

Year 1 Autumn 2 Overview

LVC: Friend in Deed LV: Caring

	Week 1 WC 31/10/22	Week 2 WC 7/11/22	Week 3 WC 14/11/22	Week 4 WC 21/11/22	Week 5 WC 28/11/22	Week 6 WC 5/12/22	Week 7 WC 12/12/22
Phonics	ur (bird) ie (pie) ue (blue/rescue) u (unicorn)	o (go) i (tiger) a (paper) e (he) S&L - Oracy	a-e (snake) i-e (time) o-e (home) u-e (rude/cute)	e-e (these) ew (new/chew) ie (shield) aw (claw)	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Review	Review
Maths	Place Value 20 <i>To read and write numbers from 0 to 20. To begin to understand what each digit in a number represents and partition into tens and ones. To partition and combine a number into tens and ones.</i>	Place Value 20 <i>To read and write numbers from 0 to 20. To begin to understand what each digit in a number represents and partition into tens and ones. To partition and combine a number into tens and ones. To order a set of familiar numbers.</i>	Addition <i>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero</i>	Addition Number bonds to 10 <i>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero</i>	Subtraction <i>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero</i>	Subtraction <i>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero</i>	2D shapes – naming and properties. <i>- recognise and name common 2-D - 2-D shapes [for example, rectangles (including squares), circles and triangles]</i>
Science		Senses (sight, hearing, smell, touch) <i>-Say which part of the body is related to each sense.</i>					
ICT	Textease – Fire work pictures - (fill, chalk, spray paint, shapes) <i>-use technology purposefully to</i>	Textease – symmetry – two way tool <i>-use technology purposefully to create, organise, store, manipulate</i>	Textease – symmetry – four way tool <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content. -use technology safely and</i>	Textease – stamps <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content. -use technology safely and respectfully, keeping</i>	Textease – grid <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content. -use technology safely and respectfully, keeping</i>	Textease – Christmas poster – all tools and basic text label <i>-use technology purposefully to create, organise,</i>	Textease – Christmas poster – all tools and basic text <i>-use technology purposefully to create, organise, store, manipulate and retrieve</i>

	<i>create, organise, store, manipulate and retrieve digital content. -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i>	<i>and retrieve digital content. -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i>	<i>respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i>	<i>personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i>	<i>personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i>	<i>store, manipulate and retrieve digital content. -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i>	<i>digital content. -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i>
Writing	<p>Diwali – re-telling parts of the story of Rama and Sita. <i>-Tell it orally</i> <i>-Add exciting/knowledge vocabulary</i> <i>-Write chronologically</i></p> <p>Purpose – linked with our RE learning. Can you re-tell the story to a friend or your grown up?</p>	<p>Firework Poetry</p> <p>Purpose: linking with our drama – noises, smells, sights, sounds – real life experiences.</p> <p>Marking – think pinks</p>	<p>Remembrance Day – writing our favourite memories to our Friend in Deed with hope of a response!</p> <p>Purpose – real life - writing to a pal at Friend in Deed and asking for a response.</p>	<p>Speaking and listening week - T4W – Little Red Riding Hood</p> <p>Purpose: can you re-tell a story to someone else?</p> <p>Marking – think pinks.</p>	<p>T4W – Little Red Riding Hood</p> <p>Marking – 2* and a wish !.</p>	<p>Friend in Deed Christmas cards.</p> <p>Purpose – real life - writing to a pal at Friend in Deed.</p>	<p>Story of Christmas – who do you think is the most important person and why?</p> <p>Purpose – can you share your opinion with others?</p> <p>Marking – NS.</p>

Marking – VF.

- common exception words / -name letters in order / -sit correctly; comfortable grip / -lower case: right direction.
- say what we are going to write about / -compose a sentence aloud / -sequence to form short narratives / -re-read to check for sense.
- leave spaces between words / -join words using 'and' / -begin to punctuate / -use capital letter for names 'I'.
- use words appropriately when writing; letter, capital letter, word, sentence, full stop, question mark, exclamation mark.
- Write simple dictated sentences from memory.
- Sequencing sentences to form short narratives.
- Writing about real events.
- Re-tell stories.
- Reading and writing simple poems.
- Re-read to check it makes sense.
- Read aloud clearly to peers and teachers.
- Discuss with staff member or other pupils.
- Use limited time adverbials – firstly, secondly, finally.
- Leave spaces between words.
- Join words/clauses using 'and'.

