

# Autumn Term 1 – Saplings Maths – Number and Place Value



## Previously learned vocabulary

Numeral (y2) Digit (y2)

Less than (y1) Greater than (y1)

Tens (y1) Ones (y1)

Place holder (y2) Place value (y2)

Partition (y2)

## New Vocabulary

Hundreds One thousand

One hundred and one One hundred and two... etc

Integer Multiple

## Hundreds

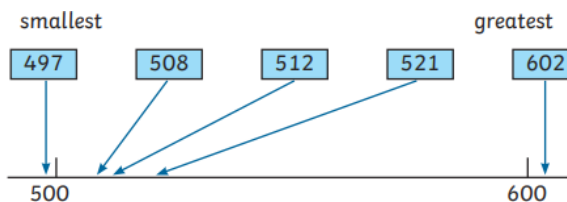
256 →



## Comparing numbers-Inequality Signs



## Ordering numbers



## Counting in 4s, 8s, 50s and 100s

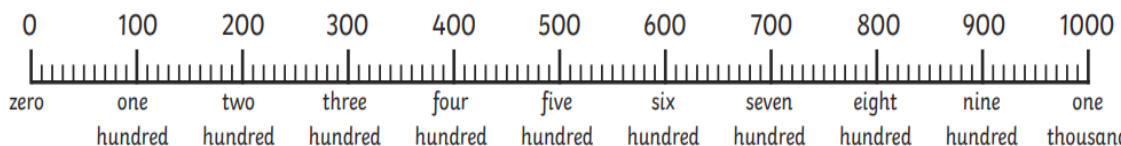
4s – 0, 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48

8s – 0, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96

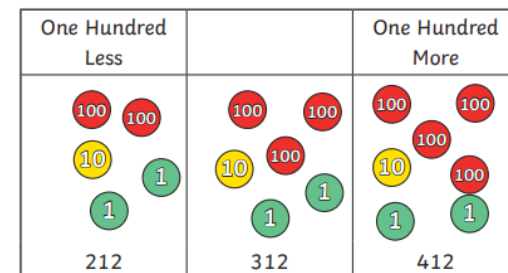
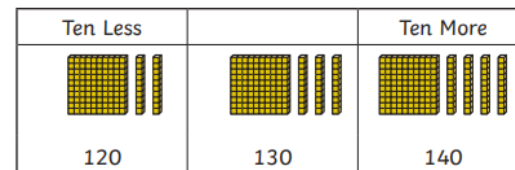
50s – 0, 50, 100, 150, 200, 250, 300, 350, 400, 450, 500

100s – 0, 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000

## Numerals and words to 1000



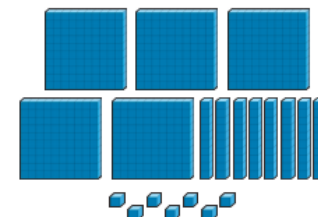
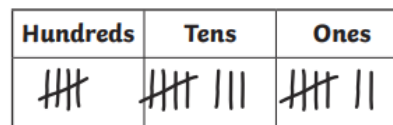
## 10 and 100 More or Less



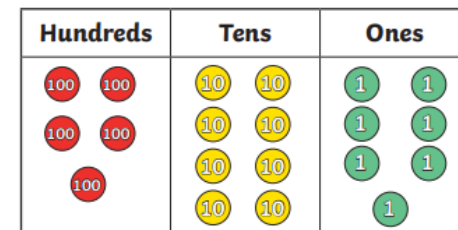
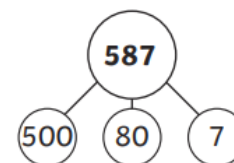
## Representing numbers to 1000

587

five hundred and eighty-seven



$$500 + 80 + 7$$





# Saplings - Autumn 1 –Animals Including Humans

## Previously Learned Vocabulary

Animal lifestyle – egg, chicken, chick

Survival- water, food, air, exercise and hygiene

Humans - offspring, adult, baby, toddler, child, teenager

## New Vocabulary

**Nutrients** are important things you get from food that help your body survive

**A balanced diet** means that you choose foods in the right amounts from each of the food groups.

A joint is where two bones come together and it allows movement

**Skeletons**-give some animals and humans structure, let them move in many ways and protect your internal organs, and more

**Skeletal Muscles** are attached to bones and can be controlled to allow movement of the body

**Relax** means when muscles relax, they get longer and slacker.

**Contract** means when muscles contract, they get shorter and tighter

A Vertebrate is an animal with a backbone

An invertebrate is an animal that does not have a backbone or skeleton inside its body.

## Key Facts

### Skeletons do three important jobs:

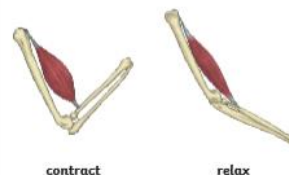
- protect organs inside the body;
- allow movement;
- support the body and stop it from falling on the floor.

