



CLASS HALF TERM OVERVIEW OF PLANNING

Year 1 - Willow Class

Autumn 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE U10.10 What does it mean to belong to faith or belief community?	<p>What does it mean to belong to a community?</p> <p>Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.</p> <p>Find out about some symbols of 'belonging' used in Christianity and what they mean.</p> <p>Christians: baptismal candles, christening clothes, crosses as badges or necklaces, fish badges, a Bible.</p>	<p>How do Christians and Muslims show that they belong?</p> <p>Find out about some symbols of 'belonging' used in Islam.</p> <p>Muslims: calligraphy, a picture of the Ka'aba, a taqiyah (prayer cap).</p> <p>Jews: mezuzah, a menorah, a Kiddush cup, challah bread, a kippah.</p>	<p>How do Christians, Muslims and Jewish people show that they belong?</p> <p>Explore the idea that everyone is valuable.</p> <p>Tell the story of the Lost Sheep (Luke 15) to show how, for Christians, all people are important to God.</p> <p>Connect to teachings about how people should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34–35), and love everybody (Mark 12:30–31);</p>	<p>What do worldviews say about how valuable people are?</p> <p>Connect to teachings about how people should love each other too: Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: 'None of you is a good Muslim until you love for your brother and sister what you love for yourself.' Link this to our school motto 'Let all that you do be done in love'.</p>	<p>How do Muslims and Christians welcome a new baby?</p> <p>Introduce Christian infant baptism and dedication, finding out what the actions and symbols mean.</p> <p>Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – brit bat or zaved habat; Islam: Aqiqah; some atheists might have a Humanist naming ceremony.</p>	<p>How do people show that they belong to each other?</p> <p>Find out how people can show they love someone and that they belong with another person through the promises made in a wedding ceremony, through symbols. Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</p>
PSHE Me and my relationships	<p>Why we have classroom rules</p> <p>To be able to learn and to keep everybody safe. Children can choose the rules.</p>	<p>Thinking about feelings</p> <p>Recognise how others might be feeling from facial expressions and body language. Our emotions can give physical reactions in our bodies.</p>	<p>Our feelings</p> <p>Identify a range of feelings. Realise that our feelings might influence how we behave. Discuss strategies for managing 'not so good feelings'.</p>	<p>Feelings and bodies</p> <p>People's bodies and feelings can be hurt. How might we deal with hurt?</p>	<p>Our special people balloons</p> <p>Recognise that they belong to different groups such as family. Explain how these people can help us and we can also help them to help us.</p>	<p>Good friends</p> <p>Identify qualities of friendship. Suggest strategies for making up.</p>
Maths	<p>Number: Place Value within 10</p> <p>Elicitation Task:</p>	<p>Number: Place Value within 10</p> <p>Count, read and write backwards from any</p>	<p>Number: Place Value within 10</p> <p>Compare groups using language such as</p>	<p>Number: Place Value within 10</p> <p>Order groups of objects</p>	<p>Addition and Subtraction within 10</p> <p>Elicitation Task:</p>	<p>Addition and Subtraction within 10</p> <p>Number bonds to 10</p> <p>Compare number</p>



