oh Practising horizontal join, no ascender: ow, ou Introducing diagonal join to e: iy, uy Introducing horizontal join to e: oe, ve Practising diagonal join, no ascender: ly Writing numbers 1–100		Introducing diagonal join to anticlockwise letters: ea Practising diagonal join to anticlockwise letters: igh Practising diagonal join to anticlockwise letters: dg, ng Introducing horizontal join to anticlockwise letters: oo, oa Practising horizontal join to anticlockwise letters: wa, wo Introducing mixed joins for three letters: air, ear Practising mixed joins for three letters: oor, our Practising mixed joins for three letters: ing Size and spacing		Building on diagonal join to ascender: ck, al, el, at, il, ill Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip Building on horizontal join to ascender: ok, ot, ob, ol Building on horizontal join, no ascender: oi, oy, on, op, ov Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag Building on horizontal join to anticlockwise letters: oc, og, od, va, vo Introducing joins to s: as, es, is, ws, os, ns, ds, ls, ts, ks Practising joining ed, ing	
Mathematics					
Numbers 10 to 100 Calculations within 20 Fluently add and subtract within 10 Addition and subtraction of two-digit numbers (1) Introduction to multiplication		Introduction to multiplication Introduction to division structures Shape Addition and subtraction of two-digit numbers (2) Money Fractions Time		Multiplication and division – doubling, halving, quotative and partitive division Cross Curricular Statistics Deeper Application and Consolidation Year 3 Ready	

		Position and direction			
Science					
<u>Biology</u> The Human Body – Parts & Senses  Seasons – Autumn 	<u>Biology</u> The Human Body - Keeping Healthy  Seasons - Winter 	<u>Biology</u> Animals – Classifying 	<u>Planting A</u>  <u>Biology</u> Animals - Lifecycles  Seasons – Spring 	<u>Planting B</u>  <u>Biology</u> Plants (Labelling) 	<u>Planting C</u>  Seasons – Summer  <u>Sustainability</u> Looking after the planet / Growing & Cooking
RE					
Who is Muslim and how do they live? (PART 1)	INCARNATION: Why does Christmas matter to Christians?	Who is Muslim and how do they live? (PART 2)	SALVATION: Why does Easter matter to Christians?	GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
History					
<u>Local History</u> <i>Significant historical events, people and places in their own locality</i> Robert Peel	<u>Significant Events (Beyond Memory)</u> Bonfire Night (D) The Plague Great Fire of London		<u>Significant Events (Beyond Memory) / Significant People</u> Event - First Aeroplane Flight People - <i>Da Vinci, Wright brothers, Amelie Earhart, Neil Armstrong (D)</i>		
Geography					

		The Four Seasons of the United Kingdom		Australia	Oceans
Art					
Drawing Julian Opie		Painting Georgia O'Keefe		Collage & Digital Peter Cromer	
Portraits		Topic Link - Four Seasons		Topic link – Australia Geography	
DT					
	Food Preparing fruits and vegetables Smoothies- Chef: Joe Wicks		Mechanisms Wheels & Axels Model aeroplanes		Structures Free Standing Beach Huts
PE					
Fundamental Movement Gymnastics	Athletics Dance	Invasion Games	Target Games Gymnastics	Outdoor Adventure Activities Fundamental physical skills	Net and Wall Game Skills
PSHE					
Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Elmer – David McKee	Max The Champion – Sean Stockdale, Alexandra Stick and Ros Asquith	My Grandpa is Amazing – Nick Butterworth	Ten Little Pirates – Mike Brownlow and Simon Rickerty	My World, Your World – Melanie Walsh
One lesson every half term has an Anti-Bullying and No Outsiders focus.					
Computing					
Introduction to Purple Mash Route Explorers	The Internet	Data Explorers	Questioning	Creating and Following Instructions	Presenting Ideas Technology Around Us
Online Safety – Delivered throughout the year.					
Music					
I wanna be in a band (Rock)	Songs for Christmas performances	Western Classic to 1940: Baroque period:	Percussion & Ocarina (Play your ocarina Book 1)	Friendship (pop)	Hey You! (Hip Hop)