### The 5 main food groups are :

- Carbohydrates (Potatoes, breads and grains)
- Fats and sugars (Oils an spreads, Sweets and biscuits)
- Fruits and Vegetables
- Proteins (Meat, fish, chicken, beans, pulses)
- Dairy: (Yoghurts, milk, cheese)

Living things need nutrients from food to grow and to be strong and healthy.

Skeletal **muscles** work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).



**How the skeleton muscle work in pairs to allow movement.**

**Influential individual**  
Sir David Attenborough



## The three different types of skeletons.

vertebrate  
↓  
endoskeleton



invertebrate

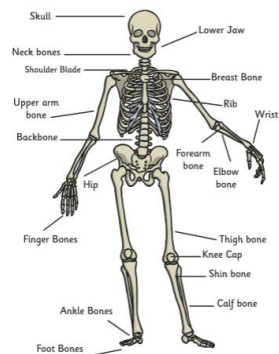
exoskeleton



hydrostatic skeleton



### The Human Skeleton





Nutrient	What they do:
Carbohydrates	provide <b>energy</b>
Protein	helps growth and repair
Fibre	helps you to digest the food that you have eaten
Fats	provide <b>energy</b>
Vitamins	keep you <b>healthy</b>
Minerals	keep you <b>healthy</b>
Water	moves <b>nutrients</b> around your body and helps to get rid of waste

# Saplings – Autumn 1 – Stone Age to Iron Age

Key Vocabulary	Definition
Palaeolithic	The first of the three periods of the Stone Age. Known as 'The Old Stone Age'
Mesolithic	The second of the three periods of the Stone Age. Known as 'The Middle Stone Age'
Neolithic	The third of the three periods of the Stone Age. Known as 'The New Stone Age'
Settlement	A place where people live together in a community.
Mammoth	An animal that lived in the Stone Age. It is now extinct.
Hunter-gatherer	A person who moves from place to place in search of food. Surviving by hunting, fishing and collecting berries, fruits and seeds.
Agriculture	Growing crops and keeping animals for food and materials (farming).
Prehistoric	From a time in the past before there were written records.
Migration	When people move to live in a different place
Skara Brae	A stone built Neolithic settlement which has taught historians and archaeologists a lot about Stone Age life.
Tribe	A community of people, ruled by a leader, with shared traditions, ancestors and culture.

The Stone Age was a very long period of time when early humans made tools and weapons from stone.

Palaeolithic (or Old) Stone Age	Mesolithic (or Middle) Stone Age	Neolithic (or New) Stone Age
The Palaeolithic period was significantly longer than any other time in the Stone Age and any other period in human history. In Britain, it is thought to have started around 800,000 BC. At this time, people were <b>hunter-gatherers</b> and moved on to live in a different place once they had hunted and gathered all the food available.	The Mesolithic period started in Britain from around 8000 BC around the end of the last Ice Age. People were still living as <b>hunter-gatherers</b> but towards the end of this time in the Stone Age, people started to learn about <b>agriculture</b> .	People started to live in permanent <b>settlements</b> having been introduced to <b>agriculture</b> by people <b>migrating</b> from Europe.
		

This is a history topic.  
We will be working as historians.



The remains of an Iron Age hillfort.

\*During the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.

\*During the Iron Age, technology developed further in many ways. People began to make tools and weapons from iron. Hillforts were built during the Iron Age. Communities lived on hills for protection in case other tribes attacked.



It is believed that the first written records in British history are from Roman times. The time periods before the Romans arrived in Britain are classed as being **prehistoric**.

Artwork, artefacts, monuments and both animal and human remains have been used to teach historians and archaeologists about the Stone, Bronze and Iron Age.

