



HALF TERMLY CURRICULUM OVERVIEW Spring Term (1) 2024 Reception & Year 1 Skill for Success – Responsibility

Week	1	2	3	4	5	6
DATE	03/01/24	08/01/24	15/01/24	22/01/24	29/01/24	05/02/24
Events	KS1 Open the book assembly	KS1 Open the book assembly	KS1 Open the book assembly	KS1 Open the book assembly 24/1 C3 Garden Day 25/1 C4 Garden Day 26/1 C2 Garden Day	KS1 Open the book assembly	KS1 Open the book assembly Parents' Evening 06/02/24 Safer Internet Day
English Reception and Year 1	Non-Fiction – <u>Sharks by Catriona Clarke</u> Children to write their own information book - using punctuation accurately, including exclamation marks and question marks. To include features of a non-fiction text. Use simple noun phrases to convey information concisely.			Fiction - <u>The Train Ride by June Crebbin</u> Writing a sequential fictional story based on The Train Ride focussing on punctuation: capital letters, full stops and question marks. Also to include rhythm and repetition.		
Reading Reception and Year 1	Decoding and reading with fluency skills specific non-fiction texts	Decoding and reading with fluency skills specific non-fiction texts	Decoding and reading with fluency skills specific non-fiction texts	Decoding and reading with fluency	Decoding and reading with fluency	Decoding and reading with fluency
Phonics Reception	Revisit all phase 2 and 3 graphemes and tricky words taught so far. Teach: ai, ee, igh, oa	Revisit all phase 2 and 3 graphemes and tricky words taught so far. Teach: oo, oo, ar, or	Revisit all phase 2 and 3 graphemes and tricky words taught so far. Teach: ur, ow, oi, ear	Revisit all phase 2 and 3 graphemes and tricky words taught so far. Teach: air, er	Revisit all phase 2 and 3 graphemes and tricky words taught so far.	Revisit all phase 2 and 3 graphemes and tricky words taught so far.
Phonics Year 1	Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e Teach – ew and aw Introduce all new phase 5 tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, our, could, would, should,	Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e, ew, aw Teach – y (ee), wh Teach tricky words: your, Mr, Mrs Teach segmenting and blending with all taught graphemes in	Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e, ew, aw, y (ee), wh Teach – y (igh), oe Teach tricky words: Ms, ask, our Teach segmenting and blending with all taught graphemes in	Phonics screenings to be completed with all Year 1s Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e, ew, aw, y (ee), wh, y (igh), wh Teach – ow, ph Teach tricky words:	Phonics screenings to be completed with all Year 1s Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e, ew, aw, y (ee), wh, y (igh), wh, ow, ph Teach – c (s), ey Teach tricky words:	Phonics screenings to be completed with all Year 1s Revisit all phase 2 and 3 graphemes and phase 5 taught so far: ay, ou, oy, ea, ir, ie, ue, a-e, i-e, o-e, u-e, e-e, ew, aw, y (ee), wh, y (igh), wh, ow, ph, c (s), ey Teach – au, i (igh) Teach tricky words:

	house, mouse, water, want. Focus on: their, people, oh	CVCC and CCVC words real and alien.	CVCC and CCVC words real and alien.	Could, would, should Teach segmenting and blending with all taught graphemes in CVCC and CCVC words real and alien.	House, mouse Teach segmenting and blending with all taught graphemes in CVCC and CCVC words real and alien.	Water, want Teach segmenting and blending with all taught graphemes in CVCC and CCVC words real and alien.
Spellings daily Year 1 EXP – expected standard WT – working towards the expected standard PKS – pre key stage standard	Spellings linked to graphemes taught and common exception words. EXP – said, says, are, claw, shrew, new WT – saw, new, no, she PKS – m, n, no, go	Spellings linked to graphemes taught and common exception words. EXP – were, they, here, very, whale, happy WT – said, full you, when PKS – p, r, be, he	Spellings linked to graphemes taught and common exception words. EXP –there, where, one, fly, try, toe WT – by, my, toe, pull PKS – h, b, by, my	Spellings linked to graphemes taught and common exception words. EXP come, some, love, phone, grow, snow WT – snow, some, come, the PKS – l, t, to, of	Spellings linked to graphemes taught and common exception words. EXP — ask, once, our, mice, race, key WT – key, push, put, today PKS – b, g, she, we	Spellings linked to graphemes taught and common exception words. EXP - house, friends, school, Autumn, lion, find WT – find, they, here, there PKS – j, k, said, ask
Books for Life (focus books) Reception	Wave – Suzy Lee			The Magic Porridge Pot		
Books for Life (focus books) Year 1	Cats sleep anywhere by Eleanor Farjeon			The Lion and the mouse by Miles Kelly Discuss and compare all books for life shared so far.		
Maths Reception	Recognise, compose, decompose and manipulate 2D and 3D shapes.			Counting, ordinality and cardinality (recognising and ordering numbers to 5) Composition of numbers up to 7. Comparison of numbers using the language of more than, fewer than and understanding the meaning of the word 'equal'.		
Maths Year 1	Recognise, compose, decompose and manipulate 2D and 3D shapes.			Explore, represent and partition numbers 0 to 10 and explain their understanding of their value.		
Science Reception and Year 1 Animals including humans			Identify / name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To ask simple questions and generate criteria for sorting animals. To describe and	To identify and name a variety of common animals that are carnivores, herbivores and omnivores and classify by sorting, Knowledge quiz to end sequence.		

