



# HALF TERMLY CURRICULUM OVERVIEW Autumn Term (1) 2023 Year R and 1 Skill for Success – Resilience

Week	1	2	3	4	5	6	7
DATE	05/09/23 (4 days)	11/09/23	18/09/23	25/09/23	02/10/23	09/10/23	16/10/23
Events			Individual and sibling photographs			11/10 INSET DAY (Goose Fair Day)	17/10: C3 Garden Day 19/10: C4 Garden Day 20/10: C2 Garden Day
Visits and Visitors	Teddy Bear Hospital				Dartmoor Search and Rescue	Theatre trip	
English Reception and Year 1	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. Retelling the story using puppets, creating Polar Bear images, sequencing the story – Reception Creating a class book, developing finger spacing, sentence punctuation and using question marks – Year 1		It's My Birthday – By Helen Oxenbury Looking at recipe books, cut stick and talk about things they like to eat, sequencing pictures on how to make a sandwich – Reception Sequential writing using repetitive language and list building – Year 1		Oi Frog! By Kes Grey Learning about rhyming words, drawing animals from the story – Reception Securing understanding of a sentence and sentence punctuation, questions and recognising rhyme – Year 1	
Phonics/ Year 1 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
Phonics - Reception	RBA baseline assessment		All Phase 2 Tricky words - I, no, go, to, the, into, is, and, has, his, her, she, he, as, of, we, me, be	Recap phase 2 tricky words and phase 2 graphemes: s, a, t, p	Recap phase 2 tricky words and phase 2 graphemes: i, n, m, d	Recap phase 2 tricky words and phase 2 graphemes: g, o, c, k	Recap phase 2 tricky words and phase 2 graphemes: ck, e, u, r
Spellings Year 1 WT (working towards)	The, a, rain, trail, bee, tree WT – 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 book in Year 1)	Lost and Found by Oliver Jeffers						
Books for Life (Focus book in Reception)	Non-Fiction: We all have different families by Melissa Higgins						
Maths Year 1	1.1 Number sense Counting to 100 fws 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 Year 1	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
Maths Reception	RBA baseline assessment		Subitise with numbers 1-3.	Using songs and rhymes to practise counting with numbers 1-5.	Looking at the composition of numbers 1-4, making collections of objects with numbers 1-4.	Use positional language to talk about patterns of numbers 2-4.	Compare sets of objects thinking about which is 'more than'
Science Year 1 <b>Human Body &amp; Seasonal Changes</b>	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			

Science Reception	Naming parts of our body through songs and rhymes. Beginning to look at seasonal changes.						
Art Reception and Year 1 <b>Portraits in different mediums</b>	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 Reception and Year 1 <b>Where we live</b>					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 Year 1	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 Reception and Year 1 <b>Charanga module: Hey You!</b>  Musician of the month – <b>September: Kate Bush</b> <b>October: Babatunde Olatunji</b>	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 Year 1 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 Year 1 <b>Ball skills</b>	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.
Reception	We will be experimenting with different ways of moving and using tools (e.g. scissors, pencils, paintbrushes etc) with more control we will also be learning how to stay healthy.						
Personal, Social, Health Economic and Relationships and Sex Education Reception and Year 1	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 Year 1 <b>Christianity</b>	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							17/10: C3 Garden Day 19/10: C4 Garden Day 20/10: C2 Garden Day