

## Y1 Autumn Overview 2022

Writing	Maths
<p><b>Genres covered:</b> Poetry, non fiction writing, narrative writing</p> <p>Making predictions, sequencing stories, character descriptions, poems, writing sentences using capital letters and full stops, acting in role, retelling events</p> <p><b>Cross Curricular:</b> Writing a non fiction booklet about London. Writing about famous people.</p> <p><b>Other focus:</b> Writing sentences, Nouns and verbs, Adjectives, Asking questions, using and, onomatopoeia, prefix, similes, proper nouns.</p>	<p><b>Number: place value</b></p> <ul style="list-style-type: none"> <li>• Sort objects.</li> <li>• Count objects.</li> <li>• Count objects from a larger group.</li> <li>• Represent objects.</li> <li>• Recognise numbers as words.</li> <li>• Count on from any number within 10.</li> <li>• Count one more.</li> <li>• Count backwards within 10</li> <li>• Count one less.</li> <li>• Compare groups by matching.</li> <li>• Fewer, more, same.</li> <li>• Less than, greater than, equal to.</li> <li>• Compare numbers.</li> <li>• Order objects and numbers.</li> <li>• The number line.</li> </ul> <p><b>Number addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Introduce parts and wholes.</li> <li>• Part-whole model.</li> <li>• Write number sentences.</li> <li>• Fact families – Addition facts.</li> <li>• Number bonds within 10.</li> <li>• Systematic methods for number bonds within 10.</li> <li>• Number bonds to 10.</li> <li>• Addition: Add together.</li> <li>• Addition: Add more.</li> <li>• Addition problems.</li> <li>• Find a part.</li> <li>• Subtraction: Find a part.</li> <li>• Fact families – 8 facts.</li> <li>• Subtraction: Take away/ cross out (how many left?).</li> <li>• Take away (how many left?).</li> </ul>
<p><b>SPAG</b></p> <p><b>Read to write</b></p> <ol style="list-style-type: none"> <li>1 Writing in a Book</li> <li>2. Leaving Spaces Between Words</li> <li>3. Recognising Space Sizes</li> <li>4. Consistent Space Sizes</li> <li>5. Consistent Letter Sizes</li> <li>6. Spacing Letters and Words</li> </ol> <p><b>Punctuating sentences</b></p> <ol style="list-style-type: none"> <li>1.The Alphabet</li> <li>2.Introducing Lower-Case Letters</li> <li>3.Introducing Capital Letters</li> <li>4.Lower Case and Capitals</li> <li>5.Full Stops</li> <li>6.Capital Letters at the Start of Sentences and ‘I’</li> <li>7.Using Capital Letters and Full Stops</li> </ol>	

## 8. Recognising a Sentence

### Word classes

1. Nouns

2. Verbs

3. Noun or Verb?

4. Recognising Nouns in Sentences

5. Recognising Verbs in Sentences

6. Using Nouns and Verbs in Sentences

### Capital letters

1. Recognising and Forming Capital Letters

2. Capital Letters for Days of the Week

3. Capital Letters for Months

4. Writing the Date

5. Capital Letters for Names of People

- Subtraction on a number line.
- Add or subtract 1 or 2.

### Shape

- Recognise & name 3D shapes.
- Sort 3D shapes.
- Recognise & name 2D shapes.
- Sort 2D shapes.
- Patterns with 3D & 2D shapes.

## Spelling

- Name the letters of the alphabet.
- Spell words containing the phonemes already taught:  
Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each  
/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
- Spell some common exception words.
- Write from memory simple sentences.
- Learning to read/ spell tricky words: the put\* pull\* full\* push\* to into I no  
go of he she we me be was you they all are my by sure pure said have like  
so do some come love were there little one when out what says here today
- their people oh your Mr Mrs Ms ask\* could would should our house mouse  
water want

## Reading

Texts covered: Katie Morag in London, Prince Ciders, The Queen's hat and non fiction texts:

- Read common expectation words.
- Read aloud, accurately and independently books that are consistent with their developing phonics.
- Respond speedily with the correct sound to graphemes for all 40+ phonemes.
- Checking the text makes sense as they read and self correct mistakes.
- Predicting what might happen from what has been read so far.
- Retelling well known stories.
- Participating in discussions about both books that are read to them and those they can read for themselves.
- Reading words containing the phonemes already taught:  
Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each /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
- Learning to read tricky words: the put\* pull\* full\* push\* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today, their people oh your Mr Mrs Ms ask\* could would should our house mouse water want

## Geography

- To identify where London is on a map of the UK.
- To identify the landmarks in London.
- To use simple map skills.
- To identify human and physical features.

