



Year 1 Termly Overview



Autumn term 2021

Subject	Autumn 1 I'm Growing Up!	Autumn 2 Dinosaur Planet
English Reading	<p>Word reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge to decode words. • Speedily read all 40+ letters/groups for 40+ phonemes. • Read accurately by blending taught GPC. • Read common exception words and common suffixes. • Read aloud phonetically decodable texts. <p>Word meaning</p> <ul style="list-style-type: none"> • Discuss the meanings of words read. • Make links between familiar words. <p>Range of reading</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Link what they read or hear read to their own experiences. <p>Familiarity with texts</p> <ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional tales, retelling them and consider their characteristics. • Recognise and join in with predictable phrases. <p>Discussing reading</p> <ul style="list-style-type: none"> • Participate in discussions about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them. <p>Poetry</p> <ul style="list-style-type: none"> • Learn to appreciate rhymes and poems, and to recite some by heart. <p>Non-fiction</p> <ul style="list-style-type: none"> • Begin to explore non-fiction books that are structured in different ways. 	<p>Word reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge to decode words. • Speedily read all 40+ letters/groups for 40+ phonemes. • Read accurately by blending taught GPC. • Read common exception words and common suffixes. • Read aloud phonetically decodable texts. <p>Word meaning</p> <ul style="list-style-type: none"> • Discuss the meanings of words read. • Make links between familiar words. <p>Range of reading</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Link what they read or hear read to their own experiences. <p>Familiarity with texts</p> <ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional tales, retelling them and consider their characteristics. • Recognise and join in with predictable phrases. <p>Discussing reading</p> <ul style="list-style-type: none"> • Participate in discussions about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them. <p>Poetry</p> <ul style="list-style-type: none"> • Learn to appreciate rhymes and poems, and to recite some by heart. <p>Non-fiction</p> <ul style="list-style-type: none"> • Begin to explore non-fiction books that are structured in different ways.



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	<p><u>Understanding</u></p> <ul style="list-style-type: none">• Draw on what they already know or on background information and vocabulary provided by the teacher to support their understanding. <p><u>Inference</u></p> <ul style="list-style-type: none">• Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. <p><u>Prediction</u></p> <ul style="list-style-type: none">• Predict what might happen on the basis of what has been read so far. <p><u>Texts</u></p> <ul style="list-style-type: none">○ Handa's Surprise by Eileen Browne (BMAE)○ Comprehension Plus Stage 1 My Body○ Comprehension Plus Stage 1 Emergency Services	<p><u>Understanding</u></p> <ul style="list-style-type: none">• Draw on what they already know or on background information and vocabulary provided by the teacher to support their understanding. <p><u>Inference</u></p> <ul style="list-style-type: none">• Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. <p><u>Prediction</u></p> <ul style="list-style-type: none">• Predict what might happen on the basis of what has been read so far. <p><u>Texts</u></p> <ul style="list-style-type: none">○ Ruby's Worry by Tom Percival○ Comprehension Plus Stage 1 Dinosaurs○ Comprehension Plus Stage 1 Dragons



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English Writing	<p><u>Writing to Entertain</u></p> <ul style="list-style-type: none">➤ Narrative➤ Captions➤ Labels <ul style="list-style-type: none">● To use simple sentence structures.● To say out loud what they are going to write about.● To leave spaces between words.● To use full stops.● To use finger spaces● To compose a sentence orally before writing it.● To sequence short sentences to form a narrative.● To identify nouns. <ul style="list-style-type: none">○ Clip – Way Back Home	<p><u>Writing to Entertain</u></p> <ul style="list-style-type: none">➤ Descriptions➤ Poetry➤ Narrative <ul style="list-style-type: none">● To use simple sentence structures● To sequence short sentences to form a narrative.● To compose a sentence orally before writing it.● To discuss what they have written with the teacher and other pupils.● To start to use adjectives to describe.● To use finger spaces● To use capital letters for names, places, the days of the week and the personal pronoun 'I'.● To use full stops to end sentences <ul style="list-style-type: none">○ Clip - Once in a Lifetime○ A Dinosaur Story (YouTube)



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Maths

Place Value (within 10)

- read and write numbers from 1 to 20 in numerals and words.
- identify and represent numbers using objects and pictorial representations including the number line
- use the language of: equal to, more than, less than (fewer), most, least
- given a number, identify one more and one less

White Rose

- Sort objects
- Count objects
- New content Count objects from a group of 10
- Represent objects
- New content Represent numbers to 10
- Count forwards
- Count backwards
- Count one more
- Count one less
- Activity Counting
- One to one correspondence
- Compare objects
- Introduce $<$, $>$ and $=$
- Compare numbers
- Activity Comparing
- Order objects
- Order numbers
- Ordinal numbers
- The number line

Number – Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add one-digit numbers to 20, including 0.