	Western Tradition & Film post 1940: Britten 'This Little Babe from ceremony of the carols'	Focus Vivaldi 'The 4 Seasons'			(explore pulse, rhythm and improvisation)
Visits and Visitors / Hook					
Receive 3 letters with versions of Summerseat and pictures from different time periods	Fire fighters—fire safety / how equipment has changed	Islam Workshop Forest School	Visiting birds of prey	Visit to Manchester airport	

Reading

Oracy and Reading

Participates in purposeful discussions about what is read to them, taking turns and listening to what others say
Asks questions about a text
Reads aloud, and accurately, books closely matched to their improving phonic knowledge
Rereads age-appropriate texts to build up fluency and confidence in word reading Uses a range of punctuation to add expression and understanding to the text
Retells a range of stories, fairy stories and traditional tales through a chosen format Discusses favourite words and phrases
Builds up a repertoire of poems learnt by heart, reciting some, with appropriate intonation

Word Reading & Decoding

Reads sentences and short sections of text with increasing fluency (90 wpm for EXS)

Reads a range of suffixes added to familiar root words

Language in Context: V

Checks that the text makes sense as they read and corrects inaccurate reading
Discusses word meanings, linking new meanings to those they already know
Uses the context of the text to support understanding of decodable but unfamiliar words
Collects words from their reading to use in their own writing
Recognises recurring literary language in poems and stories

Comprehension – Retrieval: R

Recalls main points with reference to the text
Reads closely to obtain specific information
Identifies, selects and highlights key words to answer questions on a section of text
Is beginning to scan for a specific purpose

Comprehension – Sequencing & Summarising: S

Discusses how events and information from across a short text are related
Summarises the main points from a short section of text

Comprehension – Inference: I / P

Answers how and why questions from a short text
Discusses the actions of characters and justifies views on the basis of what is being said and done
Is beginning to identify the author's main purpose for writing
P Makes predictions on the basis of what has been read so far



A Year Two Child English

Speaking

- Ask questions to gain information and to clarify meaning
- Express themselves using complete sentences when required
- Make more specific vocabulary choices; for example, technical language
- Take turns when talking in pairs or in small groups
- Offer appropriate comments in paired or small group discussion
- Begin to be aware that formal and informal situations require a different role and language
- Retell a familiar story using narrative language and linking words and phrases
- Hold the attention of listeners by adapting the way they talk
- Begin to understand how to speak for different purposes and audiences
- Perform a simple poem from memory

Writing

Oracy for Writing

Generates and develops ideas orally with growing independence.
Retells stories in detail and sequence.
Reads own writing aloud with clear expression.

Composition: Sentences

Writes sentences using different forms: statements, exclamations, questions, commands.
Uses contractions accurately (e.g. can't, won't).
Joins clauses with coordination (and, but, or) and subordination (because, when, if, that).
Writes narratives with clear beginning, middle and end.
Uses present and past tense consistently, including progressive forms.
Adds detail with adverbs (e.g. ran quickly).
Begins to write for a range of purposes.

Punctuation

Uses full stops, exclamation marks and question marks correctly in most sentences.
Uses apostrophes for contractions and singular possession with increasing accuracy.

Composition: Editing

Re-reads writing to check sense and tense.
Proof-reads for punctuation and spelling errors with growing independence.
Suggests simple improvements to own and others' writing.

Spelling

Writes phonetically plausible words in line with teaching.
Spells common exception words and words using taught phonemes.
Adds suffixes (–ment, –ness, –ful, –less, –ly) to spell longer words.
Spells more contracted forms and applies taught rules.
Writes simple dictated sentences including taught words and punctuation.

Handwriting

Forms lower-case, capital letters and digits correctly and in proportion.
Writes lower-case letters of consistent size relative to one another.
Uses diagonal and horizontal joins where appropriate.
Recognises when letters are best left unjoined.

