

Year One
Autumn Term Overview - First Half
Amazing Animals

Curriculum subject	WB 5.9.22	WB 12.9.22	WB 19.9.22	WB 26.9.22	WB 3.10.22	WB 10.10.22	WB 17.10.22
What's happening when?	RWI Assessments Diversity-squares	Ladybird word assessments	Local observations of animals Trip to Bocketts	Walk to local park	Black History Month	Otters assembly	STEM Week 20 th Oct Photographer Sponsored walk
Passport			I can say hello in 3 different languages	I have visited the park in Woodhatch		I have learnt 5 makaton signs	I can take part in a charity event
Retrieval	To use more complex vocab to label emotions	What does the word habitat mean? Nocturnal & animals		Listen to a simple piece of known music- sentence stem Please don't squish me (youtube) I like.....	Seasons Mode of transport in local area	How changed since a baby? Dinosaurs Vocab: yesterday/last week/year	Junk modelling
Themed Weeks	PSHE Being Me in My World Know the rights and responsibilities of being a member in the class. Know that everybody's views are important. Know that it is everyone's responsibility to make the class a	Music Singing: Sing simple songs, chants and rhymes at the same pitch ,responding to visual direction, (stop,start, loud, quiet). Listening: I can concentrate and listen to piece of music. Classical: Mozart - Rondo alla Turca	Art Study a range of artists, craft makers and designers. Explore mark making, drawing with pencils, colouring pencils.	Geography Make simple maps and plans e.g. pictorial place in a story. Use observations in the local environment to compare animals or through videos and photographs (Science statement)	RE To learn about celebrations/festivals why they are important to different people. In particular learn why Harvest is a worldwide celebration.	History Knowledge: Show an awareness of the past, using common words and phrases relating to the passing of time. Represent centuries distinctly on the time line by colour coding. Through discussion it can be explained to the pupils that the chances of	DT /Computing Recognise some common uses of technology beyond school. Continuous provision: iPads, Beebots

	<p>happy and safe place for everybody to learn. Identify helpful behaviours to make the class a safe place. Recognise feelings associated with positive and negative consequences Understand that everyone has choices.</p>	<p>Blues- Ma Rainey Run away blues Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to.</p>				<p>a person living through more than one, hundred year period is highly unlikely. Refer to the lines to show the passage of time makes it impossible for certain people to still be alive.</p>	
English	Decibella and her 6 inch voice	<p>Monkey Puzzle T4W Letters to parents to invite to animal parade</p>				Animal bop	
Oracy	<p><i>Social and Emotional: I can take turns talking to partner</i> <i>Linguistic: I can say my sentence out loud</i> <i>Cognitive: I can stay focused during a conversation</i> <i>Physical: I can say my words clearly</i></p> <p><i>Linguistic: I can listen to and discuss a wide range of topics covered each term</i> <i>Guidelines for a conversation and active listening</i> Recap EYFS Sentence starters for the Starter Role: I think I know I like I dislike Year 1: In my opinion</p>						
Shared / Guided Reading	<p>Retrieval (from EYFS)- Who is your favourite character, describe how the character is feeling, what will happen next, stories have a beginning, middle end.</p> <p>Fairy tales- mixed up, little red riding hood, Goldilocks 3 bears,</p> <p>Shared Develop pleasure in reading by listening to a wide range of texts and talking about them with others Retell traditional tales/ fairy stories Explain understanding of texts that have been read</p>						

	<p>Guided Read some common exception words and see where letter sounds are different Retell traditional tales/ fairy stories Take part in group discussion (Texts read in EYFS- Owl babies, Percy the Park Keeper, Hungry Caterpillar, Mr wolfs pancakes)</p>						
Spelling	Spelling of old ladybird words eg come, here, little, said	To segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically plausible attempts at others.			To spell a few common exception words (e.g. I, the, he said, of)	To name the letters of the alphabet in order.	
Grammar	Handwriting Writing repeater		Recap of shape coding taught in EYs- noun, adjective, verb and where To understand how words can combine to make sentences		To separate words with spaces	To use capital letters and full stops to demarcate sentences in some of his/her writing	
Mathematics	Place Value (within 10)				Addition & Subtraction (within 10)		
Science		Animals including humans (knowledge) Identify and group animals- mammals, birds and fish	Animals including humans (knowledge) Identify and group animals- reptiles, amphibians,	Animals including humans (knowledge) Compare the structure of a range of common animals- mammals, birds and fish	Animals including humans (knowledge) Compare the structure of a range of common animals- reptiles and amphibians	Animals including humans (knowledge) Identify animals which are herbivores, carnivores and omnivores. Group animals which are herbivores, carnivores and omnivores. Group	
PE	Real PE Unit 1 Real Gym Unit Lesson 1-3 (double up)						
Forest School		Describe seasonal weather changes.	Use observations in the local environment to compare animals or through videos and photographs	Identify 6 trees and 6 types of plants in FS and school ground (passport)	Adding with natural resources	Bug hunting	Shelters for animals

