Autumn Term Pacing grid: Phase: 1

Autumn Term 1: 1.9.25 – 24.10.25 **2:** 3.11.25 – 19.12.25

| | Week | Week | Week 3 | Week 4 | Week | Week | Week | Week | | Week | Wee | Wee | Week | Week | Wee | Week |
|--|--|--|--|--|--|---|---|--|-------------|--|----------------------------|---|--|----------------------------------|---------------------------------|---|
| | 1 | 2 | 15.9.25 | 22.9.25 | 5 | 6 | 7 | 8 | | 1 | k | k | 4 | 5 | k 6 | 7 |
| | 1.9.25 | 8.9.25 | | | 29.9.2 | 6.10.25 | 13.10.2 | 20.10.2 | | 3.11. | 2 | 3 | 24.11. | 1.12. | 8.12. | 15.12.25 |
| | | | | | 5 | | 5 | 5 | Н | 25 | 10.11 | 17.1 | 25 | 25 | 25 | |
| | | | | | | | | | Α | | .25 | 1.25 | | | | |
| English Reading/Writing READING: Planned by:All English: | Reading: | CR/SB/SP Naughty bus - We're going on a bear | CR/SB/SP- Naughty bus | CR/SB Transport Poem | CR/SB Transpor t non- fiction | CR/SB Transport non-fiction /SP- | CR/SB Transport non-fiction /SP- | CR/SB/SP- | L F | Library service | Library service | Library service | Library service | Library service | Library service | Library service |
| planned by MK | | hunt | | /SP- | /SP- | Basic skills | Basic skills | | T | | | | | | | |
| – adapted by SB/CR and SP | Basic skills | Basic skills | Basic skills | Basic skills | Basic skills | Writing – story focus | Writing – picture stimulus | Basic skills Writing – video | E R M | Basic skills | Basic skills | Basic skills | Basic skills | Basic skills | Basic skills | Basic skills |
| | Writing – first 3 days | Writing – story focus The Lion | Writing – picture stimulus | Writing – video stimulus | Writing – Non- fiction | Lost and Found by Oliver Jeffers | Hedgehog needs a | owl babies | | Writing - story focus | Writing - | Writin g – | Writing – non – | Writing – story | Writing - | Writing – video stimulus |
| | Fine motor skills | Inside by Rachel Bright | Octopus in the sink | The Little Boat https://ww w.literacys | Autumn walk | | hug | w.literacys hed.com/t he-picture- book- | | Sweep by Louise | picture stimulu s | video stimul us | fiction | focus | picture stimulu s | Lily and the Snowman |
| | name writing confidenc e building | | | hed.com/li ttle- boat.html | | | | shed.html | | Greig | Polar express | Whistl ess | walk | e Autumn , Hello Winter | Bear and cub | https://www.l iteracyshed.co m/lilyandthes nowman.html |
| | · | | | | | | | | | | | https:/ /www. literac yshed. com/w histlel ess.ht ml | | by Kenard Pak | | |
| Maths Planned by: SP | Oak Academy | Mastering Number | Oak Academy | Oak Academy | Oak Academy | Oak Academy | CB 8740#Of]0h | Oak Academy | | Oak Academ | Oak Academ | Oak Acade | Oak Academy | Oak Academ | Oak Academ | Oak Academy |
| y2 CR/SB y1 | Y1 – Basic Maths Skills | Week 0 Oak Academy Y1 – Counting, | Y1 – Counting, recognising and comparing | Y1 – Counting, recognising and comparing | Y1 – Counting to and from 20 | Y1 – Counting to and from 20 | ak Academy Y1- Counting in | Y1 – Consolidati on Week | | y Y1 – Pattern in counting | y Y1 – Compari ng quantiti | my Y1 – Compa ring quanti | Y1 – Compari ng quantitie s – part | y Y1 – Composi tion of | y Y1 – Compos ition of | Y1 – Testing Consolidation |

