

## Autumn 1 2020 – Food Glorious Food Year 1 and 2

w/c		Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Maths	Year 1	<b>Place Value</b> Sort, count and represent objects Count, read and write forwards and backwards from any number 0 to 10 Count one more and one less One to one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer Introduce = > and < symbols Compare numbers Order groups of objects Order numbers on a number line, empty and part missing. Ordinal numbers (1st, 2nd, 3rd ....)				<b>Addition and Subtraction (4 weeks)</b> Part whole model Addition symbol Fact families – Addition facts Find number bonds for numbers to 10 and compare number bonds Addition: Adding together Subtraction: Taking away, how many left? Crossing out, subtraction symbol, Counting back Subtraction: Finding the difference Comparing addition and subtraction statements $a + b > c$ Comparing addition and subtraction statements $a + b > c + d$			
	Year 2	<b>Place Value</b> Count objects to 100 and read and write numbers in numerals and words Represent numbers to 100 Tens and ones with a part whole model Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s and 3's when confident				<b>Addition and Subtraction (4 weeks)</b> Fact families – Addition and subtraction bonds to 20 Check calculations and compare number sentences Bonds to 100 (tens and ones) Add and subtract 1s, 10s 10 more and 10 less Add/Subtract a 2-digit and 1-digit number – crossing ten Add two 2-digit numbers – not crossing ten – add ones and add tens Add two 2-digit numbers – crossing ten – add ones and add tens Subtract a 2-digit number from a 2-digit number – not crossing ten Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens. Add three 1-digit numbers			
English	Year 1	<b>Recount</b> To write a recount of their holiday news	<b>Instructions</b> To start instructions using an imperative verb both verbally and written. To sequence instructions in the correct order.		<b>Explanations – What happens to our food?</b> To write a caption to match a picture. To learn about the common features of a non-fiction text. To use 'and' to extend shorter sentences.		<b>Narrative – The Magic Porridge Pot</b> To plan prior to writing and use this to help sequence their story. To write sentences to match a picture. To begin to use adjectives to add detail.		
	Year 2	<b>Recount</b> To write a recount of their holiday news using time connectives to sequence.	<b>Sentence work. (Food focus)</b> To learn about sentence composition. To write sentences using phonic segmenting. To use capital letters and full stops. To be introduced to adjectives for detail.		<b>Narrative – Oliver's Fruit Salad</b> To sequence a known story. To talk about likes and dislikes. To write simple sentences to retell a known story. To use senses to describe the fruit.		<b>Narrative – Oliver's Vegetables</b> To sequence a known story. To talk about likes and dislikes. To write simple sentences to retell a known story. To use adjectives to describe the vegetables.		<b>Narrative – Oliver's Milkshake</b> To sequence a known story. To talk about likes and dislikes. To write simple sentences to retell a known story. To write simple instructions for how to make a milkshake.

Science	/	To find out about and describe the basic needs of humans for survival – food, water and air.	To name/list foods that the children like and dislike. To begin to make links to healthy and unhealthy food.	To design a healthy and unhealthy meal and make comparisons.	To learn about a balanced diet. To sort foods into food groups.	To plan a balanced meal using food from all food groups.	To consider the effects of exercise on our bodies. To investigate which is the most effective type of exercise.	Hygiene To describe the importance of hygiene for humans. To look at correct and washing and how easily germs spread.
Geography	/	To locate and name the continents of the world  Yr 1 continents jigsaw  Yr 2 Pic Collage facts	To locate and name the continents of the world  Yr 1 Facts  Yr 2 Continents jigsaw	To locate and name the oceans around the world.  Yr 1 – name oceans  Year 2 – match to continents	Food from around the world – look at food packaging and match on a map	Traditional foods from around the world – children to discuss pictures of different foods and match the country to the food in their books.	Design and make a menu from around the world – starter/main/dessert	Design and make a menu from around the world – starter/main/dessert
Computing	Purple Mash Unit 2.1 Coding INTRODUCTION TO CODING To explain what is meant by coding. • To explain what a block of code is. • To read through combined blocks of code. • To know that for the computer to make something happen, it needs to follow clear instructions.	Purple Mash Unit 2.1 Coding INTRODUCTION TO BACKGROUNDS AND CHARACTERS To use Design Mode to have control over how my game looks. • To write a program that controls how a character moves. • To explain what is happening and write down/ talk through my code	Purple Mash Unit 2.1 Coding INTRODUCTION TO COLLISION DETECTION Children can write a program where objects can stop moving and a sound is played when the objects collide.	Purple Mash Unit 2.1 Coding ALGORITHM *To understand what an algorithm is. • To create a computer program using simple algorithms.	Purple Mash Unit 2.1 Coding REPEAT AND TIMER To compare the Turtle and Character objects. • To use the button object. • To understand how use the Repeat command. • To understand how to use the Timer command.	Purple Mash Unit 2.1 Coding DEBUGGING To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs	Purple Mash Unit 2.1 Coding DIFFERENT OBJECT TYPES To create programs using different objects whose behaviours are limited to specific actions. • To predict what the objects will do in other programs, based on knowledge of what the object is capable of. • Discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.	Purple Mash Unit 2.1 Coding THE DESIGN, COSE, TEST PROCESS To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story.
Design & technology	/	To design and make a healthy fruit cocktail drink. To evaluate its taste and strength.	To design and make a healthy fruit kebab. To follow a design to make an end product.	To investigate food packaging features.	To design their own pizza box including common food packaging features.	To follow their design to create their own pizza box.	To design and make their own healthy pizza. To follow correct food hygiene.	To evaluate their pizza design, box and the taste of their own pizza.

