



HALF TERMLY CURRICULUM OVERVIEW Autumn Term (1) 2022 Year 1 Skill for Success – Resilience

Week	1	2	3	4	5	6	7
DATE	5/09/22 (4 days)	12/09/22	19/09/22	26/09/22	3/10/22	10/10/22 (4 days)	17/10/22
Events				28/9 Year 6 Junior Life Skills	3/10 & 5/10 Parent Consultations 7/10 Y1 Garden Day	12/10 INSET DAY (Goose Fair Day)	20/10 Harvest Festival at St. Eustachius' Church
Visits and Visitors	7/9 Stannary Brass Band to visit years 5 / 6		20/9 Individual school photos				
English	Kippers Toy Box by Mick Inkpen Sequencing events and labelling a picture of our favourite toy using adjectives.	Polar Bear, Polar Bear, What Do You Hear? By Bill Martin. Creating a class book, developing finger spacing, sentence punctuation and using question marks.		It's My Birthday – By Helen Oxenbury Sequential writing using repetitive language and list building.		Oi Frog! By Kes Grey Securing understanding of a sentence and sentence punctuation, questions and recognising rhyme.	
Phonics/ Spellings daily	Recap phase 2 and 3 graphemes. Teach ai and ee. Tricky words – is, l, the, full	Recap phase 2 and 3 graphemes. Teach igh and oa. Tricky words – as, and, has, his	Recap phase 2 and 3 graphemes. Teach oo and oo. Tricky words – her, go, no, to	Recap phase 2 and 3 graphemes. Teach ar and or. Tricky words – into, she, he, of	Recap phase 2 and 3 graphemes. Teach ur and ow. Tricky words – we, me, be, was	Recap phase 2 and 3 graphemes. Teach oi and ear. Tricky words – you, they, my, by	Recap phase 2 and 3 graphemes. Teach – air and er. Tricky words – all, are, sure, pure
Spellings	The, a, rain, trail, bee, tree WT (working towards) – is, l, full, the	Do, to light, night, boat, goat WT – as, and, has, his	Was, is, look, rook, zoom, room WT – her, go, no, to	His, has, car, park, fork, stork WT – into, she, he, of	l, be, fur, owl, he, she WT – we, me, be, was	Me, he, soil, boil, hear, tear WT – you, they, my, by	Go, so, fair, chair, river, fern WT – all, are, sure, pure.
Books for Life (focus books)	Lost and Found by Oliver Jeffers		The Squirrels' Busy Year by Martin Jenkins		The Day the Crayons Quit by Drew Daywalt		Re-read all 3. Discuss and compare
Maths	1.1 Number sense Counting to 100	1.1 Number sense Measurement –	1.1 Number sense Measurement –	1.2 Additive reasoning Adding 0, 1 more and 1	1.2 Additive reasoning Number bonds to	1.2 Additive reasoning Solving 1 step	1.3 Geometric reasoning (2 weeks) Recognise

