



Ashill V.C. Primary School

My Learning Discovery

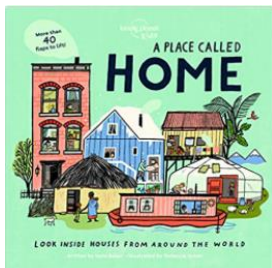


Year 1/2

Our Home - Autumn Term 2025

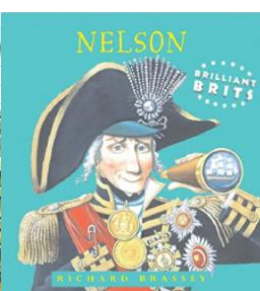
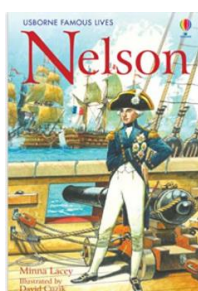
Our Home

We have chosen the fiction text *In Every House, on Every Street* by Jess Hitchman. It takes us behind the doors of houses on a street and shows the families and communities that live there.



We are also using the non-fiction text *A place called home*, this will allow us to explore the different types of homes around the world and allow us to explore the diverse cultures and communities.

Additional texts we will be using during our topic.



Further opportunities for Spirituality:

Experiences of Awe and Wonder:

- **Through Science lessons:** Exploring the natural world, noticing its beauty, and appreciating its complexity can spark a sense of wonder.
- **In English and RE looking at stories:** Engaging with stories that explore themes of good and evil, courage, and compassion can stimulate reflection and discussion.
- **Creative Arts:** Allowing children to express their feelings and ideas through art, music, and drama can be a powerful way to explore spirituality.

Developing Emotional Awareness: through PSHE, RSHE and RE lessons

- **Recognizing Feelings:** Helping children identify and name their emotions, both positive and negative, is a crucial step in spiritual development.
- **Empathy and Compassion:** Encouraging children to understand and share the feelings of others fosters a sense of connection and concern for the well-being of others.
- **Self-Awareness:** Creating opportunities for self-reflection and appreciation of their own uniqueness can build self-esteem and a sense of purpose.

Opportunities for Reflection: through all subjects

- **Quiet Time:** Providing moments of quiet reflection, perhaps after a stimulating activity, can allow children to process their experiences and feelings.
- **Discussions:** Creating a safe and supportive environment for children to share their thoughts and feelings about big questions can be very valuable.

Connecting to Something Bigger: through RE, History, Geography and PSHE lessons

- **Values and Beliefs:** Exploring concepts like kindness, honesty, and fairness, and how these relate to their own lives and the lives of others.
- **Meaning and Purpose:** Asking open-ended questions about the world and their place in it can encourage children to think about meaning and purpose.
- **Belonging:** Fostering a sense of belonging to their school community, their families, and the wider world.

In Science we are studying Animals including Humans. We will learn to identify and name a variety of common animals and say which common animals are carnivores, herbivores and omnivores. We will be able to describe and compare the structure of a variety of common animals. We will identify, name, draw and label the basic parts of the human body and say which part of the body is linked with each sense. We will learn that animals, including humans, have offspring which grow into adults. We will find out about and describe the basic needs of animals, including humans, for survival (water, food and air). We will be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Science	
Year 1	Year 2
I understand animals' bodies can look different e.g. wings, tails, ears etc. I can talk about the different skin coverings e.g. scales, feathers, hair. I can use these features to name them. I can name things animals eat - some eat other animals, some eat plants, some eat both plants and animals. I can name of animals I have seen from each vertebrate group - animals, fish, reptiles, birds and amphibians. I can begin to explain how baby animals (including humans) change and grow, including those where the adults are different to the young. I can begin to talk about the basic needs of animals and what they need to stay alive (e.g. water, food, air, exercise).	I can name a range of animals from each vertebrate group – animals, fish, reptiles, birds and amphibians. I can sort and group animals using their features e.g. feathers, fur, wings. I can explain how baby animals (including humans) change and grow, including those where the adults are different to the young e.g. caterpillars and ladybirds. I can talk about animals and insects which hatch from eggs and those that do not. I can identify the basic needs of animals and what they need to survive and stay healthy (e.g. water, food, air and exercise).

In History we are learning about our local area and changes to our school within living memory (the old school and the new school being built in 1989). We will learn about the history of Ashill village including events in both living and beyond living memory. We will explore different types of homes and how they have changed over time. We will find out about the life of Nelson and the significance of his achievements in history. We will find out about the significance of Bonfire Night and Guy Fawkes role in this, an event of national significance.

History	
Year 1	Year 2
<u>Historical Interpretation</u> I can look at books to find out about the past. <u>Knowledge and Understanding</u> I can recount events or changes that have happened. <u>Chronological Understanding</u> I can put at least 3 pictures, artefacts or events in chronological order. I can use words and phrases e.g. old, new, a long time ago, before and after. I can retell a familiar story from the past. <u>Historical Understanding</u> I know that some objects belong to the past.	<u>Historical Interpretation</u> I can use books, pictures and the internet to find out about the past. I can find out some way people have impacted our lives. <u>Knowledge and Understanding</u> I can begin to identify objects from the past and the main difference between old and new objects. <u>Chronological Understanding</u> I can use a timeline to place important events in order. <u>Historical Understanding</u> I can ask questions about the past.

