

	Week 1 Mission Week	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Autumn Watch Week
Weekly Challenge	Can you shine your light?	How do I know that an owl is alive?		Is an owl an omnivore?		What are the signs of Autumn?	
Maths Focus	<p>Place value YR 1 Represent numbers using objects and pictures. One more/one less to 10 Read and write numbers to 10.</p> <p>YR 2 Recognise the place value of each digit in a two digit number. Read and write numbers to at least 100 Identify, represent and estimate numbers using different representations, including the number line. Recognise odd and even numbers. Use place value and number facts to solve problems. Compare and order numbers from 0 up to 100; use <, > and = signs from 0,</p>	<p>Addition YR 1 Add 1 digit numbers to 10 Read, write and interpret mathematical statements involving + = within 10. Solve addition problems using concrete objects.</p> <p>YR 2 Add concrete objects and pictorial representations 2digit numbers and ones. Solve problems using addition and subtraction using concrete objects.</p>	<p>Subtraction YR1 Subtract 1 digit numbers to 10 Read, write and interpret mathematical statements involving - = within 10. Solve subtraction problems with concrete objects.</p> <p>YR2 Subtract with concrete objects and pictorial representations 2digit numbers and ones. Solve problems using subtraction using concrete objects.</p>	<p>Multiplication YR1 Counting in 2s. Doubles 1 - 10. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Solve one-step problems involving multiplication by calculating the answer using concrete objects (linked to counting in 2s)</p> <p>YR2 Recall and use multiplication and division facts for the x2 multiplication tables, including recognising odd and even numbers Solve problems involving multiplications using materials and arrays. Calculate</p>	<p>Division YR1 Counting in 2s. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Solve one-step problems involving multiplication by calculating the answer using concrete objects (linked to counting in 2s)</p> <p>YR2 Recall and use multiplication and division facts for the x2 multiplication tables, including recognising odd and even numbers Solve problems involving multiplications using materials and arrays. Calculate mathematical statements for division within the 2 times tables and write them using the division (÷) and equals (=) signs</p>	<p>Position and Direction YR1 Describe position, direction and movement, including whole and half turns. YR2 Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>2D and 3D shapes YR1 Recognise and name common 2-D shapes including: rectangles (including squares), circles and triangles Recognise and name common 3-D shapes including: cuboids (including cubes), pyramids and spheres. YR2 Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p>

				mathematical statements for multiplication within the 2 times tables and write them using the multiplication (×), and equals (=) signs.			
Wider curriculum maths challenge (Outdoor area)						Can you give your own positional instructions? (Link to computing)	What 2D/3D shapes can you find outside?
Writing Objective	YR 1 Make a sentence Finger spaces YR 2 Aa . ? ! Coordinating conjunctions		YR 1 Aa . Say/write YR 2 Aa . ? ! Expanded Noun phrase		YR 1 Retell part of a story YR 2 Aa . ? ! Statements		YR 1 Say/write YR 2 Aa . ? ! Statements
Reading Objective	YR 1 Retrieval Talk about the book title. Say what they like or dislike about a text. Listen to others' ideas about a text YR 2 Interpretation Draw simple inferences from illustrations and text, on the basis of what is being said and done. Make predictions on the basis of what has been read so far. Answer appropriate questions.		YR1 Interpretation Make predictions based on the events in the text. Say what they like or dislike. Talk about responses in a group. YR2 Retrieval Show some understanding of books appropriate to age, that they can already read and listen to Use prior knowledge to understand texts. Read words containing common suffixes Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.		YR1 Oral Retelling Retell key stories orally using narrative language. Show some understanding of books that can already read and listen to. Check that the text makes sense to them as they read and correct miscues. Talk about the book title. YR2 Oral Retelling - Retell key stories orally using narrative language. Talk about favourite words and phrases. Answer appropriate questions.		YR1 Retrieval Show some understanding of books that can already read and listen to. Say what they like or dislike about a text. Listen to others' ideas about a text. YR2 Retrieval Read for meaning, checking that the text makes sense and correcting inaccurate reading. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.

