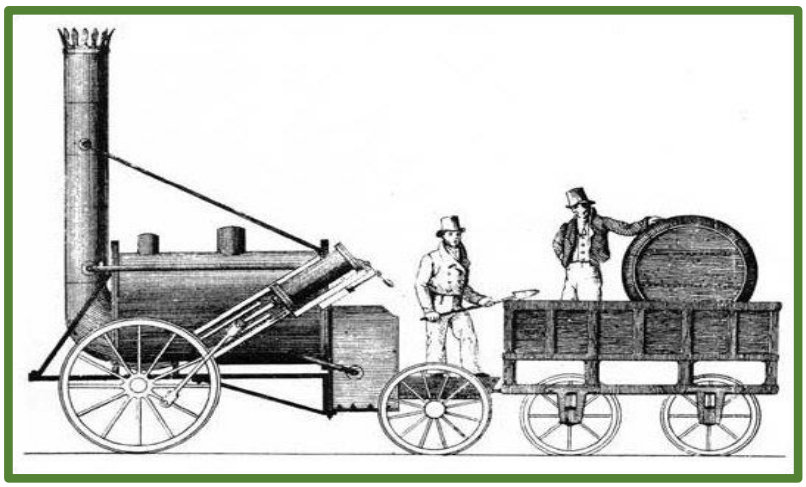
THE CHURCH OF ENGLAND
Diocese of Norwich

Ashill V.C. Primary School

My Learning Discovery

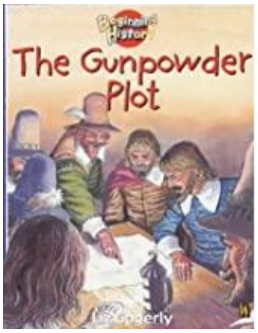


Year 1/2

Transport through Time

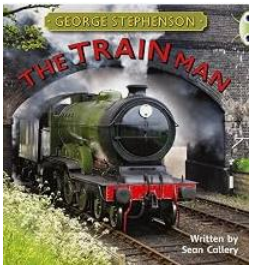
Autumn Term 2026

Transport through Time



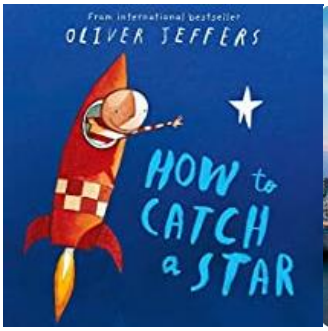
We have chosen the non-fiction text The Gunpowder Plot because it explores the events and people involved in the plot to blow up King James 1. It will help us to understand the events leading up to the 5th November and why we still celebrate this date each year.

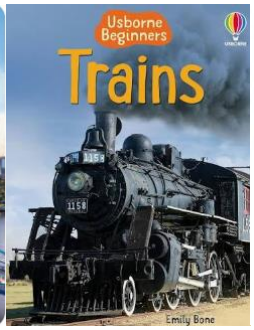
We are also using the non-fiction text The Great Fire of London to help us research the key events and explore a range of sources of evidence.



We will be using the non-fiction text, The Train Man, to introduce our work on George Stephenson and how his invention of the steam locomotive changed the way public railways were used.

In our English lessons we will be using the following texts and films:





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 also studying Seasonal Changes from Autumn into Winter. We will observe changes across the seasons, describe weather associated with the seasons and how day length varies. Use key vocabulary: Weather (sunny, rainy, windy, snowy etc.). Seasons (winter, summer, spring, autumn), Sun, sunrise, sunset, Day length. Through activities such as; monitoring changes in daytime and night time temperatures, exploring our local environment and looking for seasonal temperatures.