| | Y2-Basic skills | recognising and comparing numbers 0-10 Y2- Composition of multiples of 10 | numbers 0- 10 Y2- Compositio n of multiples of 10 | numbers 0- 10 Y2- Counting and representin g numbers 20-99 | Y2- Counting and represen ting numbers 20-99 | Y2 f | tens – decade numbers Y2 Comparing, ordering and partitioning 2-d numbers. | Y2- Consolidati on week | from 20 to 100 Y2- Secure fluency of addition and subtracti on facts within 10 | es – part part whole relation ships Y2- calculati ng within 20 mixed addition and subtract ion | ties – part part whole relatio nships Y2- calcula ting within 20 mixed additio n and subtra ction | part whole relations hips Y2- calculatin g within 20 mixed addition and subtracti on | number s 0 to 5 Y2- Adding and subtract ing ones and tens to and from 2- d number s | number s 0 to 5 Y2- Adding and subtract ing ones and tens to and from 2- d number s | Y2-Testing and consolidating. |
|---|--------------------|--|--|--|---|--|--|--|---|---|--|--|---|--|--|
| Geog/History Planned by: Clare Redmond | First 3 days | Hook: To recognise different forms of transport. | How was transport different in the past? To discuss what different forms of transport may have been used for. To understand how transport has changed over time. | How have cars changed over time? To know that cars were very different when their grandpare nts and greatgrandpare nts lived. | How have trains changed over time? To know that trains were very differen t when their grandpa rents and greatgrandpa rents lived. | Why are Hull Docks important to remember? To know that Hull Docks began in 1778. To know where Hull Docks are | Why are Hull Docks important to remember? To know that Hull Docks began in 1778. To know where Hull Docks are | What would life have been like on a trawler? To know that life on a trawler was very different. | Bonfire Night | Remem bereanc e Day | Were horses and carriag es used as transp ort? To know that horses and carriag es were used as transp ort. To know why horses and carriag es were used as transp ort. | Were horses and carriages used as transport? To know that horses and carriages were used as transport . To know why horses and carriages were used as transport . To know why horses and carriages were used as transport . | When did we first land on the moon? To know when the moon landing was and accurat ely place it on a timeline . | When did we first land on the moon? To know when the moon landing was and accurate ly place it on a timeline. | What do I know about transport? To be able to explain some of the changes in transport over time. |

| Science Planned by: SP Scientist focus | Hook. | Materials- Retrieval What are materials? | identify a variety of materials and sort them according to a variety of criteria. | identify natural and man- made materials | identify that some materia Is can change shape by squashi ng, bendin g, stretchi ng and twistin g, and others cannot. | identify that some materials can change shape by squashin g, bending, stretchin g and twisting, and others cannot. | describe why some materials are more suitable than others- Focusing on wood, plastic and metals. | French | descri be why some materi als are more suitabl e than others - Focusi ng on wood, plastic and metals | some materi als are more suitabl e than others for specifi c uses Enquir y task – Full invest conclu sion igation and | some mate rials are more suita ble than other s for speci fic uses Enqui ry task – Full inves tigati on and concl usion | some materi als are more suitabl e than others for specific uses Enquiry task – Full invest and conclus ion igation | Consoli dation of learnin g | HEXAG ONS/S QAUR ES | HEXAGONS /SQAURES |
|--|-------|--|---|--|---|--|--|--|--|---|---|---|---|--|-------------------------------------|
| Computing Planned by: SP Teach computing | | Y2 Computing systems and networks – IT around us-Tech in the classroom | Using computer technology | Develo ping mouse skills | Using a keyboard | Using a keyboard | Developing keyboard skills | Using a computer responsibl y | Y2 Creati ng media - Digital photog raphy How can we paint using comp uters | Using lines an shapes | Makin g careful choice s | Why did I choose that | Painting by myself | Compari ng comput er art and painting | Comparing computer art and painting |

| Art – Autumn 2 Painting Paul Klee Participation MK | | | | | | | | | Lesson 1: What are the primary colours? | Lesson 2: Who is Paul Klee and why is his art importa nt? | Lesson 3: What are the second ary colour s and shades and tints? | Lesson 4: Can I create a piece of art work inspired by Paul Klee? | Lesson 5: Can I evaluat e my art work and that of my peers? | | |
|---|---|---|---|--|--|---|--|--|---|--|--|--|---|----------------------------|------------------------|
| DT – Autumn 1 Structures Design a 3D model of a playground MK | Lesson 1: Research Q:What makes a good playgroun d structure? K: Different types of playgroun d structures and their features. S: To explore and evaluate a range of existing products. | Lesson 2: Focus Task Q: How can structures be made stronger? K: Techniques for making a structure stable. S: Select appropriate tools and equipment for joining | Lesson 3: Focus Task Q: How can we join components within a structure? K: Joining techniques S: Select appropriate tools and equipment for joining. | Lesson 4: Focus Task Q: How can we use these materia Is effectiv ely? K: Charact eristics of materia Is S: Select from and use a wide range of materia Is and compo nents. | Lesson 5 and 6: Designing Q: Why have you chosen those materials ? S: Design purposef ul and functiona l and appealing structure s based a design criteria. Generate , develop and communi cate ideas through talking and drawing. | Lesson 7 and 8: Designing Q: Which structure is the best at meeting the design criteria? S: Design purposeful, functional and appealing structures based on design criteria. Evaluate ideas against the design criteria | Lesson 9: Making Q: How can your final product be finished to a high standard? S: Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components according to their characteristi cs. | Lesson 10: Evaluating Q: Does your playgroun d structure meet the design criteria? S: Evaluate the final product against the design criteria | | | | | | | |
| PE Planned by: Getset4PE SP | Working together -first 3 days | To use counts of 8 to move in time and make my dance look interesting | To explore pathways in my dance | To create my own dance using, actions, pathwa ys and counts | To explore speeds and actions in our pirate inspired | To copy, remember and repeat actions that represent the theme | To copy, repeat, create and perform actions that represent the theme | To explore speeds and actions and use expression and create actions that relate | Year 1 fundame ntals | Year 1 fundam entals | Year 1 funda mental s | Year 1 fundame ntals | Year 1 fundam entals | Year 1 fundam entals | Year 1 fundamentals |