## History

- To identify London past and present.
- To create a timeline for the Great Fire of London.
- To understand the events of the Great Fire of London.
- To find out why the fire spread so quickly and stayed alight.

	<ul style="list-style-type: none"> <li>To find out about Samuel Pepys and his diary.</li> </ul> <p style="text-align: center;"><b>PE</b></p> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>-I can recognise how yoga makes me both feel physically and mentally.</li> <li>-I can remember and repeat actions, linking poses together.</li> <li>-I can say what I liked about someone else's flow.</li> <li>-I can show an awareness of space when travelling.</li> <li>-I can work with others to create poses.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-I am beginning to use counts.</li> <li>-I can copy, remember and repeat actions.</li> <li>-I can move confidently and safely.</li> <li>-I can use different parts of the body in isolation and together.</li> <li>-I can work with others to share ideas and select actions.</li> <li>-I choose appropriate movements for different dance ideas.</li> <li>-I say what I liked about someone else's performance.</li> <li>-I show some sense of dynamic and expressive qualities in my dance.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>-I can change direction when moving at speed.</li> <li>-I can recognise changes in my body when I do exercise.</li> <li>-I can run at different speeds.</li> <li>-I can select my own actions in response to a task.</li> <li>-I can show hopping and jumping movements.</li> <li>-I can work co-operatively with others to complete tasks.</li> <li>-I show balance and co-ordination when static and moving at a slow speed.</li> </ul>
<b>Science</b>	<b>RE</b>
<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>To identify and name different materials.</li> <li>To tell the difference between an object and the materials it is made from.</li> <li>To describe the properties of everyday materials.</li> <li>To identify which materials have certain properties.</li> <li>To take part in an investigation.</li> <li>To explore seasonal change.</li> </ul> <p><u>Seasonal change</u></p>	<p><u>How did the world begin?</u></p> <ul style="list-style-type: none"> <li>Say whether or not there is proof that a statement is true.</li> <li>Explain why they believe something to be true.</li> <li>Listen attentively to their partner.</li> <li>Explain how they feel about something they have created.</li> <li>Talk about what is meant by creation.</li> <li>Retell the key parts of the Christian and Jewish creation story.</li> <li>Understand that Christian and Jewish people generally believe the creation story in Genesis explains how the world was created.</li> </ul>

<p>Name the four seasons in order and describe the typical weather in each.  Name some activities and events in the four seasons.  Describe the appearance of a tree's leaves in each season.  Complete a pictogram and use it to answer simple questions.  Recall that summer has the most daylight hours and winter has the least daylight hours.  Recording data about the temperature across the four seasons.  Label a map of the UK with capital cities and seasonal weather symbols</p>	<ul style="list-style-type: none"> <li>• Talk about what the Hindu creation story might tell some people about God.</li> <li>• Make links between the Hindu, Jewish and Christian creation stories studied.</li> <li>• Describe what people might think about God.</li> <li>• Use art to express their ideas about how the world was created.</li> <li>• Explain their ideas verbally or in writing.</li> </ul>
<b>Art</b>	<b>Computing</b>
<ul style="list-style-type: none"> <li>• To experiment with colour mixing.</li> <li>• To investigate different lines including vertical, horizontal and curved lines.</li> <li>• To Draw a London landmark using the techniques learnt.</li> </ul>	<ul style="list-style-type: none"> <li>• To log in safely and understand why that is important</li> <li>• To learn how to find saved work in the Online Work area.</li> <li>• To become familiar with the types of resources available in the Topics section.</li> <li>• To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</li> <li>• To sort items using a range of criteria.</li> <li>• To sort items on the computer using the 'Grouping' activities in Purple Mash.</li> <li>• To understand that data can be represented in picture format.</li> <li>• To contribute to a class pictogram.</li> <li>• To use a pictogram to record the results of an experiment.</li> </ul>
<b>Music</b>	<b>Design Technology</b>
<b>Music</b>	
<p><u>Pulse and rhythm</u></p> <p>Clap the rhythm of their name.  Clap in time to music.  Sing the overall shape of a melody.</p>	

Play in time to music.

Copy and create rhythms based on word patterns.

Play on the pulse.