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	<p>NCTEM Sort objects Count objects Represent objects Count, read and write forwards from any number 0-10</p> <p>Number Bonds 2,3,4,5</p> <p>Numbots</p>	<p>number 0-10 Count one more Count one less One to one correspondence to start to compare groups</p> <p>Number Bonds 5,6,7,8</p> <p>NRICH: Dominoes – Number Patterns</p> <p>Numbots</p>	<p>equal, more/greater, less/fewer Introduce signs <, > and symbols =. Compare numbers</p> <p>Number Bonds 9,10,11</p> <p>Numbots</p>	<p>Order numbers Ordinal numbers The number line Assessment Task: NCTEM</p> <p>Number Bonds 12,13,14</p> <p>NRICH: 100 Square Jigsaws (or number track jigsaws)</p> <p>Numbots</p>	<p>NCTEM Part whole model Addition symbol Fact families- addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10</p> <p>Number Bonds 15, 16,17</p>	<p>bonds Addition- adding together Addition- adding more Finding a part Subtraction-taking away-how many left? crossing out Introducing the subtraction symbol Subtraction – finding a part, breaking a part Fact families- the 8 facts Subtraction- counting back Assessment Task: NCTEM</p> <p>Number Bonds 18, 19, 20</p>
No Nonsense Number	<p>NNNF: Block 1 Week 1: One more, one less for numbers to 10</p>	<p>NNNF: Block 1 Week 2: One more, one less for number to 10</p>	<p>NNNF: Block 1 Week 3: One more, one less for numbers to 12</p>	<p>NNNF: Block 1 Week 4: One more, one less for numbers to 20</p>	<p>NNNF: Block 1 Week 5: One more, one less for numbers to 20</p>	<p>NNNF: Block 1 Week 6: One more, one less for numbers to 20</p>
English	<p>Speaking and Listening- Highlights of my Summer Holiday CP Challenge.</p> <p>Reading and enjoying story books together from Year One Reading Spine and our class library.</p>	<p>Genre: Birthday Story Text: It's My Birthday</p> <p>Elicitation: Children write about their birthday.</p> <p>Imitate: Read text and check understanding, enjoy the story and the fun of the birthday. Link to their own birthdays, speak and listen appropriately to</p>	<p>Genre: Birthday Story Text: It's My Birthday</p> <p>Imitate: Draw story map. Retell using the map and actions. Use some story props to act out the parts and ingredients. Practice as a class, in groups and in pairs.</p> <p>Labelling foods, party items, animals. Using</p>	<p>Genre: Birthday Story Text: It's My Birthday</p> <p>Innovate: Change an element of the story- the animal characters. Amend the story map and retell with new animal names.</p> <p>Ordering instructions for baking a cake. Writing sentences</p>	<p>Genre: Birthday Story Text: It's My Birthday</p> <p>Invent: Draw a story map and write a short story about a birthday party.</p>	<p>Genre: Non Fiction Cross Curricular writing in Geography Topic for journals.... Where in the world...</p> <p>Label writing for photos of Human features of Lymestone Village.</p> <p>Big Write: Caption writing to go with photos they take.</p>



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		<p>others. Talk about the theme of friendship and teamwork. Complete Likes, Dislikes, Puzzles and Patterns Grid. Use vocab from the text to make vocab pyramid. Immerse in CP Birthday Party Table with props, pretend food, invitations, gifts etc.</p>	<p>phonics to write and spell words. Ordering of sentences from the story.</p> <p>Big Write: Make and write birthday cards.</p>	<p>about parties using 'and'. Using a capital letter, finger spaces and full stop.</p> <p>Big Write: Party Invitations for friends in class.</p>		<p>Description writing of the harbor and the estuary.</p>
Reading	<p>Pick New Top Five Demonstrate pleasure and motivation to read- collect new vocabulary and definitions. Show children the Year 1 Reading Spine and discuss the books – Have they read any of these before? Which do they love? Which book might they like us to read next?</p>	<p>Link what we read to our own experiences.</p> <p>Library book</p> <p>Guided Read (LW)</p> <p>1:1 Reading</p>	<p>Listen to a range of text genres- poems, facts and stories.</p> <p>Library book</p> <p>Guided Read (LW)</p> <p>1:1 Reading</p>	<p>Check that the text makes sense and ask questions to clarify.</p> <p>Library book</p> <p>Guided Read (LW)</p> <p>Reading Interventions</p>	<p>Predict what might happen based on what has been read so far.</p> <p>Library book</p> <p>Guided Read (LW)</p> <p>Reading Interventions</p>	<p>Take part in book discussions- give opinions, link to experiences, predict, evaluate, study characters.</p> <p>Library book Guided Read (LW)</p> <p>Reading Interventions</p> <p>Make inferences from the text.</p>
Spelling	<p>Assessments</p>	<p>Year 1 CEW's The, a do, to, today, of, said, says</p>	<p>Year 1 CEW's are, were, was, is, his, has, I, you, your</p>	<p>Year 1 CEW's they, be, he, me, she, we, no, go, so</p>	<p>Year 1 CEW's by, my, here, there, where, love</p>	<p>Year 1 CEW's come, some, one, once, ask, friend</p> <p>Year 1 CEW's school, put, push, pull, full, house, our</p>
Phonics/Grammar	<p>Little Wandle Phonics Assessment</p>	<p>Little Wandle: Autumn 1 Phase 3 Review ai, ee, igh, oa, oo, ar or ur oo ow oi ear</p>	<p>Little Wandle: Autumn 1 air, er, z/s-es</p> <p>Words with two or more digraphs</p>	<p>Little Wandle: Autumn 1 Phase 4 Review Cvcc cvcc ccvcc cccvcc cccvc</p>	<p>Little Wandle: Autumn 1 Phase 5 ai ay ow ou oi oy ee ea</p>	<p>Little Wandle: Autumn 1 Phase 5 Review</p>



