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

Week 1 2 3 4 5 6 7

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| 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, I, 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, I, 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 | I, 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 fwds and back. Count, read and write numbers to at least 100. Ordering numbers.  1 more/1 less | 1.1 Number sense Measurement – compare, describe and solve practical problems for length and height, mass/weight, capacity/volume | 1.1 Number sense Measurement – time as in days of the week and months. Recognise place value in numbers beyond 20 using objects. | 1.2 Additive reasoning Adding 0, 1 more and 1 less. Number bonds to 10. | 1.2 Additive reasoning Number bonds to 10 and number bonds to 20. Inverse (subtraction) of number bond facts | 1.2 Additive reasoning  Solving 1 step problems involving addition and subtraction (money) | 1.3 Geometric reasoning (2 weeks) Recognise and name common 2-D and 3-D shapes |
| NCETM  Mastering Number | Subitise within 5, including when using a rekenrek, and re-cap the composition of 5 | Subitise within 5, including when using a rekenrek, and re-cap the composition of 5 | Develop their understanding of the numbers 6 to 9 using the ‘5 and a bit’ structure. | Develop their understanding of the numbers 6 to 9 using the ‘5 and a bit’ structure. | Compare numbers within 10 and use precise mathematical language when doing so. | Compare numbers within 10 and use precise mathematical language when doing so. | Compare numbers within 10 and connect this to ‘1 more’ and ‘1 less’ than a given number |
| Science  **Human Body**  **& Seasonal Changes** | SCIENCE: Identify, name, draw and label parts of the human body | SCIENCE:  Identify our 5 senses and the body parts associated with each sense | SCIENCE: Observing changes across the seasons | SCIENCE: Describing weather to match the season |  |  |  |
| Art  **Portraits in different mediums** | Collage tearing skills – self portrait  Exploring mark making in clay. | Developing choices about print making (paint) – self portrait | Experiment with different tools to create textures. | Developing printing in clay – self portrait (Linked to Science body parts) | Developing colour choice and using scented paint (Linked to Science senses) | Making choices on material, collage work with cereals - self portrait (Linked to Science) | Collage work, choices of materials and tools, cutting work – natural resources portraits |
| Geography  **Where we live** |  |  |  |  | GEOGRAPHY: Classroom mapping.  Use a map to locate Tavistock. | GEOGRAPHY:  To identify Tavistock on a map and know it is in the county of Devon in England. | GEOGRAPHY: Describe key features/places in Tavistock that are natural and manmade. |
| Computing / Online Safety | Keyboard Skills  Being able to switch on and log in using the keyboard. | Keyboard Skills  Develop skills in switching on, logging on and using the touch pad. | Keyboard Skills  Develop skills in switching on, logging on and using the touch pad and hold and drag objects. | Digital Literacy: Research and using a safe search for images | Digital Literacy: Research and using a safe search for images | Online Safety: Content: How it can be used and shared | Online Safety: Content: How it can be used and shared |
| 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 7th October: Garden day- Team Building Identifying insects – bug hunt using 5 senses – what can we see/hear/taste/ feel/ smell |  |  |