Science	
Year 1	**Year 2**
• I can name the four seasons and say when in the year they occur. • I can describe the weather in the autumn and winter. • I can observe how our local area has changed through autumn and into winter. • I can pick the correct clothing to match the weather in a season. • I can begin to collect information on the weather including the temperature each day. • I can begin to explain how the amount of daylight changes in different seasons. • I can explain how animals prepare for the winter. • I can present information with pictures and captions to compare seasons.	• I can name the four seasons and say when in the year they occur. • I can describe the weather in the autumn and winter. • I can observe how our local area has changed through autumn and into winter. • I can pick the correct clothing to match the weather in a season using because to explain choices. • I can collect temperature data and compare the changes in temperature between day and night. • I can explain the changes in daylight hours and compare the changes across the seasons. • I can explain how animals adapt to the winter and make sure they can survive. • I can present information in tables or charts to compare seasons.

In History we are learning about an event beyond living memory that is has national significance – The Gunpowder Plot, the invention of the steam locomotive and how this changed the lives of people in Britain. We will also learn about the lives of Guy Fawkes and George Stephenson who are significant individuals who have contributed to national events and achievements.

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. <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 will be using out locational knowledge to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Geography	
Year 1	**Year 2**
<u>Geographical Enquiry</u> I label a map using an atlas. <u>Locational knowledge</u> I can name and locate the four countries and capital cities of the United Kingdom.	

In Art and DT we are learning to use a range of materials creatively to design and make products. Through activities such as: Firework night sky pictures, making a printed Christmas card and a picture with moving parts.

<table>
<tr><th colspan="2">Art & DT</th></tr>
<tr><th>Year 1</th><th>Year 2</th></tr>
<tr><td><u>Printing</u>
I can recognise different marks through printing with different objects.</td><td><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.</td></tr>
<tr><td colspan="2"><u>DT – Making a moving picture</u>
I can make a mechanism is the parts of an object that move together.
I can make a slider mechanism moves an object from side to side or up and down.
I know that a slider mechanism has a slider, slots, guides and an object.
I know that bridges and guides are bits of card that purposefully restrict the movement of the slider.</td></tr>
</table>

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

<table>
<tr><th>Music</th></tr>
<tr><th>Year 1 & 2</th></tr>
<tr><td>To explore dynamics through listening and performing.
To explore dynamics through composition and performance.
To perform with a steady pulse with a partner.
To identify beat groupings.
To create and perform rhythms using notation.
To perform a rhythm using notation as part of a whole class ensemble.</td></tr>
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In Physical Education pupils will be….

<table>
<tr><th colspan="2">Physical Education</th></tr>
<tr><th colspan="2">Year 1& 2</th></tr>
<tr><th colspan="2">Gymnastics</th></tr>
<tr><td>make our body tense, relaxed,
curled and stretched
control our body when travelling and balancing
copy sequences and repeat them
roll and travel in different ways
balance in different ways
climb safely
stretch and curl in different ways</td><td>change, speed, level and direction
plan and show a sequence of
movements
use contrast in our sequences
control our movements
think of more than one way to create a sequence which follows a set of ‘rules’
work on our own and with a partner to create a sequence</td></tr>
</table>

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

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 we will be taught to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs. We will find out how to keep ourselves safe online.

Computing

Year 1 & 2

Programming – Programming animations

- Designing and programming the movement of a character on screen to tell stories
- To choose a command for a given purpose
- To show that a series of commands can be joined together
- To identify the effect of changing a value
- To explain that each sprite has its own instructions
- To design the parts of a project
- To use my algorithm to create a program

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". Through activities such as; making Christingles, advent wreathes and hand print Menorah. This term we are looking at…

Religious Education

Why is Light an important Symbol to Christians and Jews?

I will be able to…

- Retell at least one narrative where light is an important symbol.
- Recognise that the narratives used by Christians and Jews reflect their key beliefs.
- Give an example of how Christians and Jews use beliefs (and the symbolism of light) to guide their daily lives.

I will explore and understand…

- The Christian belief that Jesus is the Light of The World (John 8:12) and how they use the advent wreath and Christingle to represent Jesus.
- How the Hanukkah story reflects Jewish beliefs about God as provider.
- The symbolic meaning of lighting the Shabbat Candle.