## Must Knows

### Saplings – Stone Age to Iron Age

#### Key Facts

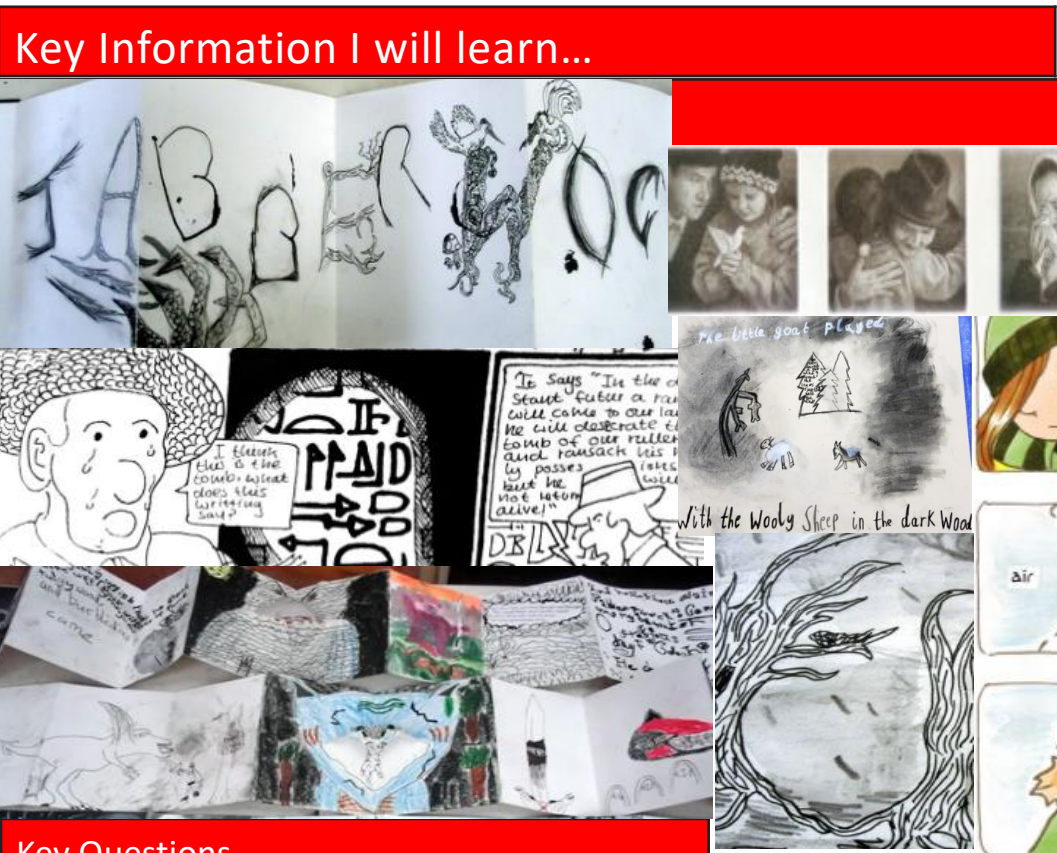
- The Stone Age began over three million years ago.
- The Stone Age was divided into three periods:
  - \*Palaeolithic
  - \*Mesolithic
  - \*Neolithic
- Due to advances and developments, the Stone Age evolved into the Bronze Age and then the Iron Age.
- A Stone Age diet consisted of berries, root vegetables, plants, eggs, nuts and seeds, meat and fish.
- During the Neolithic period of the Stone Age, people moved away from being hunter-gatherers and focused on farming and agriculture.
- Skara Brae was a Neolithic village that has been found and preserved.
- Stonehenge was an important religious site during the Bronze Age.
- Hillforts were villages built during the Iron Age on a hill-top protected by wooden walls.



## Key Vocabulary

Key Vocabulary	
Sequenced drawings	a form of visual storytelling that uses a series of images arranged in a specific sequence to convey a narrative
Imagery	a way to describe the way things or ideas seem in your mind or in art or literature
storytelling	the activity of telling or writing stories
illustrator	a person who draws or creates pictures for magazines, books, advertising, etc.
genre	a style or category of art, music, or literature.
Visual notes	a method of capturing information by combining handwritten text with drawings, symbols, and spatial arrangements, rather than traditional linear text.
Evocative	bringing strong images, memories, or feelings to mind
Charcoal	a drawing material made from carbonized wood, traditionally from willow twigs or vine, which are heated without oxygen to form black, crumbly sticks
Graphite	a soft, dark grey, crystalline form of carbon used primarily in pencils, sticks, and powder to create drawings and sketches
Ink	a fluid colourant—typically a liquid or paste—made with dyes or pigments that is used for drawing, painting, and printmaking
Manga	A style of Japanese comic books and graphic novels
Folded zine	a small, handmade publication or booklet created by folding a single sheet of paper, often using a specific technique that results in an eight-page booklet

Key Information I will learn...



## Key Questions

- ## Key Questions
- Can I explore the work of artists who tell stories through imagery?
  - Can I respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts?
  - Can I work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work?
  - Can I use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose?
  - Can I use line, shape, and colour using a variety of materials to test my ideas?
  - Can I think about how I might use composition, sequencing, mark making and some text in my drawings?
  - Can I create a finished piece which contains sequenced images to describe a narrative?
  - Can I share my work with others and talk about my journey and outcome? Can I listen to their feedback and take it on board?
  - Can I appreciate the work of my classmates and think about similarities and differences? Can I share my feedback on their work?

End Goal
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- # End Goal
- Understand that we can tell stories through drawing.
  - Understand that we can use text within our drawings to add meaning.
  - Understand that we can sequence drawings to help viewers respond to our story.
  - Understand that we can use line, shape, colour and composition to develop evocative and characterful imagery.