| | | | | | dance | | | to the story | | | | | | | |
|---|--|--|--|---|--|--|---|--|---|--|--|---|--|--|---|
| Music | Find the beat | 1-2-3-4-5 | Head shoulder knees and toes | | shapes | We walk to animals | We walk to animals | Assessme nt checkpoin t | Please type coverag e/objecti ves | Please type coverag e/object ives | Please type covera ge/obj ectives | Please type coverage /objectiv es | Please type coverag e/objec tives | Please type coverag e/object ives | Please type coverage/obje ctives |
| PSHE SB/CR | | Lesson 1 I can identify some of my hopes and fears for this year | World Democracy Da | Lesson y 2 I underst and the rights and respons ibilities for being a membe r of my class and school | Lesson 3 I understa nd the rights and responsib ilities for being a member of my class | Lesson 4 I can listen to other people and contribute my own ideas about | Lesson 5 I understand how following the Learning Charter will help me and others learn | Lesson 6 I can recognise the choices I make and understan d the conseque nces | Diabetes Awarene ss | Lesson 1 I am starting to underst and that someti mes people make assumpt ions about boys and girls (stereot ypes) | Lesson 2 I am startin g to unders tand that sometimes people make assum ptions about boys and girls (stereo types) | Lesson 3 I understa nd that bullying is sometim es about differenc e | Lesson 4 I can recogni se what is right and wrong and know how to look after myself | Lesson 5 I underst and that it is OK to be different from other people and to be friends with them | Lesson 6 I can tell you some ways I am different from my friends |
| RE Planned by: Y1 MK SB for Y1/2 and Y2 using Year 2 curriculum | Book dedication , Mission Statement | Year 1 1:The first story of Creation 2:The first story of Creation Year 2 1: The Bible 2: In praise of God's creation | created everything 4:The first story of Creation Year 2 3: Celebrating Creation | Year 1 5: Creation is wonderful 6:Thinking about prayer (Day 1?) Year 2 4: The story of Noah 5: The story of Noah | Year 1 6:Thinkin g about prayer (Day 2?) 7: The Our Father Year 2 6: God's promise to Noah 7: What does the | Year 1 8: Pope Francis letter Laudato Si 9: Caring for our common home Day 1 Year 2 7: What does the Noah story | Year 1 9: Caring for our common home Day 2 10: Caring for everything God created Year 2 | Year 1 11: Our common home 12: Assessment Year 2 11: What happens during a Baptism 12: Assessment | Year 1 1: The Bible 2: Mary: called by God Year 2 1: The prophet Isaiah 2: Prophet s | Year 1 3:The Visitatio n 4: The Hail Mary Year 2 3: The birth of John the Baptist | Year 1 5:Mary said 'Yes!' 6: Jesus: God's gift of love Year 2 5: The Visitati on | Year 1 7: The Nativity in art 8: Angels: God's messeng ers Year 2 7: The Magnific at | Year 1 9: Luke's story of the birth of Jesus 10:The Gloria Year 2 9: The birth of Jesus | Year 1 11: Celebra ting the 12: Assessm ent Year 2 11: Advent traditio ns around | Year 1 Nativity Year 2 Nativity |

| | | | | | Noah story teach people today? Day 1 | teach people today? Day 2 8: People of hope | 9: The Sacrament of Baptism 10: The symbols of Baptism | | | 4: The Annunic ation | 6: Mary, the mothe r of God | 8: Zecharia h speaks | 10: The Advent wreath | the world 12: Assessm ent | |
|----------------------------|---|---|---|---|---|--|---|---|--|----------------------------|--|----------------------------|-----------------------------|---------------------------------------|--|
| French Planned by CR | Х | Х | Х | Х | X | Х | Х | French Afternoon - Where is France? French landmarks. Greetings in French. | | | | | | | |