



Year 1 Class Overview for Autumn Term

	Autumn 1	Autumn 2																																										
English	Dragon Post by Emma Yarlett Guide on how to look after a dragon Letter asking for help, note of advice, instructions, menu, speech bubble, journey map, thought bubble Cave Baby by Julia Donaldson Narrative re-telling Labels and captions, posters, informal letters	Billy and the Beast by Nadia Shireen Own version ‘defeat a monster’ narrative Wanted poster, summary, email, character description, recipe Leo and the Octopus Fact file Letters, first person recount, diaries, letters, posters, reports																																										
Phonics	<table><tr><th colspan="6">Reception/Primary 1 Summer 1: Phase 4</th></tr><tr><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr><tr><td>Phase 4:1 CVCC -ed /ed/</td><td>Phase 4:2 CCVC -ed /t/</td><td>Phase 4:3 CCVCC -ed /d/</td><td>Phase 4:4 CCVC</td><td>Assess and review week R:13</td><td>Phase 4:5 CCCVCC -er -est</td></tr></table>	Reception/Primary 1 Summer 1: Phase 4						Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est	<table><tr><th colspan="6">Reception/Primary 1 Summer 2: Phase 5 introduction</th></tr><tr><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr><tr><td>/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le</td><td>/oi/ <oy> /ur/ <ir> /iyoo/ <ue> /or/ <aw></td><td>/w/ <wh> /f/ <ph> /iyoo/ <ew> /oa/ <oe></td><td>/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e></td><td>Assess and review week R:14</td><td>/igh/ <i-e> /oa/ <o-e> /iyoo/ <u-e> /s/ <c></td></tr><tr><td>oh, their</td><td>people, Mr, Mrs</td><td>your, ask, should</td><td>would, could, asked</td><td>house, mouse, water</td><td>want, very</td></tr></table>	Reception/Primary 1 Summer 2: Phase 5 introduction						Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /iyoo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /iyoo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /iyoo/ <u-e> /s/ <c>	oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very
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Maths	- Place Value (within 20) - Addition and Subtraction (within 20) - Addition and Subtraction (within 20) - Geometry (White Rose Maths)																																											
Science	Children working in Reception <u>Animals and Humans</u> 5 senses Children working in Year 2 Why do animals choose the habitats that they do?	Children working in Reception <u>Seasonal Changes</u> Children working in Year 2 Why is it important to keep our bodies healthy?																																										



History	Children working in Reception <u>Who are the significant people in my life?</u> Personal History Children working in Year 2 <u>How is my life different to my Grandparents'?</u> Through historical enquiry, we will be investigating how technology has changed over the past 60 years and asking how technology improves our lives.	
Geography		Children working in Reception <u>What is so special about where I live?</u> Supermarket Children working in Year 2 <u>What's so special about where I live?</u> We will use maps to identify the 4 countries within the UK, and their capital cities. We will use local maps to find our way around our local area surrounding school. We will learn the purpose of an address and postcode.
Computing	Children working in Reception Online Safety Children working in Year 2 Online Safety - Being safe in a digital world.	Children working in Reception Children working in Year 2 Unit 1.5 Maze Explorers and Unit 2.4 Questioning
Art and Design	Children working in Reception <u>Drawing and Sketch books</u> Spirals Children working in Year 2 <u>The Drawing Journey</u> We will be investigating mark making and learning a range of drawing techniques, whilst exploring different drawing tools and materials.	



Design Technology		Children working in Reception <u>Structures</u> Boats Children working in Year 2 <u>Structures – Making a Windmill</u> Children will: · Follow design criteria to meet the needs of a user. · Make a stable structure. · Make functioning sails/blades that attach to the supporting structure. · Improve their windmill.
PE	<u>Invasion Games</u> Coach Kelly will be teaching us different techniques which we will then apply to invasion games. We will focus upon speed, direction, control, spatial awareness and agility.	<u>Dance</u> Working with Coach Kelly the children will create a dance routine
PSHE	Children working in Reception <u>Me and My Relationships</u> Emotions, what makes me unique, friendships, calming strategies Children working in Year 2	Children working in Reception <u>Valuing Difference</u> Similarities and difference, different families and cultures, sense of fairness and justice Children working in Year 2
RE	Children working in Reception How do we celebrate? What times are special to different people and why? Children working in Year 2 Christianity – God – Does how we treat the world matter?	Children working in Reception How do we celebrate? What times are special to different people and why? Children working in Year 2 Why do Christians say that Jesus is the ‘Light of the World’?



Music	Children working in Reception Actions, movement and imagination Sing well known nursery rhymes and songs Children working in Year 2 <u>Hands, Feet, Heart South African style music</u> We will be listening to, and appraising, South African music and Freedom Songs. We will look at Nelson Mandela as a famous and influential person in our lifetime within historical context of musical styles.	Children working in Reception Nativity/Christmas songs Children working in Year 2 <u>Ho Ho Ho</u> We will be looking at a range of Christmas music, with a focus on big band and Motown. We will be practising our performance skills and participating in group singing.
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