White Rose

Number – Addition and Subtraction

- 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 numbers to 20, including 0.
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

White Rose

- Finding a part
- Subtraction - taking away, how many left? Crossing out
- Subtraction - taking away, how many left?
- Introducing the subtraction symbol
- Subtraction - find a part, breaking apart
- Fact families - the 8 facts
- Subtraction - counting back
- Subtraction - finding the difference
- Comparing addition and subtraction statements $a + b > c$
- Comparing addition and subtraction statements $a + b > c + d$

Geometry – Shape

- Recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

White Rose

- Recognise and name 3-D shapes
- Sort 3-D shapes
- Recognise and name 2-D shapes
- Sort 2-D shapes



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	<ul style="list-style-type: none">• Introducing parts and wholes• Part-whole model (with images/objects)• Part-whole model• Addition symbol• Fact families - addition facts• Find number bonds for numbers within 10• Systematic methods for number bonds within 10• Number bonds to 10• Compare number bonds.• Addition - adding together.• Addition - adding more.• Addition - using bond	<ul style="list-style-type: none">• Patterns with 3-D and 2-D shape <p>Place Value (within 20)</p> <ul style="list-style-type: none">• count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number• count, read and write numbers from 1 to 20 in numerals and words.• identify and represent numbers using objects and pictorial representations including the number line• use the language of: equal to, more than, less than (fewer), most, least• given a number, identify one more and one less <p>White Rose</p> <ul style="list-style-type: none">• Count forwards and backwards and write numbers to 20 in numerals and words• Numbers from 11 to 20• Tens and ones (first part of sheet)• Count one more and one less• Compare groups of objects• Compare numbers• Order groups of objects• Order numbers



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Maths Arithmetic	<p><u>Place Value (within 10)</u></p> <ul style="list-style-type: none">• read and write numbers from 1 to 20 in numerals and words.• identify and represent numbers using objects and pictorial representations including the number line• use the language of: equal to, more than, less than (fewer), most, least• given a number, identify one more and one less <p><u>Number – Addition and Subtraction</u></p> <ul style="list-style-type: none">• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs• represent and use number bonds and related subtraction facts within 20• add one-digit numbers to 20, including 0.	<p><u>Place Value (within 20)</u></p> <ul style="list-style-type: none">• count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number• count, read and write numbers from 1 to 20 in numerals and words.• identify and represent numbers using objects and pictorial representations including the number line• use the language of: equal to, more than, less than (fewer), most, least• given a number, identify one more and one less <p><u>Number – Addition and Subtraction</u></p> <ul style="list-style-type: none">• 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 numbers to 20, including 0.• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
Science	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none">• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none">• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



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History	<p><u>Significant Historical People - Rosa Parks</u></p> <ul style="list-style-type: none">• I can use phrases like, old, new and a long time ago• I can explain how some people have helped us to have better lives. <p><u>Causes and Consequences.</u></p> <ul style="list-style-type: none">• Recognise why people did things.• Recognise why some events happened.• Recognise what happened as a result of people's actions or events.• I can explain how some people have helped us to have better lives. <p><u>My Life, I'm Growing Up!</u></p> <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none">• Recognise the difference between past and present in their own life and the lives of others. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none">• Develop a simple awareness of the past, using common words and phrases relating to the passing of time.• Sequence three events in chronological order (recent history).• Sequence events in their life.• Explain how they have changed since they were born.• Uses words and phrases: old, new, young, days, months, long time ago.• Remember parts of stories and memories about the past.• Place events on a simple timeline.	<p><u>Significant Historical People - Mary Anning</u></p> <ul style="list-style-type: none">• I can say what an archaeologist does.• I can say why Mary Anning was famous. <p><u>Dinosaurs</u></p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none">• Develop a simple awareness of the past, using common words and phrases relating to the passing of time. <p><u>Historical Enquiry – Using evidence/ communicating ideas</u></p> <ul style="list-style-type: none">• Finds answers to simple questions about the past from sources of information (e.g. artefacts, pictures, stories).• I can talk about why and how dinosaurs became extinct.



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Geography		<u>Human and Physical Knowledge:</u> <ul style="list-style-type: none">• Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.• Describe how a place or geographical feature has changed over time.



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PSHEE	<p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe. • Explain their classroom rules and be able to contribute to making these. • Recognise how others might be feeling by reading body language/facial expressions. • Understand and explain how our emotions can give a physical reaction in our body • Identify a range of feelings. • Identify how feelings might make us behave. • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt. • Suggest ways of dealing with different kinds of hurt. • Recognise that they belong to various groups and communities such as their family. • Explain how these people help us and we can also help them to help us. • Identify simple qualities of friendship. • Suggest simple strategies for making up. • Demonstrate attentive listening skills. • Suggest simple strategies for resolving conflict situations. • Give and receive positive feedback, and experience how this makes them feel. 	<p><u>Rights and Responsibility</u></p> <ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines. • Sequence personal hygiene routines into a logical order. • Identify what they like about the school environment. • Recognise who cares for and looks after the school environment. • Demonstrate responsibility in looking after something (e.g. a class pet or plant). • Explain the importance of looking after things that belong to themselves or to others. • Explain where people get money from. • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value. • Explain the importance of keeping money safe. • Identify safe places to keep money. • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). • British Red Cross Life. Live it.