	<p>fwds and back. Count, read and write numbers to at least 100. Ordering numbers. 1 more/1 less</p>	<p>compare, describe and solve practical problems for length and height, mass/weight, capacity/volume</p>	<p>time as in days of the week and months. Recognise place value in numbers beyond 20 using objects.</p>	<p>less. Number bonds to 10.</p>	<p>10 and number bonds to 20. Inverse (subtraction) of number bond facts</p>	<p>problems involving addition and subtraction (money)</p>	<p>and name common 2-D and 3-D shapes</p>
<p>NCETM Mastering Number</p>	<p>Subitise within 5, including when using a rekenrek, and re-cap the composition of 5</p>	<p>Subitise within 5, including when using a rekenrek, and re-cap the composition of 5</p>	<p>Develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure.</p>	<p>Develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure.</p>	<p>Compare numbers within 10 and use precise mathematical language when doing so.</p>	<p>Compare numbers within 10 and use precise mathematical language when doing so.</p>	<p>Compare numbers within 10 and connect this to '1 more' and '1 less' than a given number</p>
<p>Science Human Body & Seasonal Changes</p>	<p>SCIENCE: Identify, name, draw and label parts of the human body</p>	<p>SCIENCE: Identify our 5 senses and the body parts associated with each sense</p>	<p>SCIENCE: Observing changes across the seasons</p>	<p>SCIENCE: Describing weather to match the season</p>			
<p>Art Portraits in different mediums</p>	<p>Collage tearing skills – self portrait Exploring mark making in clay.</p>	<p>Developing choices about print making (paint) – self portrait</p>	<p>Experiment with different tools to create textures.</p>	<p>Developing printing in clay – self portrait (Linked to Science body parts)</p>	<p>Developing colour choice and using scented paint (Linked to Science senses)</p>	<p>Making choices on material, collage work with cereals - self portrait (Linked to Science)</p>	<p>Collage work, choices of materials and tools, cutting work – natural resources portraits</p>
<p>Geography Where we live</p>					<p>GEOGRAPHY: Classroom mapping. Use a map to locate Tavistock.</p>	<p>GEOGRAPHY: To identify Tavistock on a map and know it is in the county of Devon in England.</p>	<p>GEOGRAPHY: Describe key features/places in Tavistock that are natural and manmade.</p>
<p>Computing / Online Safety</p>	<p>Keyboard Skills Being able to switch on and log in using the</p>	<p>Keyboard Skills Develop skills in switching on, logging on and</p>	<p>Keyboard Skills Develop skills in switching on, logging on and</p>	<p>Digital Literacy: Research and using a safe search for images</p>	<p>Digital Literacy: Research and using a safe search for images</p>	<p>Online Safety: Content: How it can be used and shared</p>	<p>Online Safety: Content: How it can be used and shared</p>

	keyboard.	using the touch pad.	using the touch pad and hold and drag objects.				
Music Charanga module: Hey You! Musician of the month – September: Stevie Wonder October: Tracy Chapman	Hey You! – learn to sing the song	Hey You! – Play your instrument (Glockenspiels)	Hey You! – Play your instrument (Glockenspiels)	Hey You! – Improvise and compose	Hey You! – Improvise and compose	Hey You! – Perform	Hey You! – view performance, reflect and appraise.
PE Skills and Techniques	Ball skills and FMS (fine motor skills) & Dance Develop quality of skipping, hopping and lunges	Ball skills and FMS & Dance Moving into spaces using a change of speed and direction	Ball skills and FMS & Dance Developing control whilst performing balances	Ball skills and FMS & Dance Throwing a range of balls with increasing accuracy	Ball skills and FMS & Dance Catching a range of balls with increasing accuracy	Ball skills and FMS & Dance Develop control of a ball with feet	Ball skills and FMS & Dance Develop control of a ball with feet
PE Ball skills	We are learning to move the ball with accuracy and control.	We are learning how and why we need to find space in sport.	We are learning how to work effectively with a partner.	We are learning to be accurate when aiming for a target.	We are learning to move whilst keeping a ball under control.	We are learning how to work as part of a team effectively.	We are learning how to play a game as part of a team.
Personal, Social, Health Economic and Relationships and Sex Education	Skills for success – Resilience - meaning of the word and giving examples.	How to be hygienic.	To understand that each person’s body belongs to them.	To know that there are a (normal)/typical range of emotions. Scale of emotion.		To know about people that look after you. Who to go to when you are worried and how to attract their attention.	
RE Christianity	Why do Christians believe everyone is valuable?	What does it mean to belong to a Christian community?	What does it mean to belong to a Muslim community?	What does it mean to belong to a Jewish community?	What is involved in a Christian marriage ceremony?	What is involved in a Jewish marriage ceremony?	Why is it good to belong to a community?

Garden Days					Friday 7 th October: Garden day- Team Building Identifying insects – bug hunt using 5 senses – what can we see/hear/taste/ feel/ smell		
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