



HALF TERMLY CURRICULUM OVERVIEW Autumn Term (2) 2022 Year 1 **Skill for Success – Self Belief**

Week	1	2	3	4	5	6	7
DATE	31/10/22	7/11/22	14/11/22	21/11/22	28/11/22	5/12/22	12/12/22
Events	KS1 Open the Book 3/11	Remembrance Day 11/11 KS1 Open the Book 10/11	KS1 Open the Book 17/11 Anti-Bullying Week	KS1 Open the Book 24/11 Y1 Garden Day 24/11 Year 1 Family Assembly 25/11/22	KS1 Open the Book 1/12	KS1 Open the Book 8/12 09/12 Y1 Garden Day	KS1 Open the Book 15/11 End of term assembly 15/12 at St.Eustachious' Church
Visits and Visitors					Year 1 to visit Drum Theatre 2/12		
English	Penguin by Polly Dunbar Developing vocabulary and writing sentences by including adjectives and exclamation marks. Use expanded noun phrases (and compound sentences) to write a story based on 'Penguin'. To be able to recite the story with good intonation and expression.		Funny bones by Allan Alberg To describe the setting of a story using adjectives and expanded noun phrases based on the story, 'Funnybones'. To orally recite, write and correctly punctuate their own sentences and in some cases include commas and question marks.		Pinocchio (theatre production) and book illustrated by Mairo Evangelista Fairy tale writing. Development of sentence structure and punctuation. Developing vocabulary and considering choices to engage the reader. Development of handwriting.		Teaching the spelling rules of 'est'. To write a letter of thanks that includes 'est' words. Writing in different formats – letters, card inserts and lists.
Teaching Reading Decoding and reading with fluency and inference	Identifying repetitive sentence structure and patterns in language (linked to Penguin)	Reading of, and pausing at punctuation, in 3 word sentences. (linked to Penguin)	Recognising patterns in language and format of written sentences (linked to the story Funnybones)	Reading the first page of the story 'Funnybones' with rhythm and intonation.	Developing inference skills – what can we learn from the front cover of the book: the title and the picture? What can we learn from the blurb on the back? (linked to the story –	Developing inference skills – as the children will be very familiar with the beginning of the story, how do we know that the man was old and lonely? What other vocabulary could have been used?	Inference questions related to children's own reading and book choices for taking home.

					Pinocchio)		
Phonics/ Spellings daily C=consonant V=vowel	All phase 2 and 3 graphemes taught plus phase 5 – ay and ou . Children will be blending and segmenting a range of CVC, CCVC and CVCC words	All phase 2 and 3 graphemes taught plus phase 5 taught so far – ay, ou. New phase 5 – oy and ea . Children will be blending and segmenting a range of CVC, CCVC and CVCC words	All phase 2 and 3 graphemes taught plus phase 5 taught so far – ay, ou, oy, ea. New phase 5 – ir and ie . Children will be blending and segmenting a range of CVC, CCVC and CVCC words	All phase 2 and 3 graphemes taught plus phase 5 taught so far – ay, ou, oy, ,ea, ir, ie. New phase 5 – ue and a-e . Children will be blending and segmenting a range of CVC, CCVC and CVCC words	All phase 2 and 3 graphemes taught plus phase 5 taught so far – ay, ou, oy, ,ea, ir, ie, ue, a-e. New phase 5 – i-e and o-e . Children will be blending and segmenting a range of CVC, CCVC and CVCC words	All phase 2 and 3 graphemes taught plus phase 5 taught so far – ay, ou, oy, ,ea, ir, ie, ue, a-e, i-e, o-e. New phase 5 – u-e and e-e . Children will be blending and segmenting a range of CVC, CCVC and CVCC words	Assess and review – phonic assessments and handwriting practise.
Spellings Exp= expected WT=working towards PKS=pre-key stage	Spellings linked to graphemes taught and tricky words. Exp – of, she, play, Monday, shout, loud WT – day, out, the, do PKS –ay, ou, is, l	Spellings linked to graphemes taught and tricky words. Exp – we, no, boy, toy, beach, clean WT – boy, toy, to, was PKS – oy, ea, the, toy	Spellings linked to graphemes taught and tricky words. Exp – by, my, bird, third, pie, tie WT – sir, pie, is, his PKS – ir, ie, a, do	Spellings linked to graphemes taught and tricky words. Exp – put, push, blue, glue, cake, snake WT – blue, cake, has, l PKS – ue, to, was, is	Spellings linked to graphemes taught and tricky words. Exp – pull, full, nine, shine, bone, home WT – be, me, he, go PKS – his, has, l, be	Spellings linked to graphemes taught and tricky words. Exp – you, your, tune, June, these, even WT – so, of, she, we PKS – me, he, go, so	Assess and review
Books for Life (focus books)	Cats Sleep Anywhere – Eleanor Farjeon			Where the Wild Things Are – Maurice Sendak			Re-read, compare and contrast.
Maths	1.3 Geometric Reasoning Naming and describing the properties and comparing 3D shapes.	1.4 Number sense Counting to and across 100. Representing numbers using objects and number line.	1.4 Number sense Days of the week, months of the year. Ordinal numbers . Time	1.5 Additive reasoning Number pairs, addition and subtraction to 10 and 20.	1.5 Additive reasoning Fluency, problem solving and reasoning	1.6 Number sense Count in 2s and 10s. Recognising monetary denominations	1.6 Number sense Count in 2s and 10s. Recognising monetary denominations
No Nonsense Maths daily	One more and one less for	One more and one less for	One more and one less for	Using subitising to know three,	Different ways of making two,	Different ways of making three,	Using understanding of

