Year 1 Autumn 2 Overview LVC: Dogger LV: Problem Solver

	Week 1 WC 2nd November	Week 2 WC 9th November	Week 3 WC 16th November	Week 4 WC 23rd November	Week 5 WC 30th November	Week 6 WC 8th December	Week 7 WC 14th December
Language	German				Spanish		
Phonics	ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ 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	Little Wandle Assessment	Review any gaps.
Maths	Place Value 20	Place Value 20	Addition	Addition Number bonds to 10	Subtraction	Subtraction	2D shapes – naming and properties.
End points: *-Recognise and name common 2D shapes.* *-Add one-digit and two-digit numbers (to 20 by end of year), including zero, using apparatus as required.* *-Subtract one-digit and two-digit numbers (to 20 by end of year), including zero, using apparatus as required.* *-Solve one-step problems involving addition and subtraction using concrete objects.* *-Recognise tens and ones in a number.*							
Science		Science – Introduce our senses and scientific concepts	Senses – Touch	Senses – Hearing	Senses – Taste	Senses – Sight	Senses – Smell
End point: *-I know how to label the human body and link it to a sense.*							
Computing		Textease – Diwali patterns/picture. pictures - (fill, chalk, spray paint, shapes)	Firework art. Textease – symmetry – two way tool	Textease – symmetry – four way tool	Textease – stamps	Textease – grid	Textease – Christmas poster – all tools and

							basic text label.
-I know how to use keys on a keyboard (e.g. space bar, back space, enter, shift, letter keys). *-I know how to log on and off independently and select items from a menu.* *-I know that work can be saved and edited.* *-I understand and recognise the common uses of information technology within school.* *-I know how to talk about how everyday devices can be controlled.* *-I know that devices and actions may be controlled by sequences of actions and instructions.*							
Writing	Fictional re-tell of Dogger (part 1) - introduction to chorological order, story mapping. Purpose: drama links to book Dogger. Re-telling Dogger. Key teaching: -oral story telling - sequencing fictional writing -descriptive words -setting and character description - accurate sentence structure.	Fictional re-tell of Dogger (part 2) – introduction to time words. Purpose: drama links to book Dogger. Re-telling Dogger. Key teaching: -oral story telling - sequencing fictional writing -time words -descriptive words - setting and character description - accurate sentence structure..	Fictional re-tell of Dogger (part 3) – introduction to think pinks within work. Purpose: drama links to book Dogger. Re-telling Dogger. Key teaching: - oral story telling -sequencing fictional writing - time words - descriptive words -setting and character description - accurate sentence structure.	Christmas around the world – non chron. Purpose: non chronological reports, carrying out own research Key teaching: n-features of a non chron -carrying out own research - interesting fact writing	Christmas around the world – non chron. Purpose: non chronological reports, carrying out own research Key teaching: n-features of a non chron -carrying out own research - interesting fact writing	seasons / celebrations around the world poetry Purpose: linking with our science learning this half term– noises, smells, sights, sounds and real life experiences. Key teaching: - what is a poem - adjectives -using our senses to write. - onomatopoeia	seasons / celebrations around the world poetry Purpose: linking with our science learning this half term– noises, smells, sights, sounds and real life experiences. Key teaching: -what is a poem - adjectives - using our senses to write. - onomatopoeia
End points: *-Spell words containing taught phonemes (40+ phonemes by end of year).* *-Spell Year 1 common exception words taught so far (many by end of year).* *-Use some suffixes such as -ed, -ing, -er, -est and where appropriate the prefix un-*							

-Write simple sentences from memory, using Year 1 punctuation and common exception words taught so far.
-Form many capital letters, lower-case letters and digits in the correct direction, starting and finishing in the right place.
-Use finger spaces between words.
-Sequence sentences, to form short narratives such as, stories, poems, instructions - real and fictional (6 or more sentences by end of year).
-Re-read what they have written to check in makes sense.
-Compose a sentence orally before writing it.
-With adult support, make simple changes to their work.
-Use capital letters for names of people, places, the days of the week and the pronoun I.
-Can demarcate sentences with capital letters (many by end of year).
-Can demarcate sentences with full stops (many by end of year).
-Join sentences using 'and'.
-Use some time conjunctions.