Punctuation

Capital letters (ABC): for names, the word I and at the beginning of all types of sentences

Full stops (.): used at the end of statement sentences

Question marks (?): used at the end of a question sentences

Exclamation marks (!): used at the end of exclamation sentences and to show shock or surprise

Comma (,): used in between words in a list written as a sentence and to separate clauses in sentences

Apostrophes ('): to show possession E.G the girl's dog OR to show missing letters in contracted words e.g. I am to I'm

Word Classes

Noun: Person, place or thing

Adjective: Describes a noun

Verb: Action word

Adverb: Describes the verb or adjective

Noun Phrase: A noun and the simple words that go with it in the sentence the girl OR a ball

Expanded noun phrase: A noun and adjective the little girl OR a spotty ball OR the green, scaly dragon.

Remember: Always think of a sentence before you write it down and **CHECK IT!**

Grammar Knowledge Organiser

2

Terminology

noun

noun phrase

statement

question

exclamation

command

compound

suffix

adjective

adverb

verb

tense (past, present)

apostrophe

comma



Sentence - Conjunctions

Conjunction: join short clauses up to make longer sentences.



Co-ordinating
Conjunctions



Sentence - Conjunctions

Statements tell the reader something and end with a full-stop. It is usually cold in winter.

Commands begin with a verb, tell the reader to do something and end with a full-stop. Brush your teeth.

Questions need an answer and end with a question mark.

What did you learn at school today?

Exclamations start with "how" or "what", contain a verb and end with an exclamation mark.

What a beautiful dress! OR How amazing it was!



Present tense: When something is happening now E.G. Sam is playing football. OR Sam plays football

Past Tense: When an event has already happened E.G. Sam was playing football OR Sam played football.



Spelling Knowledge Organiser

2

contraction

Consonant

Homophone

Vowel



all	climb	great	my	people	should
are	cold	her	me	put	saw
asked	class	he	Mr	push	very
a	could	have	Mrs	pull	we
after	door	here	mind	poor	was
any	down	house	most	pretty	were
be	do	hold	move	Pass	when
by	every	hour	many	past	what
because	eye	I	make	plant	where
behind	everybody	into	no	path	wild
both	even	is	out	parents	would
break	friend	improve	one	she	who
beautiful	full	it's	oh	said	whole
bath	floor	kind	of	so	water
come	find	like	one	some	with
could	fast	little	once	said	went
called	father	looked	our	says	you
child	go	love	only	school	your
children	gold	last	old	sure	

Phase 2 / Phase 3 / Phase 4 / Phase 5 / Common exception or High Frequency

Choose to Use - Spellings for the sounds

ee	ea	ee	ey	y
ai	ay	ae	a	
ie	igh	ie	i	
oa	oe	oe	o	
oo	ue	ue	ew	
or	aw	au	ore	
f	ff	ph		
n	kn	gn		
oi	oy		air	are
ow	ou		r	ur
w	wh		ur	ir
n	kn		z	zz
l	ll		s	ss
c	k	ck	ch	tch