In Geography we are learning to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. We will be able to find Norfolk, Ashill and familiar local towns and villages on a map. We will use geographical words to name key human features e.g. town, village, farm, school, shop, railway line etc. We will go on walks around the local area to help us understand the local geography of Ashill.

Geography	
Year 1	Year 2
<u>Geographical Enquiry</u> I can say what I like and don't like about a locality e.g. Ashill. I can answer questions using different resources, e.g. books, the internet and atlases/maps. I can think of a few appropriate questions to ask about a locality.	<u>Geographical Enquiry</u> I can label a diagram or photograph using some geographical words. I can find out about a locality by asking some appropriate questions. <u>Place knowledge</u> I can find out about a locality by using different sources of evidence e.g. photographs, films, maps, books, the internet.

In Art we are learning to use a range of materials creatively to design and make products. We will use drawing, painting and sculpture to develop and share our ideas. We will develop a wide range of art and design techniques. Through activities such as drawing local landmarks, making Christmas decorations and printing wrapping paper.

Art	
Year 1	Year 2
<u>Drawing</u> I can draw lines of different shapes and thickness. I can interpret an object through drawing. <u>Printing</u> I can recognise different marks through printing with different objects. <u>3D</u> I can recognise they recognise different textures in different surfaces? I can use different materials to create raised texture. I can they scrunch, roll, shape materials to make a 3D form.	<u>Drawing</u> I can understand where they might use different grades of pencils in their drawings. I can use pastels and charcoal to create different drawing styles. I can show patterns and texture in my drawings. <u>Printing</u> I can create a repeat print. I can create and impression of a surface and use this to print. I can find printing opportunities in everyday objects. <u>Sketching</u> I can begin to demonstrate my ideas through sketching. I can use my sketches as a way to record experimentation. <u>3D</u> I can mould, form and shape and bond materials to create a 3D form. I can use bonding techniques to add parts onto my sculpture. I can apply a smooth surface to a sculptural form.

In Design Technology through a variety of creative and practical activities, we will learn how to design, make and evaluate a product with a purpose. We will experiment with a range of materials and joining techniques through activities such as designing and making a split-pin elf and designing and making a sock snowman.

Design Technology	
Year 1	Year 2
<u>Developing, planning and communicating ideas</u> I can identify the key features of an existing product. I can come up with ideas of my own. I can plan using pictures and labels. <u>Working with tools, equipment and materials</u> I can explain what I am making. I can choose the best resources and tools. I can say which tools I am using and why. I can use tools safely. <u>Evaluating processes and products</u> I can describe how my product works. I can say what works well and what my next steps would be.	<u>Developing, planning and communicating ideas</u> I can think of ideas by looking at existing products. I can choose the most appropriate tools and materials and explain my choices. I can describe my design using words, pictures, diagrams and labels. <u>Working with tools, equipment and materials</u> I can join materials and components together in different ways. I can measure materials to use in a model. I can make a model stronger by joining, folding or rolling. <u>Evaluating processes and products</u> I can say how well my product work. I can explain how I would improve it.

In Music we will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. We will listen with concentration and understanding to a range of high-quality live and recorded music. We will experiment with, create, select and combine sounds using the interrelated dimensions of music.

Music
Year 1 & 2
Carnival of Animals To identify how music can represent different moods or characters To identify changes in the music representing the mood or character of a piece. To create a soundscape showing an awareness of tempo. To recognise changes in pitch and play a repeating rhythm. To understand pitch and play different notes on an instrument. To use and identify musical elements to convey different animals. Folksongs To identify the pulse, playing on beat 1 to accompany singing. To embed pulse and explore key features of folk songs. To understand how texture can be created when singing in a round. To use texture and dynamics in a class performance. To understand the difference between pulse and rhythm. To read and respond to notated rhythm patterns.

In Physical Education this term we will develop skills in relation to hitting targets. This will involve not only the physical aspects of power, accuracy and timing, but also the thought processes needed to be successful. We will also develop teamwork skills, be encouraged to keep trying when things are challenging us and understand the importance and value of sportsmanship.

Target Games and Skills

Physical Education	
Year 1	Year 2
Skills Physical: roll, overarm throw, underarm throw, strike, dodge, jump Social: collaboration, leadership, work safely, congratulate, support others, co-operation, kindness Emotional: perseverance, manage emotions, honesty Thinking: identify areas of strength and areas for development, select and apply, comprehension, creativity, decision making Objectives - To develop underarm throwing towards a target. - To develop throwing for accuracy. - To develop underarm and overarm throwing at a target. - To develop throwing for accuracy and distance using underarm and overarm. - To select the correct throw for the target. - To develop throwing for accuracy and distance. - To consider how much power to apply when aiming at a target. - To understand how to score using overarm and underarm throwing. - To develop striking to a target. - To develop hitting a moving target. - To select and apply the appropriate skill to the target game. - To show an improvement in my personal best.	
Success Criteria - I can recognise changes in my body when I do exercise. - I can use an overarm throw aiming towards a target. - I can roll a ball towards a target. - I can use an underarm throw aiming towards a target. - I can work co-operatively with a partner. - I understand what good technique looks like	Success Criteria - I am able to select the appropriate skill for the situation. - I can throw, roll or strike a ball to a target with some success. - I can work co-operatively with a partner and a small group. - I understand the principles of a target game and can use different scoring systems when playing games. - I understand what good technique looks like and can use key words in the feedback I provide.