Drama/Inquiry	Orally re-telling. Use story box mountain. Hot seating. Acting in role.	Orally re-telling. Use story box mountain. Hot seating. Acting in role.	Orally re-telling. Use story box mountain. Hot seating. Action Acting in role. action			Using our senses to explore poetry.	Using our senses to explore poetry.
Art/D&T	Access Art: Pathway Printmaking – Hands, Feet and Flowers	Access Art – Printmaking Taking rubbings and making compositions	Access Art – Printmaking Foam Printing – Christmas Cards– making the stamp	Access Art – Printmaking Foam Printing – Christmas Cards printing the stamp	Decorations Morning (use a stick to display). Design a stocking for Dogger.	Christmas crafts. Make a stocking for Dogger.	Evaluate stocking for Dogger.

Key concepts from Access Art:
-I understand that drawing is a physical concept. When we draw we can move our whole body.
-I understand that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply and how fast or slow we move.
-We can draw using from observation or imagination.
-That we can use colour to help our drawings engage others.
Endpoints:
-I know how to evaluate designs against a criteria.

-I know how to explore and evaluate a range of existing product. *-I know how to select and use a range of tools to perform tasks.* *-I know how to select materials and components.* *-I know how to draw a picture of what is going to be made.* *-I know how to explain what I am making.* *-I know how to use words, pictures and models to explain ideas.*							
RE/Well-Being	Bonfire Safety	Hinduism – recap and build on knowledge from Reception – Diwali.		How can a celebration bring people together?	Christianity – Christmas celebration/story. *-How beliefs relate to each other: Talk in simple terms about why light is important to both Christians and Hindus.* *-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.* *-How and whether things make sense: Give simple reasons why the items studied are important to people of that faith.*	Christianity – Christmas celebration/story. *-How beliefs relate to each other: Talk in simple terms about why light is important to both Christians and Hindus.* *-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.* *-How and whether things make sense: Give simple reasons why the items studied are important to people of that faith.*	Judaism – Hannukah – begins on 14th December *-How beliefs relate to each other: Talk in simple terms about why light is important to both Christians and Hindus.* *-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.* *-How and whether things*

							make sense: Give simple reasons why the items studied are important to people of that faith.
Well-being	Bonfire Safety	RSE Solution Lesson 4 *-Pupils can identify and respect the differences and similarities between people.*	Odd Sock Day – what makes us special and unique? Anti-bullying Week. *'I know what bullying is and what to do if I think myself, or someone else is being bullied'* Keeping safe Road Safety Week *Safety in different environments: road safety* *PoS Refs: H29, H32, H33*	Angry Anira pg 133 *'Understand that anger can make us react in ways that can make the situation words, so we need to try and pause before we react'*	Hair: It's a family affair: I know we are all different, I know I am different, I know how I am different, I like the way I am.		
Music	Singing Assembly Christmas Songs	Singing Assembly Christmas Songs	Singing Assembly Christmas Songs	Singing Assembly Christmas Songs	Singing Assembly Christmas Songs	Singing Assembly Christmas Songs	Singing Assembly
Whole Class Reading	The Lost Property Office	The Lost Property Office	Paper Dolls	Paper Dolls	Alfie's Christmas	Alfie's Christmas	1:1 Readers

End points: *-Check the text makes sense to them as they read.* *-Make simple inferences.* *-Answer questions about a text.* *-Retell simple stories.*							
PE	Ball Skills *To develop dribbling a ball with your hands.*	Ball Skills *To explore accuracy when rolling a ball.*	Ball Skills *To explore throwing with accuracy towards a target.*	Ball Skills *To explore catching with two hands.*	Ball Skills *To explore dribbling a ball with your feet.*	Ball Skills *To explore tracking a ball that is coming towards me.*	
Geography					Christmas Around the World – awareness of countries across the globe.	Christmas Around the World – exploring how celebrations are different across the globe.	
History	Gunpowder Plot Remembrance Day		Plotting previous events on timeline (Remembrance Day and Gunpower Plot)		Comparing old/new Christmas items from around the World. This or That book.	*Learn about someone who has contributed to National achievements –* Shirley Hughes	
End points: *-Understand about the past and present.* *-Know how to talk, draw or write about the aspects of the past.* *-Understand how to use a timeline to order events or objects.* *-Know about somebody that has contributed to national achievements.*							
Word Aware	Belief Property	Partition Balance	Static Unique	Vision Memory	Tradition Community	Christmas Focus Words - TBC	
Oracy Sentence Stems/Focus	**Prediction** I think.. I predict .. *End points: I can use sentence stems that I have learnt this half term. I can speak in front of a large audience with a partner using appropriate tone and vocabulary.*						