<p>Drama/Inquiry</p>	<p>What is celebration? How/why do people celebrate? Why might we celebrate? What do you want to know about celebrations? <i>Inquiry - How do religious celebrations bring our community together?</i></p>	<p>Can we use our bodies to be like a firework? How would they move?</p>		<p>Finding pictures around the classroom – can we put them together using vocab such as first, next, then, finally?</p> <p>Learning actions for the story LRRH.</p> <p>Create a collaborative story map for LRRH and think of captions/key vocab.</p> <p>5 bags – can we explain... -who? -where? -what?</p>	<p>Using actions, story map and key vocab to re-tell the story of LRRH.</p>		
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				-why? -when?			
Art/D&T	<p>Winter Display (for hall) Access Art – Printmaking Making prints with our bodies.</p> <p>Hall display (collage) Tree - Owls Animals - Hannah Birds - Robins Sky – Crows</p> <p><i>-Explore and copy patterns and textures. -Use a variety of tools, media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.</i></p>	<p>Winter Display (for hall) Access Art – Printmaking Taking rubbings and making compositions.</p> <p><i>-Explore and copy patterns and textures. -Use a variety of tools, media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.</i></p>	<p>Access Art – Printmaking Plasticine Printing</p> <p><i>-Explore and copy patterns and textures. -Use a variety of tools, media and surfaces with increasing control and confidence -Explore different lines, textures and shapes. -Collage with a range of materials.</i></p>	<p>Access Art – Printmaking Foam Printing – Christmas Cards for Friend in Deed</p> <p><i>-Explore and copy patterns and textures. -Use a variety of tools, media and surfaces with increasing control and confidence -Explore different lines, textures and shapes. -Collage with a range of materials.</i></p>	<p>Access Art – Printmaking Foam Printing – Christmas Cards for Friend in Deed</p> <p>Cooking – treats for Grandma in LRRH!</p> <p><i>-Explore and copy patterns and textures. -Use a variety of tools, media and surfaces with increasing control and confidence -Explore different lines, textures and shapes. -Collage with a range of materials. -Make a simple dish following a recipe. -Work tidily. -Wash hands and make sure surfaces are clean.</i></p>	<p>Decorations Morning (use a stick to display).</p> <p><i>-Explore and copy patterns and textures. -Use a variety of tools, media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.</i></p>	<p>Christmas crafts!</p> <p><i>-Explore and copy patterns and textures. -Use a variety of tools, media and surfaces with increasing control and confidence -Explore different lines, textures and shapes. -Collage with a range of materials.</i></p>
PSHE & RE	<p>Diwali – Hindu Celebrations.</p> <p>Bonfire Safety</p> <p><i>-Where beliefs</i></p>		<p>RSE Solution Lesson 4</p> <p><i>-Pupils can identify and respect the differences and similarities between people.</i></p> <p>Anti-bullying Week</p>	<p><i>Inquiry – come back to our first week discussion - what’s the same and what’s different about</i></p>	<p>Keeping safe</p> <p><i>Safety in different environments: road safety</i></p> <p>PoS Refs: H29, H32,</p>	<p>Christianity – Story of Christmas</p> <p><i>-How beliefs relate to each other: Talk in simple terms about</i></p>	<p>Christianity – Story of Christmas</p> <p><i>Inquiry - How do religious celebrations bring our community</i></p>

	<p><i>come from: Tell the story of Rama and Sita using visual prompts if necessary.</i></p> <p><i>-How beliefs relate to each other: Talk in simple terms about why light is important to both Christians and Hindus.</i></p> <p><i>-How beliefs shape the way believers see the world and each other: Give an example of what a Hindu might learn from the story of Diwali about good and evil.</i></p>			<p><i>celebrations, and why do they matter to people?</i></p>	<p><i>H33</i></p>	<p><i>why light is important to both Christians and Hindus.</i></p> <p><i>-The nature of knowledge, meaning and existence: Talk about what they can smell, taste, hear, see and touch when studying items related to the practice of two different religions.</i></p> <p><i>-How and whether things make sense: Give simple reasons why the items studied are important to people of that faith.</i></p>	<p><i>together?</i></p> <p><i>-Ask 'I wonder' questions about the world of belief.</i></p>
<p>Music</p>	<p>Christmas performance songs</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo,</i></p>	<p>Christmas performance songs</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo,</i></p>	<p>Christmas performance songs</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>	<p>Christmas performance songs</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>	<p>Christmas performance songs</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>	<p>Christmas performance songs</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture,</i></p>	<p>Christmas performance songs</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>

	<i>dynamics, timbre, texture, structure.</i>	<i>dynamics, timbre, texture, structure.</i>				<i>structure.</i>	
Whole Class Reading	Diwali Non-Fiction	Firework Poetry	Remembrance Day – Non Fiction Text.	Remembrance Day – Non Fiction Text.		Christmas Story Little Red Riding Hood – alternative version.	Christmas Story

-listen & discuss poems, stories, non-fiction/ -link reading to own experiences/ -become familiar traditional tales; retell and consider characteristics/ discuss word meanings & link with known words -speculate, hypothesise, imagine and explore ideas – use strategies to explore vocabulary – listen/respond to adults and peers.