Supporting story/text	The Owl who was afraid of the dark	The Owl who was afraid of the dark	The Owl who was afraid of the dark	Autumn text
Language Focus	Describing : It is like, I can see, it makes me feel,	Explaining : I want to explain how, it begins with, because,	Classifying : They are all....., They all have.....The can be grouped together	Comparing <i>The are the same/alike/different /similar</i>
PLT Focus	Can I talk about my learning? (Mission Week)	Can I find something out on my own? (Owl experience/ Science work)	Can I be a good thinker? (How will I construct an owl house?)	Can I take part? (Autumn watch exploration)
Scripture Stories (The Catholic Childrens Bible)	Noah's Ark (Genesis 6:9-9:17) 4/9 - 29/9		*whole school focus Calling of the Fishermen (Mark 1:14-20) 2/10-20/10 <i>Link to vocation, second chances, not picking the expected, fish as a symbol of Christianity</i>	
Science Knowledge DRIVER	YR 1 YR 2	YR1 I can sort photographs of living and non-living things I can point out some of the differences between different animals I can identify and name a variety of common animals. I can point out some of the differences between living and non living things. YR2 I can explain the differences between living and non-living things? I can decide whether something is living, dead or non-living?	YR1 I can identify a name a variety of common animals that are carnivores, herbivores and omnivores I can classify animals by what they eat (carnivore, herbivore, omnivore) I can begin to classify animals according to a number of given criteria YR2 I can explain the basic needs of animals, including humans for survival? (water, food, air) I can describe what animals need to survive I can explain the different ways that animals reproduce.	YR1 I can identify and name a range of common plants and trees I can recognise deciduous and evergreen trees I can name the trunk, branches and root of a tree. YR2 I can identify and name a range of common plants and trees I can recognise deciduous and evergreen trees I can name the trunk, branches and root of a tree? (Yr 1 skill)
Working Scientifically	YR 1 & YR 2 I can identify and classify things	YR1 & YR2 I can ask simple scientific questions	YR1 & YR2 I can suggest what I've found out	YR1 & YR2 I can use simple equipment to make observations.

<p>Computing</p>		<p>YR1 I can capture images with a camera.</p> <p>YR2 I can word process a piece of text</p>	<p>YR1 I can print out a photograph from a camera with help</p> <p>YR2 I can highlight text to change the format (<u>BIU</u>)</p>	
<p>Foundation Subject - Geography ENHANCER 1</p>	<p>YR 1</p> <p>YR 2</p>	<p>YR1 I can identify the four countries making up the UK</p> <p>YR2 I can name the major cities of England, Wales, Scotland and Ireland.</p> <p>I can find where I live on a map of the UK.</p>	<p>YR1 I can name some of the main towns and cities in the UK. I can name a few towns in the south and north of the UK.</p> <p>YR2 I can point out the North, South, East and West associated with maps and compass?</p> <p>I can locate some of the world's major rivers and mountain ranges.</p>	<p>YR1 I can explain how the weather changes with each season</p> <p>YR2 I can make inferences by looking at a weather chart</p>
<p>Foundation Subject - History ENHANCER 2</p>	<p>YR1 I can use words and phrases like: old, new and a long time ago.</p> <p>I can tell talk about things that happened a long time ago.</p> <p>I can explain how they have changed since they were born.</p> <p>I can use words and phrases like: very old, when mummy and daddy were little.</p> <p><i>(Link to family and getting to know the children)</i></p>	<p>YR1 I can recognise that what is read to them may have happened a long time ago.</p> <p>I can retell a familiar story set in the past.</p> <p>I can say why they think a story was set in the past. (Link to Owl story)</p> <p>YR2 I can sequence a set of events in chronological order and give reasons for their order. (Link to Owl story)</p>	<p>YR2 I can say at least two ways I can find out about the past, for example using books and the internet. <i>(Link to Geog skill)</i></p>	

	<p>YR2 I can use words and phrases like: before I was born, when I was younger.</p> <p>I can use a range of appropriate words and phrases to describe the past.</p>				
Expressive Arts	<p>YR 1 I can cut and tear paper for a collage YR 2 I can create individual and group collages</p>		<p>YR1 I can make a simple plan YR2 I can develop my own ideas from a starting point (Owl house)</p>	<p>YR1 I can select appropriate tools and resources for building projects. YR2 I can make sensible choices about materials to use for construction (Owl house)</p>	<p>YR1 I can use IT to create a picture YR2 I can use different effects within an IT paints package (Autumn picture)</p>
Performing Arts	<p>YR 1 YR 2</p>		<p>YR 1 I can use my voice to sing I can join in with singing YR 2 I can follow a melody. I can sing accurately at a given pitch.</p>	<p>YR 1 I can use instruments to perform I can look at their audience when they are performing. YR 2 I can perform simple patterns and accompaniments keeping a steady pulse.</p>	<p>YR 1 I can clap short rhythmic patterns I can copy sounds YR 2 I can perform with others. I can play simple rhythmic patterns on an instrument.</p>
Outdoor Focus/Tuff Spot	<p>Outdoor school role play Small world school What other words would you use to describe our school?</p>				<p>Autumn sensory tuff spot</p>
Additional Experiences e.g. WOW days UNICEF R&R, cooking, catholic social teaching	<p>Harvest festival September</p>	<p>Owl experience 13/10</p>			<p>Trent College visit - Autumn Watch Week.</p>

Assessed tasks