Suffix

-ing, -ed, -er, -est

*Short vowel sound with one consonant - double the consonant and add the suffix

hitting hopped
bigger gladdest

*Short vowel with two consonants, just add the suffix

jumping shocked
singer fastest

*Ending in 'e' - drop the 'e' then add the suffix

joking joked later

*Long vowel sound, just add the suffix

sailing played
loudest



Plurals



adding 's' to nouns
-s, -es, -ies, -ves

1. Just add 's'

2. If the noun ends in a 'ss/sh/ch/x/zz' sound, add 'es'

3. If the noun ends in a 'y', drop the 'y' and add 'ies'

4. If the noun ends in -f or -fe drop the -f, -fe and add 'ves'

plurals

14.10.22
Phase 6

Being a Mathematician

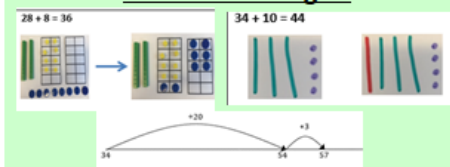
Number

- Read and write to 100 in numerals
- Read and write to 100 in words
- Recognise odd and even numbers
- Count in steps of 2, 3, 5 from any number
- Count on 10 from any number forwards and backwards
- Recognise place value of each digit in 2 digit numbers
- Partition 2 digit numbers into different combinations of tens and ones using apparatus
- Estimate numbers on a number line
- Use estimation to check calculations
- Compare and order numbers from 0 to 100 using $<$, $>$ and $=$
- Recall and use addition facts to 20 and derive and use related facts to 100
- Add two 2-digit numbers to 100
- Subtract two 2-digit numbers to 100
- Add two 2-digit numbers mentally
- Subtract two 2-digit numbers mentally
- Recall all doubles and halves from double 1 to double 20 / half of 2 to half of 40 (E.g. double 17=34, half of 28 = 14)
- Recognise the inverse relationship between addition and subtraction
- Use the inverse to check calculations
- Recall and use multiplication facts for 2, 5 and 10 times tables verbally and in written form
- Recall and use division facts for 2, 5 and 10 times tables verbally and in written form
- Solve problems involving multiplication facts using mental and written methods
- Solve problems that involve division using mental and written methods



A Year Two Child Mathematics

Addition strategies

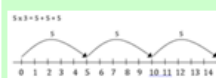


Subtraction strategies



Multiplication strategies

Repeated addition
 3×5



Arrays



Division strategies

Sharing
 $16 \div 4$



Grouping or repeated subtraction
 $12 \div 3$



Being a Mathematician

Fractions, Measurement, geometry & statistics

- Name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- Find fractional values of shapes
- Find fractional values of numbers and lengths
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)
- Choose and use appropriate standard units to estimate and measure mass (kg/g)
- Choose and use appropriate standard units to estimate and measure temperature ($^{\circ}\text{C}$)
- Choose and use appropriate standard units to estimate and measure capacity (litres/ml)
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- Solve addition problems using money and measure
- Solve subtraction problems using money and measure
- Recognise and use $\pounds$ and 0.p and find different combinations of coins that equal the same amounts
- Tell and write the time to 5 minutes
- Know how many minutes in a hour and hours in a day

Turns

Full Turn Half Turn Quarter Turn Left/Anti-Clockwise Right/Clockwise



Measure

cm = centimetres

km = kilometres

l = litres

ml = millilitres

g = grams

kg = kilograms

1 metre	100 centimetres
1 litre	1000 millilitres
1 kilogram	1000 grams

3D Shapes



square-based pyramid



triangular prism



cone



cuboid



pyramid



cube



cylinder



sphere

2D Shapes

Name of shape	No. of sides
Triangle	3
Square	4
Rectangle	4
Pentagon	5
Hexagon	6
Octagon	8

Money

100p = £1



2



Maths

Fractions

Splitting objects or numbers into equal parts

$\frac{3}{5}$ — numerator
— denominator

Whole: complete object or number that is not split

Half: two equal parts $\frac{1}{2}$ Third: three equal parts $\frac{1}{3}$

Quarter: four equal parts $\frac{1}{4}$

Unit fractions: when the numerator is 1 e.g. $\frac{1}{3}$

Non-unit fractions: when the numerator is more than 1 e.g. $\frac{2}{3}$

Equivalent Fractions

$$\frac{1}{2} = \frac{2}{4}$$

Fractions with different numerators and denominators but the same value

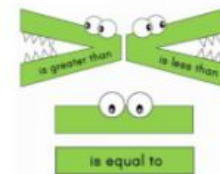


Place Value

Hundreds	Tens	Ones	decimal	tenths
5	4	1		

Numerals: 1, 20, 30, 40, 50, 60, 70, 80, 90, 100

Words: four, seven, eight, thirty, forty, fifty, ninety, hundred



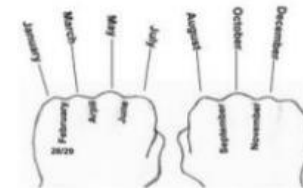
Time facts

60 seconds = 1 minute

60 minutes = 1 hour

7 days = 1 week

12 months = 1 year



KS1 Aut 1 B Local History



To be secure in this unit you must:

- Know the name of a significant person or place near where they live.
- Know about significant events in their locality.
- Know who Robert Peel is and why he is remembered.
- Know that the local area is different to the way it used to be a long time ago
- Know some ways that homes have changed from over 100 years ago.
- know how school and education has changed over time
- know how transport has changed over time

Develop historical skills:

- Ask questions I would like to find out the answers to about the past
- Use simple stories, artefacts, pictures and online sources and databases to understand things that have happened in the past
- Place events and artefacts in order on a timeline.
- Recount changes that have occurred in their own lives.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Use words and phrases that describe the passing of time.

