

Year One
Autumn Term Overview - Second Half
Magical Me

Curriculum subject	WB 31.10.22	WB 7.11.22	WB 14.11.22	WB 21.11.22	WB 28.11.22	WB 5.12.22	WB 12.12.22
What's happening when?	INSET DAY Hook for Billy and the Beast Anti-bullying workshops Open morning wander 1 st Nov 2 nd Nov anti bullying workshops (all day) 3 rd Nov SENCO walk around 3 rd Nov Outdoor classroom day 4 th Nov Challenge Visit	OWLS ASSEMBLY Friday 11 th Nov Remembrance Day SCITT student teaching phonics Positive Touch Training -RM out all day 7.11.22	HEDGEHOGS ASSEMBLY 16 th Nov Rachel NPQ conference Inclusive Individuals Week/Anti-bullying week Commando Jo	Parents evening - 22 nd /23 rd	Data due in 2 nd December WRITING ASSESSMENT	CHRISTMAS PRODUCTIONS Pupil progress meetings	PANTO 13.12.22
Passport		I have performed to my parents, teachers and friends		Litter picking	I have listened to stories from around the world		I have tried and tasted food from around the world- Make Lebkuchen
Retrieval	Geography Geographical terms near/far English Noun/verbs/ Adjectives Science Animal classes	Music Mozart- Classical Ma Rainey- Blues English Questions, commands, statements	PSHE How can we be a responsible class member? Identify helpful/unhelpful behaviours? English Ful/less Science	History Rearrange events on a timeline. English Which sentence needs a question mark. Science Which is a scientific	Art Axel Scheffler English Conjunctions Science Animal classes	RE Harvest celebrated around the world English Spot error on story map Science Body parts	Computing/DT Tech around the home/school/ Community English Editing Science Senses

		<p>Science Odd one out Herbivores, carnivores, omnivores</p>	<p>Odd one out Signs of Autumn</p>	<p>question and which is a statement.</p>			
<p>Themed Weeks</p>	<p>GEOGRAPHY Use simple observational skills to study the geography of the school and its grounds (GSF). Using locational and directional language (near/far/left/right), describe the location of features and routes, for example; how to walk from the classroom to Forest school or the car park. Explore a variety of maps through talking, drawing and observation.</p>	<p>MUSIC Composing: Improvise simple vocal chants, using question and answer phrases. Create musical sound effects in response to stimuli, e.g rainstorm using classroom instruments. Musicianship: PULSE/BEAT Walk, move and clap a steady beat, changing the speed of the beat as the tempo of the music changes. Use body percussion, percussion and tuned instruments to maintain a steady beat. Respond to the pulse in live/recorded music through movement and dance.</p>	<p>PSHE Celebrating Differences Commando Jo Know that some people are similar and some are different from one another. Know that differences make us all special and unique. Know what bullying is and how being bullied might make somebody feel. Recognise ways in which they are the same as their friends and ways they are different. Verbalise some of the attributes that make them unique and special. Discuss how being bullied might feel and suggest ways to help a person who is being bullied. Identify emotions associated with making a new friend.</p>	<p>HISTORY Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. (Ask great grandparents to come in-children to ask questions) To sequence and organise a collection of objects by placing the oldest on the left through to the newest object on the right.</p>	<p>ART Explore mark making using a variety of tools- chalk, pastels, charcoal and crayons. Make marks in print using found objects and basic tools and use these to create repeating patterns (potato printing) Cut sort and shape fabrics and experiment with ways of joining (eg Faith Ringgold 'story quilts')</p>	<p>RE What do Christians believe God is like? Why is Christmas important to Christians?</p>	<p>COMPUTING/DT Select from and use a range of tools and equipment to perform practical tasks- joining Select from and use a range of simple tools to cut, join and combine materials and components safely. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. Internet Safety To create documents to record information using a keyboard. (Use computers to type message to go inside a Christmas card). To create</p>

