

Autumn 1 (2025): On Our Doorstep: Hiking in Heaton



On Our Doorstep: Hiking in Heaton

Opportunities & Hook for Learning: Hike around Heaton village using a map.

Broadening Horizons Weekly Picture News Assembly.	Spirituality Reflective Spaces Hand2Mouth Journey/Godly Play.	Emotional Awareness Circle time H2M Journey
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ENGAGE/HOOK: Local geography – Heaton (hook tbc)

MATHS	ENGLISH	RE				
<u>Place value</u> • I can represent and partition numbers to 100. • I can use a number line to 100. • I can represent and partition numbers to 1,000. • I can use flexible partitioning of numbers to 1,000.	Class Novel: The Hodgeheg <u>Autumn 1</u> Purpose: Writing to Entertain Composition and text: • Poetry – rhythm and rhyme (Mr Moore) • Character description – using the text Leon and the Place Between	L2.7 Hinduism What does it mean to be Hindu in Britain today? <table border="1"><tr><td>Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)</td></tr><tr><td>Offer informed suggestions about what Hindu murtis express about God</td></tr><tr><td>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</td></tr><tr><td>Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives</td></tr></table>	Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)	Offer informed suggestions about what Hindu murtis express about God	Describe how Hindus show their faith within their families in Britain today (e.g. home puja)	Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives
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• I understand the value of H,T and O. • I can find 1, 10 or 100 more or less. • I can estimate on a number line to 1,000. • I can compare and order numbers to 1,000. • I can count in 50s. <u>Addition and Subtraction</u> • I can apply number bonds within 10. • I can add and subtract in 1s, 10s and 100s. • I can spot patterns. • I can add and subtract 1s across a 10. • I can add and subtract 10s across a 100. • I can make connections. • I can add and subtract numbers with no exchange. • I can add and subtract 2 and 3 digit numbers. • I can use compliments to 100. • I can estimate answers. • I can use inverse operations.	• Atmospheric setting description – using the text Leon and the Place Between <u>Vocabulary & Grammar</u> Year 2 consolidation: I can use expanded noun phrases I can use simple conjunctions for coordination and subordination. I know the difference between a statement, question, exclamation and command. I can use present and past tense verb forms, mostly correctly and consistently. I can spell common exception words (KS1) mostly correctly. I can apply Y1/2 spelling rules accurately (e.g.-ed, -ing, est, -er, -s, -es suffixes). I can use the diagonal and horizontal strokes needed to join letters in some of their writing. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. <u>Punctuation</u> Year 2 consolidation: I can demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession.	
COMPUTING KAPOW Computing Systems and Networks • I understand and can recognise what a computer network is. • I can demonstrate how information moves around a network. • I can demonstrate how a website works.	SCIENCE Animals, Including Humans • I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • I can identify that humans and some other animals have skeletons and	ART Access Art: Telling Stories through Drawing and Making • I have seen how artists are inspired by other artists often working in other art forms. • I have understood how artists sometimes use sketchbooks to understand and

- I can explore the role of a router.
- I can identify the role of packet data.

DT

Plan, make and evaluate: A home for a hedgehog.

Generating ideas and designing:

- Generate realistic ideas through discussion and design criteria for an appealing, functional hedgehog home fit for purpose and specific user/s.
- Use annotated sketches, prototypes, final product sketches and pattern pieces to develop and express ideas.

Making:

- Plan the main stages of making.
- Select from and use a range of appropriate tools and equipment, including glue and cardboard, with some accuracy related to our product (hedgehog home).
- Select from and use cutting and finishing techniques suitable for a hedgehog home.

Evaluating:

- Test our product against the original design criteria and with a toy hedgehog and/or other small hibernating animal.
- Evaluate the ongoing work and the final product with reference to the

muscles for support, protection and movement.

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative, and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.
- Gather, record, classify, and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

explore their own response to an artist's work.

- I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.
- I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.
- I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.
- I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.
- I can share my feedback about my classmates' work.
- I can take photographs of my work thinking about focus, background and lighting.

design criteria and the views of others. <u>Key vocabulary:</u> user, purpose, design, model, evaluate, prototype, annotate, sketch, investigate, label, drawing, function, planning, design criteria, annotated sketch.		
HISTORY	GEOGRAPHY • I can talk about where I live and what it is like. • I can talk about the Bradford district – Is Heaton a village or part of a city? • I can talk about places I have visited in Heaton and the surrounding area. • I can describe some of the key physical features of Heaton Village. • I can describe some of the key human features of Heaton Village. • I can find places on a map of the local area. • I can draw an accurate sketch map of Heaton, adding road/street names and using a key to give more information. • I can use a compass to locate N,S,E and W. • I can use new geography vocabulary confidently. • I can place Heaton in the context of Bradford, Yorkshire and the U.K.	PSHE Family and Relationships • I understand that families love and support each other but sometimes problems can occur and help is available if needed. • I understand that friendships have ups and downs and that problems can be resolved. • I am beginning to understand the impact of bullying. • I know how to listen and communicate effectively. • I understand why trust is an important part of positive relationships. • I understand the differences between people and why it is important to respect these differences. • I understand that stereotypes are present in every day life. SMSC AT1: Helping ourselves when we are stuck. British values: Democracy, tolerance. School Values: September - Peace

MUSIC	MFL – Spanish	PE
Charanga: AT1 Year 3 Let Your Spirit Fly Listen and appraise the songs: - Let Your Spirit Fly by Joanna Mangona - Colonel Bogey March by Kenneth Alford - Consider Yourself from ‘Oliver!’ - Ain’t No Mountain High Enough by Marvin Gaye - You’re The First, The Last, My Everything by Barry White Musical Activities - learn and/or build on knowledge and understanding about the interrelated dimensions of music through: - Warm Up Games (including vocal warm ups) - Learning to Sing the Song - Playing Instruments with the Song - Improvising with the Song - Composing with the Song - Performing the Song	Language Angels www.languageangels.com Autumn 1 unit: Me Presento	• 3CF Swimming • Gymnastics

Outdoor Learning Opportunities: Swimming Lessons.
Big Projects / Home learning Projects: Geography based homework 2D/3D maps and sketches linked to the local area.