


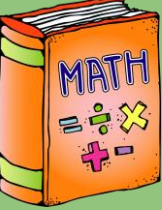








Year 1 Half-Termly Overview - Autumn 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- Phonics 	Text: Specific to phonics group Reading Skill: Decoding and fluency	Text: Specific to phonics group Reading Skill: Decoding and fluency	Text: Specific to phonics group Reading Skill: Decoding and fluency	Text: Specific to phonics group Reading Skill: Decoding and fluency	Text: Specific to phonics group Reading Skill: Decoding and fluency	Text: Specific to phonics group Reading Skill: Decoding and fluency	Text: Specific to phonics group Reading Skill: Decoding and fluency
English- Writing 	Text: Incredible You Key focus: Simple sentences.	Text: Here We Are Key focus: Writing opinions on a text	Text: Here We Are Key focus: Lists and sentences	Text: Here We Are Key focus: Instruction writing	Text: Once Upon An Ordinary School Day Key focus: Writing a character description	Text: Once Upon An Ordinary School Day Key focus: Writing a character description	Text: Once Upon An Ordinary School Day Key focus: Writing a dream description
English- GPS 	Grammar: Full sentences Spelling rule: Set 1 sounds Common exception words	Grammar: Spaces between words Spelling rule: Set 1 sounds Common exception words	Grammar: Using full stops Spelling rule: Set 1 sounds Common exception words	Grammar: Capital letters Spelling rule: Set 1 sounds Common exception words	Grammar: Word choices Spelling rule: Set 1 sounds Common exception words	Grammar: Full sentences Spelling rule: Set 1 sounds Common exception words	Grammar: Full sentences Spelling rule: Set 1 sounds Common exception words



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<p>Mathematics</p> 	<p>Maths unit: Numbers to 10</p> <p>Key Learning: Composition of number (5-10)</p>	<p>Maths unit: Addition and Subtraction within 10</p> <p>Key Learning: Adding by counting all objects/ pictures Commutativity Adding using problem solving</p>	<p>Maths unit: Addition and Subtraction within 10</p> <p>Key Learning: Subtract Subtracting by counting back Subtracting using partitioning</p>	<p>Maths unit: Addition and Subtraction within 10</p> <p>Key Learning: Subtract Exploring the relationship between addition and subtraction</p>	<p>Maths unit: Shape and pattern</p> <p>Key Learning: Identify, describe, sort and classify 2-D and 3-D shapes Investigate repeating patterns</p>	<p>Maths unit: Shape and pattern</p> <p>Key Learning: Use and follow instructional and positional language</p>	<p>Maths unit: Numbers to 20</p> <p>Key Learning: Counting and recognising numbers to 20 Ordering numbers to 20</p>
<p>Science</p> 	<p>Science unit: Everyday Materials</p> <p>Key Learning: To identify a variety of everyday materials.</p>	<p>Science unit: Everyday Materials</p> <p>Key Learning: To identify a variety of everyday materials.</p>	<p>Science unit: Everyday Materials</p> <p>Key Learning: To describe the physical properties of a variety of everyday materials.</p>	<p>Science unit: Everyday Materials</p> <p>Key Learning: To distinguish between an object and the material from which it is made.</p>	<p>Science unit: Everyday Materials</p> <p>Key Learning: To compare and group together a variety of everyday materials.</p>	<p>Science unit: Everyday Materials</p> <p>Key Learning: To investigate the properties of different materials.</p>	<p>Science unit: Everyday Materials</p> <p>Key Learning: To investigate the properties of different materials.</p>
<p>Computing</p> 	<p>Computing unit: We are treasure hunters.</p> <p>Key Learning: To understand that robots need precise instructions to follow.</p>	<p>Computing unit: We are treasure hunters.</p> <p>Key Learning: To plan a sequence of instructions to achieve an objective.</p>	<p>Computing unit: We are treasure hunters.</p> <p>Key Learning: To programme the Bee-Bot.</p>	<p>Computing unit: We are treasure hunters.</p> <p>Key Learning: To program the Bee-Bot to solve a problem.</p>	<p>Computing unit: We are treasure hunters.</p> <p>Key Learning: To predict what will logically happen to a Bee-Bot program.</p>	<p>Computing unit: We are treasure hunters.</p> <p>Key Learning: To problem solve a sequence of instructions.</p>	<p>Computing unit: We are treasure hunters.</p> <p>Key Learning: To problem solve a sequence of instructions.</p>