			compare the structure of a variety of common animals – linking to learning in week 1.			
Art Reception and Year 1	<p>William Morris studying and comparing prints.</p> <p>To be able to respond to ideas and starting points. Creating own design in the style of William Morris.</p> <p>To use drawings to record observations. To encourage analysis of things seen. To develop the skill of communicating ideas and observations. Transferring design onto polystyrene and printing onto fabric – mono printing Mimic print from the environment (e.g. wallpapers). To be exposed to and then respond and describe the work of notable artists, artisans and designers.</p>	<p>Make a pet sculpture/pet rock – considering suitability of materials (link to science) Use the pet blanket created last week (print on fabric) to create a suitable bed for pet rock. Digital media drawing imaginary pets and fabric designs. To use a wide range of tools to create different textures, lines, tones, colours and shapes. To compare and reflect on own designs and the works of William Morris. Children reflect and comment work produced this term.</p>				

Geography Reception and Year 1 Countries in the UK					Learn the 4 countries of the United Kingdom and their flags. 4 countries of the United Kingdom and their capital cities	4 countries of the United Kingdom and their famous landmarks
Computing / Online Safety Reception and Year 1	Disinformation, misinformation and hoaxes Some information shared online is accidentally or intentionally wrong, misleading, or exaggerated.	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 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.		
Music – Reception and Year 1 In the Groove. Musician of the month – January – Hans Zimmer February – The Supremes	In the Groove – listen and appraise ‘Blues’ music Musical games	In the Groove – listen and appraise ‘Baroque’ music Musical games	In the Groove – Listen and appraise ‘Latino’ music Sing the song	In the Groove – Listen and appraise ‘Bhangra’ music Improvise the song	In the Groove – Listen and appraise ‘Folk’ music Play an instrument Glockenspiel	
PE – Reception and Year 1 Skills and Techniques	Assessment of dynamic balance on a line	Developing the skills of dynamic balance on a line	Embedding the skills of dynamic balance on a line	Assessment of static balance on a line	Developing the skills of static balance on a line	Embedding the skills of static balance on a line
PE - Reception and Year 1 in Continuous Provision	To be able to scan and recognise spaces. To be able to move in a variety of different ways. To be able to recognise the difference between an underarm throw	To be able to scan and recognize spaces. To be able to throw and catch in a variety of different ways at different heights and speeds. To be able to learn	To be able to use equipment to control my body to allow me to change direction and to use a variation of speeds while using equipment. To be able to use control	To be able to use a variation of different sized objects to throw and catch from a partner. To be able to throw with increased accuracy at different sized	To be able to scan and recognize spaces with a small group / team. To work within a small group/ team to enable a successful outcome. To be able to	To be able to enjoy and compete with my team, to encourage and support my peers. To be able to use a range of skills that i have learnt to help

	and over arm through To avoid “Defenders” and to problem solve to allow a successful outcome	how to dribble with control and variation of speed and direction.	while using equipment to pass to a teammate.	targets - at different levels - low, stood up, far away.	problem solve within my group to discuss and listen to ideas that will assist with the outcome of the game.	me be successful. To be able to deal with loss / winning. Learning the importance of both.
Reception and Year 1: Personal, Social, Health Economic and Relationships and Sex Education	Introduce new skills for success – Responsibility. Children can explain the meaning of the word. Know how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Week 1 – what is a healthy life style? healthy eating – food wheel and designing a healthy meal	Know how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Look at the effect of diet on teeth, good practises including physical activity and rest.	Health and preservation – Safe and unsafe exposure to the sun and how to reduce the risk of skin damage, including skin cancer. Design suitable beech wear/sort pictures into correct and not correct practices.	Safer internet day – Explore respect and relationships online.	Respectful relationships – To recognise that their behaviour can affect other people. Read ‘it’s Mine’ and discuss how we feel when we make other people feel happy. What can we do to make other people feel happy?	Drugs, alcohol and tobacco – Understand that household products, including medicines, can be harmful if not used properly. What symbols/signs can we look out for packages that warn us of danger?
RE Judaism					We are learning to explore what items are precious to us. We are learning to explore what precious items Jewish people have in their home.	We are learning to explore the Jewish Shema prayer and the Mezuzah We are learning to understand the ceremony of Shabbat . We are learning to understand the festival of Sukkot.
Garden Days				Team building, create a nonfiction animal sculpture, bug hunt and identification, tea and story.		