



**The London  
Acorn School**

Curriculum Plan  
Willow – Autumn 1

## Programmes of Study

Class/ Year      Class 1 (year 2)      Term      Autumn – first half term

**Unit title:** Exploring ourselves, our environments, our families and what makes us so amazing

Literacy Genres

Reading Enhancements: Funny Bones- Allan Alhbery , Elma the Elephant- David Mckee, The Smeds and The Smoos- Julia Donaldson

<p><b>Literacy</b></p>	<p><b>Grammar</b> To reread own writing and check whether it makes sense.</p> <p><b>Writing purpose</b> Writing to entertain: Stories (Including re-telling &amp; traditional tales) Descriptions Poetry In character role</p> <p><b>Writing to inform:</b> Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p>	<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 19, 18, 17, 16, ...</li> <li>Count, read and write numbers to 100 in numerals,</li> <li>Begin counting in multiples of twos and tens e.g. 2, 4, 6, 8, 10, 12,</li> <li>Given a number, identify one more and one less</li> <li>Recognise and name common 2-D shapes, including:</li> <li>2-D shapes (e.g. rectangles (including squares), circles and triangles)</li> </ul>
<p><b>Art</b></p>	<p><b>Illustrators / Portraits</b></p>	<p><b>Humanities</b></p>	<p><b>History</b></p>

- Use sketching to show proportion and position for facial features
- Explore line shape and space using two shades of crayon and paints for facial features
- Add colours for shades for skin colour, exploring diversity and the beauty of uniqueness
- Use poster paints and crayons to create a display portrait.
- to use a range of materials creatively to design and make products
- Handwork- knit a square to be turned into a dolly

- Place events, objects, people into chronological order.
- Changes in their own lives and the way of life of their family or others around them
- Ask and answer questions about the past
- Identify Differences between ways of life at different times.
- Explore past and present, identifying differences using baby photos etc. Ask and answer questions about the past

### **Geography**

- Where are we all from? (family lineage and history) ATLAS AND GLOBES
- Use maps, atlases and globes to locate places
- Identify the four countries that make up the United Kingdom
- Name some of the towns and cities in the United Kingdom, including those that are north and south
- Locate the north and south pole and the equator on a globe
- Ask and answer questions about the location of places and make observations

<b>Relationships and Health</b>	<p><b>Nspcc Pants Programme</b></p> <ul style="list-style-type: none"> <li>Name body parts and know which parts should be private</li> <li>Know the difference between appropriate &amp; inappropriate touch</li> <li>Understand they have a right to say 'no' to unwanted touch</li> <li>Know who they can trust and who they can ask for help.</li> </ul> <ul style="list-style-type: none"> <li>Parts of the body Healthy and safe Children will learn: <ul style="list-style-type: none"> <li>about their bodies and how they work</li> <li>about the similarities and differences between boys and girls</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to name the main parts of the body (including external genitalia)</li> </ul> </li> <li>SG Growing and changing Children will learn: <ul style="list-style-type: none"> <li>more about what happens as things grow</li> </ul> Children should: <ul style="list-style-type: none"> <li>be able to describe some elements of the growth cycle (HEP PSHE)</li> </ul> </li> <li>Memories and growing up Emotional Health – self-esteem Values Children will learn: <ul style="list-style-type: none"> <li>about special memories</li> </ul> Children should: <ul style="list-style-type: none"> <li>make a memory box and choose contents (HEP PSHE)</li> </ul> </li> </ul>	<b>Forest School</b>	<ul style="list-style-type: none"> <li>The Old Apple Tree Man story: Kindness, food webs, structure of flowering plants. Wassail Song. Using all senses in the woods, with leaf art, wild foraging, making tripod shelters (lavvu). Reflection: what makes me happy in F S? Empathy with non-human: understand/discuss hibernation.</li> </ul>
<b>Design and technology / Woodwork</b>	<p>Dice rolling towers and wooden dice to link to their number work in maths.</p>	<b>Science</b>	<p><b>Biology- Animals inc. Humans</b></p> <ul style="list-style-type: none"> <li>Know all our body parts beyond the basic features</li> <li>Name draw and label the body parts</li> <li>Explore how our bodies are linked to our senses and name the senses</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</li> </ul>
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>What are our Class beliefs and family beliefs?</li> </ul>	<b>PE</b>	<p><b>SWIMMING</b></p> <p>To develop confidence in the water. To enter and leave the pool safely. Be able to answer questions about pool safety. Swims</p>

- identify what matters to us and others, including those with religious commitments, communicating their responses

CHRISTIANITY - BELONGING

- Sunday is a special day when Christians go to church where worship may include reading from the Bible, listening to stories/ sermons, singing, prayer and sharing the bread and wine in remembrance of Jesus;
- Know of the special people in the Church such as ministers, elders, priests, vicars
- Know the main features of infant baptism and be aware of adult baptism
- Festival of Dwali (Hindu, Sikh and Jain)

competently, confidently and proficiently over a distance of at least 10m. Begin to refine the technique of breaststroke and back stroke. Outcome: To swim a width unaided in recognisable stroke.

**FITNESS**

Develop and improve physical activity for sustained periods of time. Learn skills to solve problems, individually and as part of a team. Increase and improve on longevity of physical activity.

**French**

- The body parts in French (spoken, song, drawing and labelling)
- Hello /Goodbye (spoken, song)
- My name is...
- Introduce my family (Drawing labelled)
- Singing French Songs and rhymes
- To introduce ourselves in French.
- To learn body parts
- To use phonics to pronounce numbers 1 – 10

**Music**

- Recognise aurally simple changes of dynamics in a song or instrumental piece (loud / medium / soft; sudden / gradual)
- -Sing songs expressively using appropriate changes in dynamics to add expression and make sense of the lyrics (bring the story to life).
- -Play simple percussion instruments with growing control using a range of dynamics (loud, soft, getting louder / softer)

**Trips and or events**