Vocabulary		Sticky Knowledge – Changes in the Local Area		Significant People
Cotton Mill	A cotton mill is a building that houses spinning or weaving machinery for the production of yarn or cloth from cotton, an important product during the Industrial Revolution		Summerseat grew because of the cotton industry and local mill. New homes were needed near the mill for the workers. The railway also grew for trade.	Significant mill owners were Kay, Hamer and Hoyle. Rogerson was a long serving headteacher at the school. Our School Houses are named after these local people.
Monument	A statue, building, or other structure put in place to remember a notable person or event.			
Statue	A carved or cast figure of a person or animal, especially one that is life-size or larger.	✓ The inside of houses in Summerseat would have been very different from today. There would have been no electrical appliances such as washing machines or fridges.		Sir Robert Peel was born locally.
Locality	An area or neighbourhood.	✓ There were no televisions or electronic games in homes 100 years ago. There were very few books as well and very few poor children would know how to read.		There is a monument and statue in Bury to remember him. He was Prime Minister twice and is also remembered for creating the police force.
Local Area	The space immediately around where you are.		✓ Long ago during the industrial revolution, school was very different and most children would have been working in a full-time job by the time they were 12.	His dad, also Robert Peel, was an early mill owner in Summerseat. Police constables were called 'bobbies' or 'peelers' in reference to Peel.
Prime Minister	A prime minister is the head of government in a country with a parliamentary system. The prime minister is responsible for all the government's policies and decisions.	Significant Events		
Parliament	Parliament is the legislature, or lawmaking group, in the government of the United Kingdom (Great Britain).	✓ There have also been significant events in Summerseat over time: a plane crash, a flood, and an explosion.		
Law	Laws are rules that have been passed by parliament.			
Significant	Important or causing something important.			
Time: Today, yesterday, last year, a long time ago, a very long time ago.				

KS1 Aut 1 B Drawing Portraits



To be secure in this unit you must:

Take Inspiration from the Greats:

- Ask questions and give an opinion about a piece of artwork.
- Create artwork in response to the work of another artist.

Evaluate & Develop your work:

- Make suggestions for changes or improvements in own work.

Develop drawing skills:

- Use different types of lines e.g. straight, curved, zig-zag, range of thickness.
- To use tone (light & dark) to add shading to a line e.g. pencils and coloured pencils.
- Know how to create mood in a picture.
- Show pattern and texture by adding dots and lines.
- Draw and sketch by using a view finder to focus on a specific area.
- Know how to use pastels and charcoal to create artwork.

Vocabulary		Julian Opie Fact File	Inspiration
<u>Portrait</u>	A drawing, painting or photograph that shows a face. It often shows how the person looks and / or their personality and feelings. <i>Portrait can also refer to the orientation of a piece of paper.</i>	• Julian Opie is a leading contemporary artist, becoming famous in the 1980s. His style is Pop Art. • He is famous for making portraits with minimal line detail drawn in black. • He famously designed an album cover for Blur. • Opie's work has been exhibited extensively in galleries and museums around the world. • In later work, he started to use shades and shadow. He has also added more detail where before features would be lines and dots.	
<u>Pop Art</u>	Based on popular culture. Often bright and minimal.		
<u>Viewfinder</u>	A viewfinder is a simple square or rectangle cut out of card that you can look through. Using a viewfinder helps you to focus on something and not get distracted by what's around it. It will help you pay close attention to the image that you are trying to create.	Key Experiences • Use the story 'The Dot' to inspire everyone to be an artist and look at dots and lines. Explore dots and lines of different types and shade to make <u>art work</u>. • Digital portrait – Take photograph portraits exploring how they can capture personality, feelings and emotion. Make a montage of these and reflect and how they can inspire our drawings. • Explore oil pastels, chalk and pencils (including coloured) to create early Julian Opie Pieces. What makes oil pastels best suited for this style? • Create later Opie style pieces, teaching skills of drawing eyes, mouths noses in more detail. Use a viewfinder to help to focus on a particular part of the face. • Look at shading on Opie portraits. Explore how colour and shade affect mood using the colour monster. • Create a final piece that captures personality and demonstrates early and late work of Opie i.e. <u>lack of</u> detail, then lots! Could demonstrate two emotions / moods. This will be someone significant to them.	  
<u>Line</u>	The path of one moving point. Can be <u>curved, straight and zig-zag</u> , wavy, thick, thin.		
<u>Tone</u>	The lightness or darkness of an area.		
<u>Light</u>	Something that makes vision possible.		
<u>Dark</u>	Little or no light.		
<u>Shading</u>	Shading is a technique used in art to change the intensity of the colour. Can make it lighter or darker.		
<u>Oil Pastel</u>	An oil pastel is an art material.		