HISTORY
Remembrance
Day

BILLY AND THE BEAST

**English
including
grammar**

**CHRISTMAS
ACTIVITIES**

I can use capital letters, full stop, exclamation marks and question marks
I can write questions, commands and statements
I can infer
I can write questions, commands and statements
To use a capital letter and a full stop to punctuate a sentence
To make simple inferences
To read and write words with the suffix -ed

I can choose appropriate words to describe a character
I can read and spell adjectives with the suffixes -ful and -less
I can use conjunctions *and, but, so* and *because*
I can edit for capital letters and full stops
I can make predictions
I can write a question
To describe characters using adjectives
To explore adjectives with -ful and -less suffixes

I can retell a story.
I can use conjunctions *and, but, or* and *because*
I can edit for capital letters and full stops
I can write noun phrases
I can spell words with the suffixes -ful and -less
To sequence ideas in a narrative
To draw upon the language and grammar of what they have read
To write multi-clause sentences
To use capital letters and full stops
To write simple noun

I can identify when I need more than one of an item (plural)
I can add suffixes to regular words
I can use split vowel digraphs to spell words with long vowel sounds
I can write commands
I can use a story mountain
To use the term singular and plural
To know the rules for adding -s and -es
To spell words containing the split-vowel digraphs

I can write in sentences
I can write noun phrases
I can use a story plan
To sequence sentences to form short narratives
To write simple noun phrases
To write the beginning and middle of a story-
**WRITING
ASSESSMENT**

I can write in sentences
I can write noun phrases
I can use a story plan
I can edit my writing for capital letters
I can reread my writing in a clear voice
To sequence sentences to form short narratives
I can write the end of a story.
To use capital letters for names and at the start of a sentence

		<p>To predict what might happen</p> <p>To explore adjectives with -ful and -less suffixes</p> <p>To write multi-clause sentences</p> <p>To use capital letters and full stops</p>	<p>phrases to use adjectives with the suffixes -ful and -less</p>	<p>To write commands</p> <p>To plan a story</p>			
Oracy	<p>Listen to and discuss a wide range of poems, stories and non-fiction.</p> <p>Discuss the significance of title and events</p> <p>I can say out loud what I am going to write about.</p> <p>I can speak a sentence before writing it.</p>						
Shared / Guided Reading	<p>Guided reading</p> <p>Talk about titles and events</p>	<p>Guided reading</p> <p>Predictions</p>	<p>Shared reading</p> <p>Elves and the shoemaker</p> <p>Develop pleasure in reading by listening to a wide range of texts and talking about them with others</p> <p>Retell traditional tales/ fairy stories</p> <p>Talk about title and events</p>	<p>Guided reading</p> <p>Identify common exception words</p>	<p>Guided reading</p> <p>Title and events</p>	<p>Shared reading</p> <p>Talk about title and events</p> <p>Edgar</p>	
Spelling	<p>To name the letters of the alphabet in order.</p>	<p>To spell a few common exception words (e.g. I, the, he said, of)</p> <p>she, we, be, me, he, you</p>	<p>To spell a few common exception words (e.g. I, the, he said, of)</p> <p>down, when, are, my, for, used</p>	<p>Spelling numbers</p>			
	<p>Daily phonics:</p> <p>To segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically plausible attempts at others.</p>						
Grammar	<p>Covered in Literacy Tree</p>						

Mathematics	Addition & Subtraction (within 10)				Shape		
Science	<u>Seasonal Changes</u> <u>Autumn</u> <u>(Knowledge)</u> As the season changed has the environment around us changed? What different weathers have come with this season? There are many different weathers that come with each season. Are the days longer or shorter? How has the sunlight changed.	Investigations Use his / her observations and ideas to suggest answers to questions. Ask simple questions and recognise that they can be answered in different ways. Exotic animal interactive workshop.			Identify name and label the different parts of the human body and say which part is associated with each sense. Use his / her observations and ideas to suggest answers to questions. Ask simple questions and recognise that they can be answered in different ways		
PE	Real PE Unit 2 Real Gym Unit 1 Lesson 4-6						
Forest School	Tens and ones	Class tree-signs of Autumn	Visit Winter Wonderland	Bug hunting and returning animals to natural environment	Class tree/signs of winter		