

Autumn Term 2 Small Steps Sequence

Year One

‘Together we can
make a difference’



St Marys CE Primary

Our Value— Generosity

‘God loves a cheerful giver.’ 2 Corinthians 9:7

Science

Humans and other animals

Prior learning

In EYFS, the children have been introduced to the names of animals they are likely to see, encouraging them to recognise familiar animals whilst outside.

Vocabulary for learning

Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves.

Small step progression

Name, identify and label the parts of the human body.

Name the 5 senses and perform simple tests to find out about them.

Compare parts of the human body.

Outcome

The children can identify and compare the main parts of the human body and explore the 5 senses.

Geography/History

What is special about Penzance?

Prior learning

In Autumn 1 the children discovered that aerial views are taken from above and labelled a map of the school.

Vocabulary for learning

Near, far, wet, sunny, hot, dry, cold, street, shop,

Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, mountain, river, office, atlas, left, right

Small step progression

Ask questions about Penzance.

Identify the human and physical features of our local area.

Observe our local area.

Draw a map to show human and physical features.

Discuss and do something to look after Penzance.

Outcome

The children can identify human and physical features and do something practical to help Penzance.

RE

Why does Christmas matter to Christians?

Prior learning

In Foundation Stage the children will have explored Why Christians perform nativity plays at Christmas

Vocabulary for learning

Christian, God, Christmas, gold, frankincense, myrrh, nativity, shepherds, kings, incarnation.

Small step progression

Understand Christians believe Jesus is God and that he was born as a baby in Bethlehem.

Give a clear, simple account of the story of Jesus' birth.

Identify that Jesus's birth showed that he was extraordinary.

Give examples of ways in which Christians use the story of the nativity to guide their belief and actions at Christmas.

Recognise how Advent for Christians is a time of getting ready for Jesus' coming. Decide what they have to be thankful for at Christmas time.

Outcome

I can recall why and how Christians celebrate Christmas.

PSHE

Valuing Differences

Prior learning

Reception have previously discussed what makes a good friend.

Vocabulary for learning

Teasing, bully, qualities, fair, unfair

Small step progression

Recognise that people have different ways of expressing their feelings

Recognise the differences between bullying, unkind behaviour or teasing.

Celebrate and begin to show empathy for those who are different.

Recognise that everyone is different and will have different thoughts and ideas.

Identify those who are special to them (and their special qualities).

Identify ways in which we can show kindness towards others and how that makes them feel.

Outcome

The children can recognise and value difference, understanding ways in which we can show kindness.

Computing

Creating Media – Digital Painting

Prior learning

EYFS can experience and talk about pictures, video and sound that are viewed through digital devices

Vocabulary for learning

Paint program, paintbrush, erase, fill, undo, click, drag, save, icon

Small step progression

Describe what different freehand tools do

Use the shape tool and the line tools

Make careful choices when painting a digital picture

Explain why I chose the tools I used

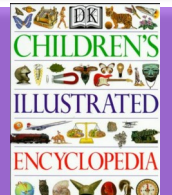
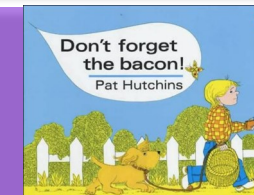
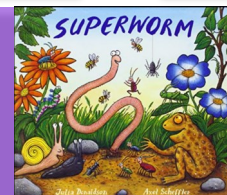
Use a computer on my own to paint a picture

Compare painting a picture on a computer and on paper

Outcome

The children can paint a picture on a computer using a variety of tools.

Books linked to our learning



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Year Two

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Art/DT

Drawing & sketchbooks, spirals

Prior learning

In EYFS the children have been holding and using drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks.

Vocabulary for learning

Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Graphite, Chalk, Pen, Drawing Surface Oil, Pastel, Dark, Light, Blending, Colour, Pattern

Small step progression

Mark marking with different tools.
Reflecting on work and the choices that an artist made.
Making choices about colours.
Mark making
Mark marking with different tools.
Reflecting on learnt skills throughout the unit and relating back to the first lesson.

Outcome

The children will be able to mark make with different tools and reflect on their choices.

Music

Rhythm in the way we walk and Banana Rap

Prior learning

The children have been introduced to different kinds of music from across the globe, including traditional and folk music from Britain.

Vocabulary for learning

pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform

Small step progression

Explore pulse and rhythm through the song Rhythm in the way we walk.
Learn to sing Rhythm in the way we walk.
Perform to sing Rhythm in the way we walk.
Explore pulse and rhythm through the song Banana Rap.
Learn to sing Banana Rap.
Perform to sing Banana Rap.

Outcome

The children will begin to work together in a group/band/ensemble and perform to each other and an audience.

PE Dance

In this unit, the children will learn how to coordinate and control their bodies.

Prior learning

The children know how to create a variety of freeze positions and how to move their bodies differently for various music. They can make big and small actions with their bodies

Vocabulary for learning

Champion dancers, beat, moving, control, rhythm, sequence, motif, expression

Small step progression

Control and coordinate their bodies to create a sequence of freeze positions.
Develop controlled movements to represent their hero character.
Explore movements for a superhero.
Develop controlled movements for a villain.
Respond to a rhythm piece of music to show their movements for characters.
Explore the problems that superheroes may encounter and add these to their sequence.

Outcome

The children will perform a superhero dance with controlled movements.

PE Ball Skills: Hands

In this unit, the children develop sending and receiving skills.

Prior learning

The children know why we need to aim when we are throwing and how to throw a beanbag/ball with control. They know why we use our hands to catch a ball.

Vocabulary for learning

Possession, space, control, attacker, dribbling, accuracy, power

Small step progression

Develop bouncing skills for dribbling.
Explore different ways of sending a ball to a partner.
Understand why we need to be accurate when sending a ball and start to aim.
Start to develop aiming when sending a ball.
Send a ball with different force and speed.
Combine sending and receiving skills to play games in small groups.

Outcome

The children will be able to play games in small groups, demonstrating the skills of passing and receiving.

Books linked to our learning