KS1 Aut 1 Cycle B



Senses

To be secure in this unit you must:

- Identify, name, draw and label the basic parts of the human body and say which is associated with each sense.

Develop scientific skills:

- Asking simple questions and recognising that they can be answered in different ways.
- Gathering and recording data to help in answering questions
- Performing simple tests
- Using their observations and ideas to suggest answers to questions

Enquiry type

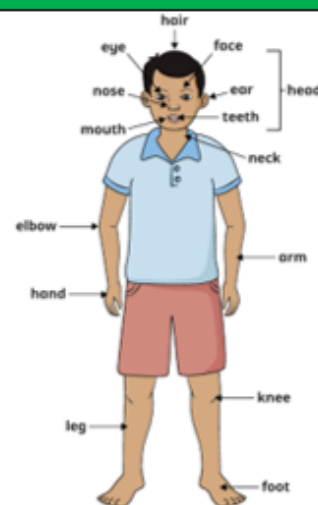


Research

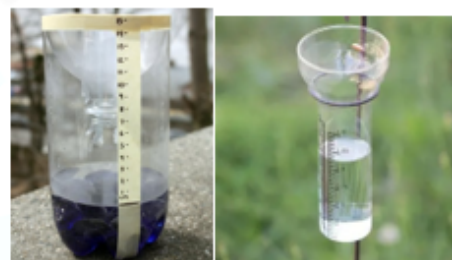
Vocabulary

senses	the ways we find out about the world around us
sight	to see something through the eyes
sound	something we hear with our ears
hear	when we listen to sounds
taste	to sense the flavour of something through the tongue.
touch	to feel something through our skin
smell	to sense something through the nose
skin	the part of the body that senses touch
light	something that allows people to see
dark	when there is no light
season	one of four parts of the year
autumn	the season after summer and before winter
rainfall	the amount of rain that falls in one place
rain gauge	equipment that measures how much rain has fallen
useful vocabulary: sweet, salty, savoury, bitter, sour, quiet, loud, rough, smooth, hard, soft, daylight, night	