Dance

Physical Education	
Year 1	Year 2
Skills Physical: actions, dynamics, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity Objectives - To remember, repeat and link actions to tell the story of my dance. - To develop an understanding of dynamics and they can show an idea. - Use counts of 8 to help you stay in time with the music. - To copy, remember and repeat actions using facial expressions to show different characters. - To explore pathways and levels. - To remember and rehearse our circus dance showing expression and character. - To copy, repeat and create actions in response to a stimulus. - To copy, create and perform actions considering dynamics. - To create a short dance phrase with a partner showing clear changes of speed. - To copy, repeat and create movement patterns in response to the theme. - To create and perform using unison, mirroring and matching with a partner. - To remember and repeat actions and dance as a group.	
Success Criteria - I am beginning to use counts. - I can copy, remember and repeat actions. - I can move confidently and safely. - I can use different parts of the body in isolation and together. - I can work with others to share ideas and select actions. - I choose appropriate movements for different dance ideas. - I say what I liked about someone else's performance. - I show some sense of dynamic and expressive qualities in my dance.	Success Criteria - I am beginning to provide feedback using key words. - I can copy, remember, repeat and create dance phrases. - I can describe how my body feels during exercise. - I can show a character and idea through the actions and dynamics I choose. - I can use counts to stay in time with the music. - I can work with a partner using mirroring and unison in our actions. - I show confidence to perform.

In PSHE we use aspects of PATHs (Promoting alternative thinking strategies) curriculum and SEAL (Social, emotional aspects of learning) to develop children's self-control, emotional awareness and problem solving skills. This term we will learning about...

Personal, Social and Health Education

Year 1 & 2

Be Yourself

I can talk about what makes me special.

I can name some of the different feelings I have and describe how they feel.

I can talk about things I like that make me feel happy.

I can talk about things that make me feel unhappy or cross. I have ideas about what to do when I feel this way.

I can discuss how change and loss make me feel.

I can share what I feel and think with confidence.

What makes a family?

We will be taught;

- families are made up of a special group of people, which changes gradually over time.
- these people are all connected in different ways, and that these connections are important
- changes and events can influence our feelings
- children and adults both have responsibilities to each other.
- we should feel loved, cared for and safe in our homes.
- know what to do if our needs are not being met
- families are highly varied; no family is the same

Financial education

I can explain what money is; forms that money comes in; that money comes from different sources.

I understand we have choices to make about how we spend and save our money. These choices are influenced by what we need and by what we want.

In Computing, in the first half term we will be developing skills in creating art using a computer. We will look at the different tools that can be used and also compare to non-digital art. We will use Microsoft Paint software. In the second half term we will start to explore the world of programming. We will design and create a character before learning to move it around the screen. We will use the ScratchJr software.

Computing

Year 1 units

Creating media - Digital painting

Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally

To describe what different freehand tools do

To use the shape tool and the line tools

To make careful choices when painting a digital picture

To explain why I chose the tools I used

To use a computer on my own to paint a picture

To compare painting a picture on a computer and on paper

Creating media - Digital photography

Capturing and changing digital photographs for different purposes.

To use a digital device to take a photograph

To make choices when taking a photograph

To describe what makes a good photograph

To decide how photographs can be improved

To use tools to change an image

To recognise that photos can be changed

In Religious Education we will be taught to use and develop our skills and understanding of Theology, Philosophy and Human and Social Sciences to explore and answer a “big question”. This term we are looking at...

Religious Education

What do my senses tell me about the world of religion and belief?

I will be able to...

- Ask “I wonder ...” questions about the world around them.
- Using their senses to investigate worship in different religious traditions.
- Use their senses to justify a belief that they hold.

I will explore and understand...

- The five senses.
- Worship practices – e.g. Puja including daily home rites and temple rituals (Hinduism)
- Visual art, eg, crucifix
- Artefacts – a range from Judaism, Hinduism, Christianity and Islam
- Story – Parable of the Good Samaritan (Christian)
- Music – E.g. Hillsong Kids

Religious Education

What can we learn about Jesus from the Nativity Story?

I will be able to...

- Retell the Christmas story.
- Recognise that Christians believe Jesus was sent by God to be him in the flesh.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Recognise the connection between Christmas and Easter.

I will understand...

- The Christian belief that God became human in Jesus.
- The Nativity narratives are in the books of Luke and Matthew in the Bible.
- How incarnation and salvation relate to one another for Christians.
- Jesus is an important and historical figure to Christians.
- Christians use the nativity story to influence their actions at Christmas, e.g. thankfulness and giving.

In our English lessons we will be using the following texts