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<p style="text-align: center;">Geography</p> 	<p>Geography unit: Our School</p> <p>Key Learning: To create a map of the classroom</p>	<p>Geography unit: Our School</p> <p>Key Learning: To use simple directional and locational language.</p>	<p>Geography unit: Our School</p> <p>Key Learning: To use simple directional and locational language.</p>	<p>Geography unit: Our School</p> <p>Key Learning: To create a simple map.</p>	<p>Geography unit: Our School</p> <p>Key Learning: To identify different human and physical features.</p>	<p>Geography unit: Our School</p> <p>Key Learning: To identify different human and physical features.</p>	<p>Geography unit: Our School</p> <p>Key Learning: To use a map to find human and physical features.</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Drawing</p> <p>Key Learning: Creating lines</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Explore line making</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Experimenting with media and shapes</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Experimenting with media and shapes</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Understand mark making using different tools</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Apply an understanding of how to draw from observation</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Apply an understanding of how to draw from observation</p>
<p style="text-align: center;">DT</p> 	<p>DT Unit: Textiles</p> <p>Key Learning:</p> <p>LO: I can join fabrics together using different methods.</p> <p>LO: I can use a template to create my design.</p> <p>LO: I can join two fabrics together accurately.</p> <p>LO: I can embellish my design using joining methods.</p> <p>Outcome: Children to create their own puppet</p>						
<p style="text-align: center;">RE</p> 	<p>Key Question: Who is a Christian and what do they believe?</p> <p>Key Learning: To understand Christian beliefs about God and Jesus.</p>	<p>Key Question: What do Christians believe about God?</p> <p>Key Learning: To understand Christian beliefs about God and Jesus.</p>	<p>Key Question: What does the Bible teach us about God?</p> <p>Key Learning: To know Jesus told stories to help people.</p>	<p>Key Question: Why is Jesus important to Christians?</p> <p>Key Learning: To know that Christians believe in God and follow Jesus' example .</p>	<p>Key Question: What do the miracles of Jesus teach us about what is important to Christians?</p> <p>Key Learning: To explain what a miracle is.</p>	<p>Key Question: Why do Christians pray?</p> <p>Key Learning: To explain why Christians, pray.</p>	<p>Key Question: What have I learned about Christians and what they believe?</p> <p>Key Learning: To review key learning from across the unit.</p>

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PSHE/RSE 	<p>PSHE Unit: Me and my Relationships</p> <p>Key Learning: To understand why we have classroom rules.</p>	<p>PSHE Unit: Me and my Relationships</p> <p>Key Learning: To know how to resolve arguments between friends positively.</p>	<p>PSHE Unit: Me and my Relationships</p> <p>Key Learning: To know who I can talk to if I have 'not so good' feelings.</p>	<p>PSHE Unit: Me and my Relationships</p> <p>Key Learning: To recognise what others may be feeling and that they may not feel the same as you.</p>	<p>PSHE Unit: Me and my Relationships</p> <p>Key Learning: To recognise and name different feelings and better understand the different feelings that humans experience.</p>	<p>PSHE Unit: Me and my Relationships</p> <p>Key Learning: To recognise that our bodies and feelings can be hurt.</p>	<p>PSHE Unit: Me and my Relationships</p> <p>Key Learning: To know how people make good friends.</p>
PE 	<p>PE Unit: Orienteering</p> <p>Key Learning: To understand that symbols in a legend represent real-world features.</p> <p>PE Unit: Learning Through Play</p> <p>Key Learning: The focus of the learning is for pupils to understand why we need to listen to the instructions when playing a game.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: To use objects and people to copy a simple legend onto a real- world grid.</p> <p>PE Unit: Learning Through Play</p> <p>Key Learning: The focus of the learning is for pupils to understand why we need to keep track of the score when playing a game.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: To interpret a simple map & transfer their understanding to real-world concrete materials.</p> <p>PE Unit: Learning Through Play</p> <p>Key Learning: The focus of the learning is for pupils to understand how to keep track of the score when playing a game.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: Travel & communicate together effectively.</p> <p>PE Unit: Learning Through Play</p> <p>Key Learning: The focus of the learning is for pupils to understand why we need to take turns when playing games.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: To recognise a variety of common orienteering map symbols & match them to their real-world features.</p> <p>PE Unit: Learning Through Play</p> <p>Key Learning: The focus of the learning is for pupils to understand that competition can involve playing against themselves or others.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: To recognise the school orienteering map as a representation of the school grounds.</p> <p>PE Unit: Learning Through Play</p> <p>Key Learning: The focus of the learning is for pupils to understand that competition can involve playing against themselves or others.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: Compare the orienteering map with the real-world, matching features & locations within the grounds.</p> <p>PE Unit: Learning Through Play</p> <p>Key Learning: The focus of the learning is for pupils to play competitive games against other pupils.</p>



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<p>Music</p> 	<p>Music Unit: Hey You!</p> <p>Key Learning: Listen and Appraise To learn how to enjoy music.</p>	<p>Music Unit: Hey You!</p> <p>Key Learning: To find the steady pulse and rhythm of music.</p>	<p>Music Unit: Hey You!</p> <p>Key Learning: To learn about singing notes and different pitches.</p>	<p>Music Unit: Hey You!</p> <p>Key Learning: To play an instrument to a song that has been learnt.</p>	<p>Music Unit: Hey You!</p> <p>Key Learning: Improvisation To make their own tunes that have never been heard before.</p>	<p>Music Unit: Hey You!</p> <p>Key Learning: To create a melody using one, two or three notes.</p>	<p>Music Unit: Hey You!</p> <p>Key Learning: To create a melody using one, two or three notes.</p>
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