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RE	<p>Additional Unit <u>Is the world a fair place?</u></p> <ul style="list-style-type: none">• all human life is valuable/precious• every child has a right to have their basic needs met (e.g shelter, care, water, food, education)• appreciate that with rights comes responsibility• we can all make a difference in our world, whatever we believe• every child matters to God• 'fairness' (justice) is important to God	<p>Christianity <u>What do Christians believe God is like?</u></p> <ul style="list-style-type: none">• people sometimes use pictures to convey meaning.• there are many different images of God contained within the Bible.• these images help to answer the question 'What is God like?'• Christian beliefs about God are connected with these images.• Christians believe that God loves them, and all people.• to express their own thoughts and ideas about what God might be like <p><u>Christmas: Why is Christmas important to Christians?</u></p> <ul style="list-style-type: none">• Christmas is linked to the account of the birth of Jesus• the key people and events in the birth stories (Nativity)• this story is the focus of the celebration for Christians.• Christians believe Jesus is the Son of God
Art		<p>Art Skills</p> <ul style="list-style-type: none">• Drawing - HB pencil• Sculpture – Clay



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DT	Technical knowledge – Food and nutrition <ul style="list-style-type: none">• describe textures• wash hands & clean surfaces• think of interesting ways to decorate food• say where some foods come from, (i.e. plant or animal)• describe differences between some food groups (i.e. sweet, vegetable etc.)• discuss how fruit and vegetables are healthy• cut, peel and grate safely, with support	



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Music	<p>Charanga: <u>Hey You</u></p> <p>Performing</p> <ul style="list-style-type: none">• To use their voices to speak/sing/chant.• To join in with singing.• To use instruments to perform.• To look at the audience when they are performing.• To clap short rhythmic patterns.• To copy sounds <p>Composing (including notation)</p> <ul style="list-style-type: none">• To make different sounds with their voices.• To make different sounds with instruments.• To identify changes in sounds.• To change the sound.• To repeat (short rhythmic and melodic) patterns.• To make a sequence of sounds.• To show sounds by using pictures. <p>Appraising</p> <ul style="list-style-type: none">• To respond to different moods in music.• To say how a piece of music makes them feel.• To say whether they like or dislike a piece of music.• To choose sounds to represent different things.• To recognise repeated patterns.• To follow instructions about when to play or sing.	<p>Charanga: <u>Rhythm in the way we walk (The Banana Rap)</u></p> <p>Performing</p> <ul style="list-style-type: none">• To use their voices to speak/sing/chant.• To join in with singing.• To use instruments to perform.• To look at the audience when they are performing.• To clap short rhythmic patterns.• To copy sounds <p>Composing (including notation)</p> <ul style="list-style-type: none">• To make different sounds with their voices.• To make different sounds with instruments.• To identify changes in sounds.• To change the sound.• To repeat (short rhythmic and melodic) patterns.• To make a sequence of sounds.• To show sounds by using pictures. <p>Appraising</p> <ul style="list-style-type: none">• To respond to different moods in music.• To say how a piece of music makes them feel.• To say whether they like or dislike a piece of music.• To choose sounds to represent different things.• To recognise repeated patterns.• To follow instructions about when to play or sing.



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Computing	<p><u>We are TV chefs</u> Computer Science</p> <ul style="list-style-type: none"> Recognise that computers don't have a brain. Explain that we control computers by giving them instructions. Create a simple program e.g. to control a floor robot. Create a simple algorithm. Predict the outcome of a simple algorithm or program. Explain what an algorithm is – a sequence of instructions to make something happen. Recognise that the order of instructions in an algorithm is important. Debug an error in a simple algorithm or program e.g. for a floor robot. 	<p><u>We are Treasure Hunters</u> Computer Science</p> <ul style="list-style-type: none"> Recognise that computers don't have a brain. Explain that we control computers by giving them instructions. Create a simple program e.g. to control a floor robot. Create a simple algorithm. Predict the outcome of a simple algorithm or program. Explain what an algorithm is – a sequence of instructions to make something happen. Recognise that the order of instructions in an algorithm is important. Debug an error in a simple algorithm or program e.g. for a floor robot.
PE	<p><u>Multi Skills</u></p> <ul style="list-style-type: none"> To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. Hit a ball with control using an appropriate object. <p><u>Boot Camp</u></p> <ul style="list-style-type: none"> Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty). An understanding of the need for PE uniform (changing, safety). Awareness of how exercise is important for a healthy lifestyle and mind 	<p><u>Story Time Dance</u></p> <ul style="list-style-type: none"> Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own general space using changes of speed level and direction. Compose and link movements to make simple beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. <p><u>Mighty Movers</u></p> <ul style="list-style-type: none"> Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty). An understanding of the need for PE uniform (changing, safety). Awareness of how exercise is important for a healthy lifestyle and mind.



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Trips and visits		