

## 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>
<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><b>Who is a Christian and what do they believe?</b></p> <ul style="list-style-type: none"> <li>Describe what they think about what Christians believe and think is important.</li> <li>Talk about some ways that Christians describe God and Jesus</li> <li>Talk about why God is important for Christian people</li> <li>Retell a story that shows what Christians might think about God</li> <li>Retell stories told by Jesus and about Jesus in words, drama and pictures</li> <li>Talk about some ways that Christians describe God and Jesus</li> <li>Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them</li> </ul>

	<ul style="list-style-type: none"> <li>• Express their own ideas about the parables that Jesus told and the stories told about Jesus.</li> <li>• Describe some beliefs and stories that are important to Christians.</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>Design Technology</b>
<ul style="list-style-type: none"> <li>• To sing, play and follow instructions to perform as a group.</li> <li>• To describe music using simple musical vocabulary.</li> <li>• To explore multiple ways of making the same sound.</li> <li>• To represent the same sound in different ways.</li> <li>• To describe how they have adapted a sound using musical vocabulary</li>   <li>• To contribute musically to a final performance.</li> <li>• To create a piece that clearly represents a particular environment.</li> <li>• To extend a piece of music so that it represents 3 distinct environment.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore modern fire engines.</li> <li>• To investigate wheels, axles and chassis.</li> <li>• To be able to investigate ways of creating the body of a fire engine.</li> <li>• To be able to design a fire engine.</li> <li>• To be able to make a fire engine based on a design.</li> <li>• To be able to evaluate a finished product.</li> </ul>
<b>Music</b>	

