



CLASS HALF TERM OVERVIEW OF PLANNING
Year 1 - Willow Class
Autumn 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE 1:1 – What do Christians believe God is like?	<p>What is a parable?</p> <p>Find out what children know about parables. Look at an artist's impression of the Lost Son parable. Find out about the parable of the Lost Son, which Christians also call the Prodigal Son. Write "I wonder..." statements about the story and share with each other what they would like to find out.</p>	<p>What do parables teach Christians about God?</p> <p>Retell the story of the Lost Son as a class. Find out why Christians find it important to go back to the Bible to understand a story properly. Discuss what pupils think this parable might teach Christians about God.</p>	<p>How and why do Christians ask God for forgiveness?</p> <p>Find out why we sometimes need to ask for forgiveness. Find out how and why Christians ask God for forgiveness. Find out about different types of prayers and draw parallels between how it feels to be forgiven and how Christians might feel to say sorry to God.</p>	<p>What does the parable of Jonah and the Big Fish teach Christians about God?</p> <p>Read the story of Jonah and the Big Fish together as a class. Talk through the key events. Think about how God shows that he is loving and forgiving in the story.</p>	<p>Why do Christians talk to God?</p> <p>Retell the story of Jonah and the Big Fish. Think about how Jonah might be feeling throughout the story. Find out when Christians believe they should talk to God. Listen to a praise song that may be used in church.</p>	<p>What do Christians believe God is like?</p> <p>Recap with pupils what they have learnt about in this topic and reread the parable of the Lost Son and the story of Jonah, what do these stories teach Christians about God? As a class, go through sticky knowledge retrieval questions and share their knowledge.</p>
PSHE Growing and changing	<p>Healthy me</p> <p>To find out what our bodies need to be healthy. Why do we need to exercise and sleep well?</p>	<p>Then and now</p> <p>To identify the things they could do as a baby, a toddler and can do now. To identify the people who help/helped them at those different stages.</p>	<p>Taking care of a baby</p> <p>To understand some of the tasks required to look after a baby. To explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing and feeding.</p>	<p>Who can help?</p> <p>To explain the difference between teasing and bullying. To give examples of what they can do if they experience bullying. Can they say who they could get help from in a bullying situation.</p>	<p>Surprises and secrets</p> <p>To explain the difference between a secret and a nice surprise. To identify situations as being secrets or surprises. To identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p>	<p>Keeping privates private</p> <p>To identify parts of the body and whether they are private. To describe ways in which private parts can be kept private. To identify people they can talk to about their private parts.</p>
Maths	<p>Number: Addition and Subtraction within 10</p> <p>Part whole model Addition symbol Fact Families Addition Facts Find number bonds for</p>	<p>Number: Addition and Subtraction within 10</p> <p>Addition- adding together Addition – adding more Finding a part Subtraction- taking away, how many</p>	<p>Number: Addition and Subtraction within 10</p> <p>Fact Families -the 8 facts Subtractioncounting back Subtraction–finding the difference Comparing addition and subtraction statements $a+b>c$ $a+b>c+d$</p>	<p>Geometry: Shape</p> <p>Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns with 3D and 2 D shape</p>	<p>Number: Place Value within 20</p> <p>Elicitation Task: NCTEM Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11-20 Tens and ones</p>	<p>Number: Place Value within 20</p> <p>Compare groups of objects Order Numbers</p> <p>Number Bonds 18, 19, 20</p>



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	<p>numbers within 10 Systematic methods for no bonds within 10 Number bonds to 10 Compare Number Bonds 2,3,4,5 Numbots</p>	<p>left? Crossing out The subtraction symbol Subtraction finding a part, breaking a part Number Bonds 5,6,7,8 NRICH: Dominoes – Number Patterns Numbots</p>	<p>Assessment Number Bonds 9,10,11 Numbots</p>	<p>Numbots</p>	<p>Count one more one less Number Bonds 15, 16,17</p>	
English	<p>Genre: Non-Fiction information text Text: Look Inside Space Elicitation: Write an information text about the Seasons. Imitate: Read p.1 to introduce the children to the book. Discuss how to read the page and whether the sections need to go in a certain order. Look at the information under the flaps and the illustrations. Use the contents page to read about the other sections in the book and model how the book does not have to be read sequentially. Gather information and vocabulary to create a word web.</p>	<p>Genre: Non-fiction information text Text: Look Inside Space Imitate: Revise single clause sentences in statement form, including correct beginning and end punctuation and terminology (sentence, capital letter, full stop). Use the sentences in Introduce or revise the Practise creating single clause sentences about animals in the same way. Model one or two and then ask children to create their own, ensuring they have used finger spaces and included the correct punctuation. Reread the sentences out loud to a partner.</p>	<p>Genre: Non-fiction information text Text: Look Inside Space Imitate: Look at how the book adds extra information in a sentence which often tells us 'why'. Some examples are: Each astronaut exercises for two hours every day to stay fit and strong. Astronauts go outside to fix things. The helmet has a radio to talk to the station crew. Big Write: Have a go at writing sentences and providing extra information by explaining why something happens.</p>	<p>Genre: Non-fiction information text Text: Look Inside Space Innovate: Hot seat children to practice question and answering. Establish that the children are now expert scientists about space or mini-beasts and that they are being asked questions by people who want to know more. Model writing a question and sentence answer in a similar way to the book. Big Write: Children to write their own 'question and answer' pair on the front and back of speech bubbles. Ensure the Q and A reference each other as they do in the text and that the children are answering the questions</p>	<p>Genre: Non-fiction information text Text: Look Inside Space Invent: Return to ideas collected for Practising Writing/Independent Writing and select the animal for modelling writing, e.g. tiger. Check that you have enough information and add to it if necessary. Use information grids and word webs collected earlier. Give children a selection of three or four animals that have been explored to choose from. Remind children to use word webs, information grids and any vocabulary gathered to inform their writing.</p>	<p>Genre: Non Fiction Information text Text : Look Inside Space Big Write: Write an information text about animals and their habitats. Children plan their ideas as modelled in the practise writing using the text structure practised to include the one-two sentence introduction, a flap with three further pieces of sequenced information and a Q & A speech bubble flap. Support children writing the text through revising and editing to include the elements taught throughout the sequence. Proof-read for spelling and punctuation.</p>