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			Grammar- Finger spaces	Grammar- Capital letters	Grammar- Full stops	Grammar- 'and'
	Letterjoin Easy letters l, l t, u, w, e, c, o, a, d, n, m, h	Letterjoin Easy letters l, l t, u, w, e, c, o, a, d, n, m, h	Letterjoin Easy words 3/4 letter words	Letterjoin Harder letters j, y, g, q, b, p, k, v, s, r, f, z, x	Letterjoin Harder letters j, y, g, q, b, p, k, v, s, r, f, z, x	Letterjoin Harder words 3/4/5 letter words
Science Weather and Seasons	Weather and Seasons Observe and record seasonal changes	Weather and Seasons Observe and record seasonal changes	Weather and Seasons Observe and record seasonal changes	Weather and Seasons Observe and record seasonal changes	Weather and Seasons Observe and record seasonal changes	Weather and Seasons Observe and record seasonal changes
Nature School	Signs of Autumn Leaf rubbings, making stickmen	Autumn Animals Hibernation and hedgehogs	Walk to The River Exe Human and physical features- take i-pads	Candy's Field Looking at trees, conkers, Sycamore seeds, making bird feeders	Bug Hunt and identification. Notice and describe habitats	Autumn Fruits Baking apples and blackberries in a pot on the fire pit
PE Leap into Life	Functional movement Progression 1 To walk, run and hop, using opposite arm to leg where appropriate. To control accuracy and momentum of movement.	Movement concepts Progression 1 To develop an awareness of space and the ability to remember floor patterns.	Aesthetic movement Progression 1 To link isolated moves with difference force, flow and control.	Aesthetic movement Progression 2 To continue to link isolated moves with different force, flow and control.	Manipulative skills Progression 1 To develop anticipation and reaction when working with beanbags and balls.	Functional movement Progression 2 To walk, run and hop, using opposite arm to leg where appropriate. To control accuracy and momentum of movement.
Computing Technology around us (DL and IT)	To identify technology	To identify a computer and its main parts	To use a mouse in different ways	To use a keyboard to type on a computer	To use the keyboard to edit text	To create rules for using technology responsibly
Internet Safety	Unit 01: Think before you share – Activity 1, Be Internet Legend Curriculum					
Geography The world and my school-Where in the world do I live? Local Area Study (The Estuary)	What is my classroom like?	Where is my school on the street?	Where is my town in the country?	What are the seasons like in the United Kingdom?	Where is my country in the world?	How is the weather different around the world



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DT Textiles- Seaside Stitch Adventures What shapes and colours will bring my seaside to life?						
Music Charanga Hey you!	Hey You! by Joanna Mangona	Me, Myself And I by De La Soul Listen and Appraise Warm up Learn to sing the song	Fresh Prince of Bel Air by Will Smith Listen and Appraise Warm up Learn to sing the song Add percussion	Rapper's Delight by The Sugarhill Gang Listen and Appraise Warm up Add percussion Improvise	U Can't Touch This by MC Hammer Listen and Appraise Warm up Add percussion Improvise Compose	Lit's Like That by Run DMC Listen and Appraise Warm up Add percussion Improvise Compose Perform
Educational visits/visitors		Candy's Field	Lymestone Estuary			