



# Year 1 - Autumn 1 Overview



| English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Phonics /Reading                                                                                                                                                                                                                                                                                                                                                                                                                 | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"><li>Follow our handwriting rules- all letters sit on the line, tall letters are tall, short letters are short.</li><li>Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally).</li><li>Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.</li><li>Write in the past tense.</li></ul> <p><i>Key reading texts: The Tiger who came for Tea, Welcome home bear, Where the wild things are.</i></p> | <p>Children will have daily phonics lessons. We follow the FFT Phonics scheme. The sounds will vary each week and will be tailored to meet the needs of the children.</p> <p>Once they have completed this, they will move onto the next step called Jungle club, which focuses on alternative sounds and pronunciations.</p> <p>Each day we will do shared reading. The books are linked to the phonics sound for the week.</p> | <ul style="list-style-type: none"><li>Have a deep understanding of number to 10, including the composition of each number.</li><li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).</li><li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other.</li><li>Verbally count beyond 20, recognising the pattern of the counting system.</li></ul> |
| Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Geography                                                                                                                                                                                                                                                                                                                                                                                                                        | Art/DT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><u>Introduction to plants.</u></p> <ul style="list-style-type: none"><li>Identify plants in the school grounds</li><li>Identify parts of a flowering plant</li><li>To identify and name wild and garden plants</li><li>To identify and name deciduous and evergreen trees</li><li>To recognise that new plants come from seeds and bulbs.</li></ul>                                                                                                                                                                                                                                                           | <p><u>Where am I?</u></p> <ul style="list-style-type: none"><li>To identify the countries within the United Kingdom.</li><li>To identify features in the school grounds</li><li>To use directional language to describe the location of features.</li><li>To recognise features from an aerial perspective.</li><li>To recognise the purpose of symbols on a map</li></ul>                                                       | <p><u>Explore &amp; Draw</u></p> <p>How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?</p>                                                                                                                                                                                                                                                                        |
| Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PE                                                                                                                                                                                                                                                                                                                                                                                                                               | RE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>Acceptable Use Agreement (rules)</li><li>Improving mouse skills</li><li>I can use a range of digital tools and techniques to create pictures</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>Indoor: Parkour</li><li>Outdoor: Fundamentals</li></ul> <p>Can I use different ways of travel with balance and control?</p>                                                                                                                                                                           | <p>Judaism</p> <ul style="list-style-type: none"><li>Why do Jewish families talk about repentance at New Year?</li></ul>                                                                                                                                                                                                                                                                                               |

| Music                                                                                                                                                                                                                             | PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Homework                                                                                                                                                                                                                                                                                           |
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| <p><u>Seaside-Dynamics</u></p> <ul style="list-style-type: none"> <li>• Vocal and body sounds</li> <li>• Embodying the seaside</li> <li>• Musical treasure hunt</li> <li>• Seaside story</li> <li>• Seaside soundscape</li> </ul> | <ul style="list-style-type: none"> <li>• How can I help myself and others feel happy and safe?</li> <li>• What makes me special?</li> <li>• How families love and support each other.</li> <li>• To understand that families should help me feel safe and cared for.</li> <li>• A good friend</li> <li>• How to be kind</li> <li>• Kind and respectful behaviours.</li> </ul>  | <ul style="list-style-type: none"> <li>• Reading – at least 3 times a week (children use same book for fluency)</li> <li>• Spellings- Every week children will have new spelling to practise.</li> <li>• Times Table Rock Stars – Consolidate your times table skills online each week.</li> </ul> |