Sticky Knowledge



Rain gauges



Seasons

spring

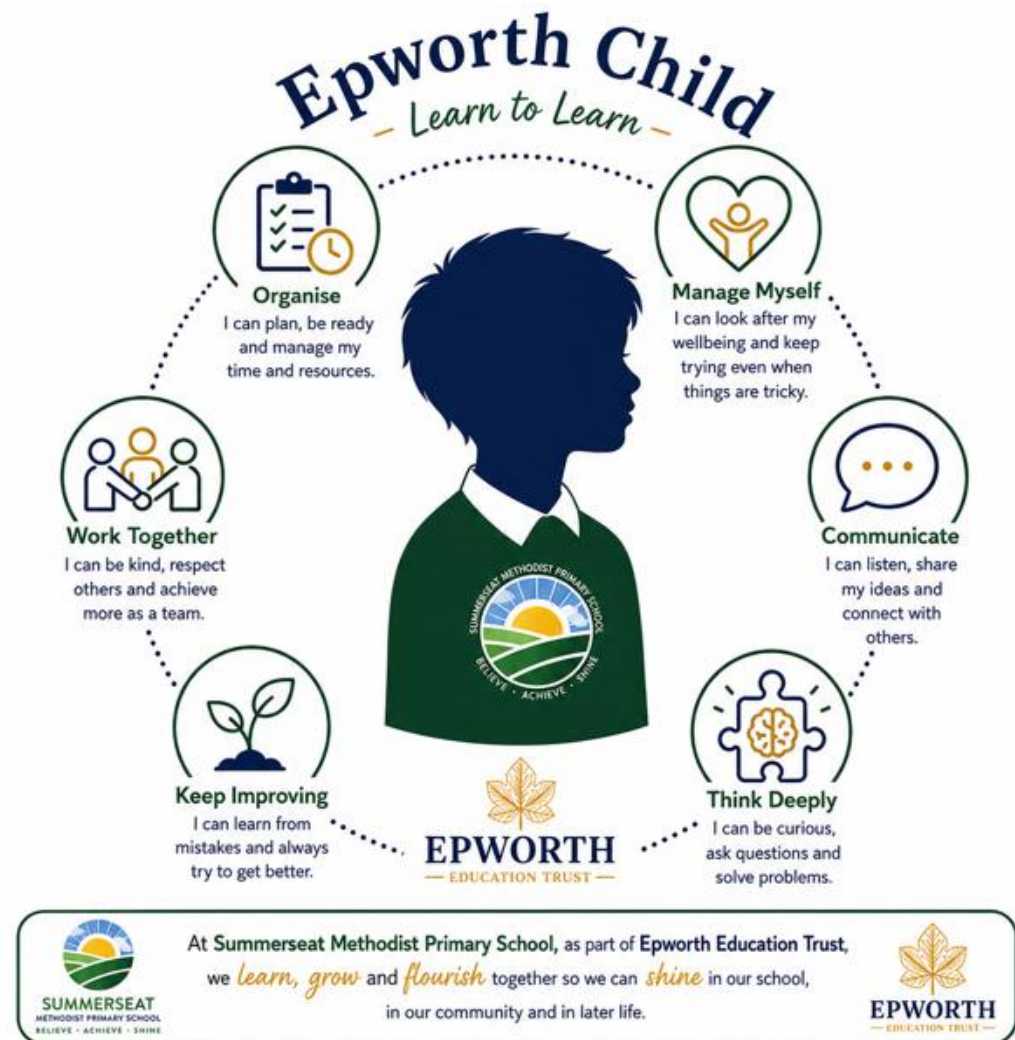
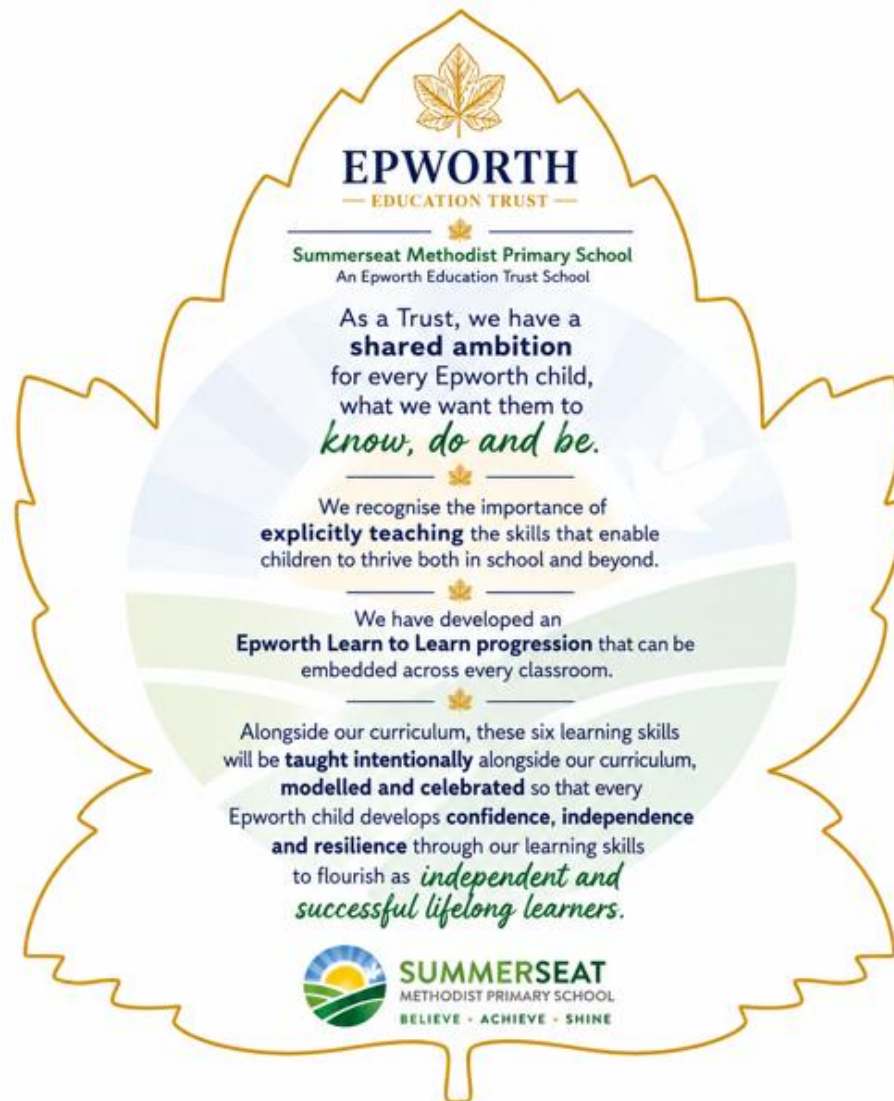
summer