	numbers to twelve	numbers to twenty	numbers to twenty	four and five	three, four and five	four and five	four and five
Science Plants	Identify and name a variety of deciduous and evergreen trees	Identify and name a variety of deciduous and evergreen trees-trees at school.	Identify and describe the basic structure of trees.	Identify and describe the basic structure of a variety of common flowering plants. Hyacinths			
DT Sliders and leavers	Sliders and levers – research and investigate products that have leavers and sliders (e.g. pop up books)	Exploring how to make a variety of leavers – up and down in a slot.	Exploring how to make a variety of leavers – pivot with split pin.	Exploring how to make a variety of leavers – sliding left and right.	Design a Christmas card that includes a leaver (child’s choice)	Build/create. Children to select correct resources according to the lever mechanism they have included in their design.	Evaluate end product Discuss their end product with adults annotating what the children say.
History Tudors					History – Time: Tudors Event: Spanish Armada Person – Sir Francis Drake Introduction to Time Lines. Sharing of info learnt on Drake as a result of homework project. To understand that drake was the first person to circumnavigate the world.	History – Time: Tudors Event: Spanish Armada Person – Sir Francis Drake To recognise that Drake was a successful and rich navigator but that he was also a pirate and slaver.	History – Time: Tudors Event: Spanish Armada Person – Sir Francis Drake To understand what life on the Golden Hind would have been like. To complete a quiz hunt to check knowledge retained.
Computing / Online Safety	Disinformation, misinformation and hoaxes Some information	We are learning to understand that not everything on line is real.	We are learning to understand what a search engine is.	We are learning to understand what a search engine is.	We are learning to find images safely on the internet.	We are learning to find information safely on the internet.	We are learning to find information safely on the internet.

	shared online is accidentally or intentionally wrong, misleading, or exaggerated.						
<p>Music</p> <p>Charanga module:</p> <p>Rhythm in the way you walk.</p> <p>Musician of the month</p> <p>November: Bjork</p> <p>December: Tchaikovsky</p>	<p>'Rhythm in the way we walk' (Reggae Style)</p> <p>Listen and Appraise different songs</p>	<p>'Rhythm in the way we walk' (Reggae Style)</p> <p>Flexible games and learning the song</p>	<p>'Rhythm in the way we walk' (Reggae Style)</p> <p>Perform the song</p>	<p>'The Banana Rap' (Hip Hop Style)</p> <p>Listen and Appraise different songs</p>	<p>'The Banana Rap' (Hip Hop Style)</p> <p>Musical Activities – flexible games and learning the song</p>	<p>'The Banana Rap' (Hip Hop Style)</p> <p>Performing the song</p>	<p>'The Banana Rap' (Hip Hop Style)</p> <p>Reflect and evaluate</p>
<p>PE</p> <p>Skills and Techniques</p> <p>Developing Social skills</p>	<p>Develop confidence and quality in the fundamental movement skills (including skipping, hopping and lunges)</p>	<p>Catching, throwing and rolling a range of balls with increasing accuracy</p>	<p>Catching, throwing and rolling a range of balls with increasing accuracy</p>	<p>Developing control of a ball with the feet (including kicking and passing)</p>	<p>Developing control of a ball with the feet (including kicking and passing)</p>	<p>Develop decision-making, teamwork and communication skills</p>	<p>Develop decision-making, teamwork and communication skills</p>
<p>PE</p> <p>Game Skills</p> <p>Hockey</p>	<p>How to hold the hockey stick. Chn to follow lines whilst holding the stick correctly.</p>	<p>How to move a ball. Chn to keep the ball against their stick and move along lines.</p>	<p>How to move a ball. Chn to move the ball around cones with control.</p>	<p>How to pass/push the ball. Chn have objects to aim the ball at/between.</p>	<p>How to pass the ball. Chn work with partners to pass, stop and return the ball.</p>	<p>How to run and pass. Chn to complete relay in teams passing the ball to the next child.</p>	<p>Team games - include hockey in obstacle course.</p>

Personal, Social, Health Economic and Relationships and Sex education	<u>Skills for Success</u> LI: We are learning the meaning of the words 'self belief'.	<u>Respectful Relationships</u> LI: We can recognise that people's bodies and feelings can be hurt.	<u>Anti Bullying Week</u> <u>Respectful Relationships</u> LI: We can recognise that people's bodies and feelings can be hurt.	<u>Respectful Relationships</u> LI: We understand what is kind and unkind behaviour. LI: We can be polite and treat others with respect.	<u>Mental Wellbeing</u> LI: We can listen to other people and work co-operatively.	<u>Mental Wellbeing</u> LI: We can listen to other people and work co-operatively.	<u>Money Sense</u> LI: We understand where money comes from and how people get their money.
RE What do Christians believe God is like?	<u>What is a parable?</u> We are learning how the Bible is a key way Christians find out what God is like.	<u>What do Christians believe God is like?</u> We are learning to understand how God forgives people through a parable.	<u>Why is forgiving and being forgiven important?</u> We are learning how Christians and non Christians show forgiveness.	<u>What is the meaning of the Lord's Prayer?</u> We are learning how Christians pray.	<u>What is the meaning of the Lord's Prayer?</u> We are learning how Christians pray.	<u>What is the meaning of Christmas?</u> We are learning about the Christian festival of Christmas	<u>What is the meaning of Christmas?</u> We are learning about the Christian festival of Christmas
Garden Days				24.11.22 Team building, create firework, bug hotels, tree bark art, mud art, finger dexterity activities, Scavenger hunt. Hot drink and story.			