PE	<p>Real PE Social Skills Dynamic Balances Agility Static balances</p> <p><i>-Continue to develop basic movements including running, jumping, skipping, hopping etc, learning how to adapt them to include direction, levels, speed, agility and co-ordination required within multi skills activities and team games. -Select and apply a range of Fundamental movement skills, agility, balance and co-ordination important for</i></p>	<p>Real PE Social Skills Dynamic Balances Agility Static balances</p> <p><i>-Continue to develop basic movements including running, jumping, skipping, hopping etc, learning how to adapt them to include direction, levels, speed, agility and co-ordination required within multi skills activities and team games. -Select and apply a range of Fundamental movement skills, agility, balance and co-ordination important for</i></p>	<p>Real PE Social Skills Dynamic Balances Agility Static balances</p> <p><i>-Continue to develop basic movements including running, jumping, skipping, hopping etc, learning how to adapt them to include direction, levels, speed, agility and co-ordination required within multi skills activities and team games. -Select and apply a range of Fundamental movement skills, agility, balance and co-ordination important for overall body strength essential for long term health, wellbeing and physical development and apply them in a whole class game, small activity or independent learning.</i></p>	<p>Real PE Social Skills Dynamic Balances Agility Static balances</p> <p><i>-Continue to develop basic movements including running, jumping, skipping, hopping etc, learning how to adapt them to include direction, levels, speed, agility and co-ordination required within multi skills activities and team games. -Select and apply a range of Fundamental movement skills, agility, balance and co-ordination important for overall body strength essential for long term health, wellbeing and physical development and apply them in a whole class game, small activity or independent</i></p>	<p>Real PE Social Skills Dynamic Balances Agility Static balances</p> <p><i>-Continue to develop basic movements including running, jumping, skipping, hopping etc, learning how to adapt them to include direction, levels, speed, agility and co-ordination required within multi skills activities and team games. -Select and apply a range of Fundamental movement skills, agility, balance and co-ordination important for overall body strength essential for long term health, wellbeing and physical development and apply them in a whole class game, small activity or independent</i></p>	<p>Real PE Social Skills Dynamic Balances Agility Static balances</p> <p><i>-Continue to develop basic movements including running, jumping, skipping, hopping etc, learning how to adapt them to include direction, levels, speed, agility and co-ordination required within multi skills activities and team games. -Select and apply a range of Fundamental movement skills, agility, balance and co-ordination important for overall body strength essential for long term health, wellbeing and</i></p>	<p>Real PE Social Skills Dynamic Balances Agility Static balances</p> <p><i>-Continue to develop basic movements including running, jumping, skipping, hopping etc, learning how to adapt them to include direction, levels, speed, agility and co-ordination required within multi skills activities and team games. -Select and apply a range of Fundamental movement skills, agility, balance and co-ordination important for overall body strength essential for long term health, wellbeing and physical development and apply them in a whole class game, small activity or independent</i></p>
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	<i>overall body strength essential for long term health, wellbeing and physical development and apply them in a whole class game, small activity or independent learning.</i>	<i>overall body strength essential for long term health, wellbeing and physical development and apply them in a whole class game, small activity or independent learning.</i>		<i>learning.</i>	<i>learning.</i>	<i>physical development and apply them in a whole class game, small activity or independent learning.</i>	<i>learning.</i>
History		<p>Remembrance Day</p> <p>Guy Fawkes</p> <p><i>-I can talk about the past and present.</i></p> <p><i>-Ask and answer relevant basic questions about the past.</i></p> <p><i>-Find answers to some simple questions about the past from simple sources of information.</i></p> <p><i>-Understand key features of events</i></p> <p><i>-Learn about the lives of significant individuals.</i></p>	<p>Remembrance Day</p> <p><i>-I can talk about the past and present.</i></p> <p><i>-Ask and answer relevant basic questions about the past.</i></p> <p><i>-Find answers to some simple questions about the past from simple sources of information.</i></p> <p><i>-Understand key features of events</i></p> <p><i>-Learn about the lives of significant individuals.</i></p>			<p>Historic artefacts – Christianity.</p> <p><i>-I can talk about the past and present.</i></p> <p><i>-Ask and answer relevant basic questions about the past.</i></p> <p><i>-Find answers to some simple questions about the past from simple sources of information.</i></p> <p><i>-Understand key features of events</i></p> <p><i>-Learn about the lives of significant individuals.</i></p>	<p>Historic artefacts – Christianity.</p> <p><i>-I can talk about the past and present.</i></p> <p><i>-Ask and answer relevant basic questions about the past.</i></p> <p><i>-Find answers to some simple questions about the past from simple sources of information.</i></p> <p><i>-Understand key features of events</i></p> <p><i>-Learn about the lives of significant individuals.</i></p>
Word Aware	Getting excited about words!	Getting excited about words!	Getting excited about words! Word games.	Getting excited about words! Word games.	Getting excited about words! Word games.	Getting excited about words! Word games.	Getting excited about words! Word games.

	Word games. Vocab focus.	Word games. Vocab focus.	Vocab focus.	Vocab focus.	Vocab focus.	Vocab focus.	Vocab focus.
Other	Bonfire Night		Anti-Bullying Week World Kindness Day (13 th) Children in Need (18 th)	World Cup Starts! (20 th Nov – 18 th Dec)		Christmas Jumper Day (9 th)	Hannukah (18 th Dec)