autumn

winter

Learn to Learn Skills



Learn to Learn

We are learning how to become successful learners.

**Key Stage One
(KS1)**



I can Organise

Getting myself ready to learn

- ✓ I can find the things I need.
- ✓ I can keep my things tidy.
- ✓ I know what I need to do next.
- ✓ I can follow a routine.
- ✓ I can ask for help when I need it.
- ✓ I can stop and think before I begin.
- ✓ I can choose the equipment I need.
- ✓ I can choose where to put my resources.



I can Manage Myself

Staying calm and ready to learn

- ✓ I can recognise how I feel.
- ✓ I can calm myself when I need to.
- ✓ I can keep trying when learning is difficult.
- ✓ I know what helps me concentrate.
- ✓ I can ask for a movement break if I need one.
- ✓ I know mistakes help me learn.
- ✓ I can choose something that helps me feel calm.



I can Communicate

Sharing ideas and asking for help

- ✓ I can listen carefully.
- ✓ I can share my ideas.
- ✓ I can ask questions.
- ✓ I can explain my thinking.
- ✓ I can ask for help.
- ✓ I can take turns when talking.
- ✓ I can choose when to ask for help.
- ✓ I can choose the best way to share my ideas.



I can Work Together

Learning with and from others

- ✓ I can work with others.
- ✓ I can take turns.
- ✓ I can share ideas.
- ✓ I can be kind and helpful.
- ✓ I can listen to other people's ideas.
- ✓ I can follow group rules.
- ✓ I can lead and be directed by others.
- ✓ I can choose to work kindly with others.



I can Keep Improving

Growing through challenge and mistakes

- ✓ I can have a go at something new.
- ✓ I can have a go even when something is difficult.
- ✓ I can keep trying.
- ✓ I can learn from mistakes.
- ✓ I can celebrate success.
- ✓ I can be proud of my effort.
- ✓ I can think about what I have learnt.
- ✓ I can choose to keep trying.



I can Think Deeply

Questioning, connecting and solving problems

- ✓ I can ask questions.
- ✓ I can say what I think.
- ✓ I can give an opinion.
- ✓ I can think of different ideas.
- ✓ I can make simple choices.
- ✓ I can solve simple problems.
- ✓ I can be curious.
- ✓ I can choose different ways to solve a problem.



Confident



Independent



Resilient

These are the learning skills we practise everyday.

Infinite Eight *Enrichment Offer*

The 'Infinite Eight' strategy outlines Epworth's offer of eight opportunities for children to enjoy meaningful experiences beyond the taught curriculum during their time in our Epworth Trust schools.

Listed below are the minimum experiences your child will take part in this year.