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				in sentences as well as applying punctuation correctly.		
Reading	Pick New Top Five Demonstrate pleasure and motivation to read- collect new vocabulary and definitions.	Link what we read to our own experiences. Library book Guided Read (LW) 1:1 Reading	Listen to a range of text genres- poems, facts and stories. Library book Guided Read (LW) 1:1 Reading	Check that the text makes sense and ask questions to clarify. Library book Guided Read (LW) Reading Interventions	Predict what might happen based on what has been read so far. Library book Guided Read (LW) Reading Interventions	Take part in book discussions- give opinions, link to experiences, predict, evaluate, study characters. Library book Guided Read (LW) Reading Interventions
Spelling	Year 1 CEW's The, a do, to, today, of, said, says	Year 1 CEW's are, were, was, is, his, has, I, you, your	Year 1 CEW's they, be, he, me, she, we, no, go, so	Year 1 CEW's by, my, here, there, where, love	Year 1 CEW's come, some, one, once, ask, friend	Year 1 CEW's school, put, push, pull, full, house, our
Phonics	Little Wandle: Phase 5 ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn their, people, oh, your	Little Wandle: Phase 5 oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Mr Mrs Ms ask* Grammar: Finger spaces	Little Wandle: Phase 5 ai/ a-e shake /igh/ ie time /oa/ o-e home /oo/ /yoo/ u-e rude cute could, would, should, our Grammar- Capital letters	Little Wandle: Phase 5 ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw house, mouse, water, want Grammar – full stops	Little Wandle: Phase 5 Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue Grammar: 'and, when, because'	Little Wandle: Phase 5 Assessment Autumn 1/2
	Letterjoin Easy letters l, l t, u, w, e, c, o, a, d, n, m, h		Letter join Easy words 3/4 letter words		Letterjoin Harder letters j, y, g, q, b, p, k, v, s, r, f, z, x	
Science Animals including Humans	What is this animal? Are all humans the same?	How are animals different?	Do all animals eat the same thing?	What are our body parts called?	What are senses?	



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Nature School	Leaf hunt – each leaf is unique and individual	Leaf fireworks	Autumn mandalas	Autumn mandalas	Spiders and webs	Bird feeders
PE Leap into Life	<p>Movement Concepts Progression 2</p> <p>To move rhythmically to music and beat patterns.</p>	<p>Aesthetic Movement Progression 3</p> <p>To work individually and with a partner to produce a sequence of symmetrical shapes, using arms, legs and whole body.</p>	<p>Aesthetic Movement Progression 4</p> <p>To work individually and with a partner to produce a sequence of asymmetrical shapes, using arms, legs and whole body.</p>	<p>Manipulative Skills Progression 2</p> <p>To develop catching and early tracking skills</p>	<p>Functional Movement Progression 4</p> <p>To leap, following a running action and to use a prolonged period of flight. To use arms</p>	<p>Functional Movement Progression 5</p> <p>To use a push or pull to create movement.</p> <p>Manipulative Concepts Progression 3</p> <p>To move cross laterally to music, showing good control.</p>
Computing Digital Painting	To describe what different freehand tools do	To use the shape tool and the line tools.	To make careful choices when painting a digital picture	To explain why I chose the tools I used	To use a computer on my own to paint a picture	To compare painting a picture on a computer and on paper
Internet Safety	Unit 02: Check it's for real – Activity 1, Be Internet Legend Curriculum					
Famous Explorers-Who is Neil Armstrong?	<p>Why do people explore?</p> <p>Who was Neil Armstrong?</p>	Why was he famous?	Why did Neil Armstrong become an explorer?	What equipment did Neil Armstrong need?	1. How have explorations changed over time?	Why was he famous?
Art Sculpture Animal sculptures Why do Sculptors sculpt?	What is sculpture and what is clay?	How can nature inspire sculptors?		How can I be inspired by nature and make a leaf sculpture?	How can I use colour to improve my sculpture?	How can I evaluate my sculpture?
Music Charanga Christmas and the Nativity Percussion	<p>Rhythm In The Way We Walk by Joanna Mangona</p> <p>Listen and appraise</p> <p>Learn to sing the song</p>	<p>The Planets: Mars by Gustav Holst</p> <p>Rhythm In The Way We Walk by Joanna Mangona</p> <p>Listen and appraise</p> <p>Learn to sing the song</p>	<p>Tubular Bells by Mike Oldfield</p> <p>Rhythm In The Way We Walk by Joanna Mangona</p> <p>Listen and appraise</p> <p>Warm up games</p>	<p>The Banana Rap</p> <p>Listen and appraise</p> <p>Warm up games</p> <p>Learn to sing</p> <p>Play your instrument with the song</p>	Christmas Singing	Christmas singing



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		Play your instrument with the song	Learn to sing Play your instrument with the song Improvise with the song Perform the song	Improvise with the song Compose with the song Perform the song Christmas singing		
Educational visits/visitors	Diwali Visitors Donkey Sanctuary					