

Welcome to Year one

Autumn Term overview

2021

Year 1, Term 1: Roll up, Roll up - Welcome to the circus!



Theme Intent:
Our *curiosity and creativity* will be nurtured through this topic and will drive this unit of work.

Through this we will be developing relationships – new and old, learning about one another and learning to be a team who are empathetic and considerate. Learning to **co-operate** and **trust** one another, the children will be given the challenge of coming together to perform a circus inspired production for the wider school family. We will also explore being part of a class group; sharing in learning and play. Our value for the term is **generosity** – we will willingly give our time and talents to bring others joy and help others.

WRITING:

Hook text **'The Singing Mermaid'**
 Descriptive writing linked to settings and character, simple sequencing of narratives, story mapping and innovation.
 Making their own story book
 Leaving spaces between words.
 Use of the conjunction 'and'.
 Begin to punctuate a sentence with a capital letter and full stop.
 Sequence sentences to form short narratives.
 Compose a sentence orally before writing it.

Writing Café and news writing to inspire creative writing and ability to recount.

SCIENCE:

Seasonal Change – moving from Summer to Autumn.
Everyday materials –
 I can distinguish between an object and the material from which it is made
 I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
 I can describe the simple physical properties of a variety of everyday materials

WORKING SCIENTIFICALLY

I can suggest the next step, or sequence of steps, in a plan.
 I group things according to a criteria I have been asked to consider eg hard/soft shiny/dull
 I know if my test has been successful and can say what I have learnt.

SPAG:

Phase 3 phonics – respond speedily with the correct sound to graphemes for all 40+ phonemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
 Read common exception words, noting unusual links between spelling and sounds where they occur.

LCP Phase 5 teaching

Alphabetical ordering

COMPUTING:

Algorithms and Programming – debugging. Working with the Beebots.
 I understand and can give instructions.
 I can develop a sequence of instructions that will take the Beebot around a circus/fair.

MUSIC:

Charanga Unit 'Hey You' During this unit children will learn to find the pulse – The steady beat.
 I can begin to sing and chant, copy and repeat rhythms and patterns.
 I can begin to know how to hold and play instruments.
 I can respond and say if I like or dislike a piece of music, listen for particular things when listening to music.
 I can use appropriate songs and chants – performing together.
 I can begin to have an awareness of pitch

READING:

Guided Reading: 'The Biscuit Bear' - Explore Reading.
 Make inferences based on what is being said and done.
 Predict what might happen .
 Participate in book talk – taking turns at listening and contributing.

Individual readers – stage appropriate.

ART:

Exploring colour and shape – The Big Top! Being inspired by Romero Britto – Clown faces. Primary and secondary colours, developing control and accuracy when using and selecting tools, experimenting with line, shape, form and space.

HISTORY:

A closer look at circuses now and then – linking to P4C – Animals in captivity

R.E.:

What does it mean to be part of a faith community?

MATHS:

Number and Place Value to 30 4 weeks
Geometry: properties of shapes 2D 1 week
Addition and Subtraction facts 3 weeks

DT:

Mechanisms – explore, design, make and evaluate sliders and levers.
 I can create a story card for the circus.

P.S.H.E:

SCARF: Curriculum Year 1 Living in the wider world:
 Children appreciate why different places have rules for acceptable behaviour. – classroom rules.
 Online safety
 Children explain where they can seek help if they need it.
 Basic first aid.

P.E.:

Move More – Callum Multi Sport Thursday 8:50 – 9:50 or 10:30-11:30

Real Gym Scheme Unit 1 Personal cog; I can follow instructions, work safely and work on task by myself.
 Monday 1:00 – 2:00 or 2:00 – 3:00pm.



Year 1, Term 2 :The Great Fire of London

WRITING:

Autumn poetry, Great Fire of London – Questions to investigate
 Ordering and sequencing Great Fire of London
 Explaining how to make a Tudor house
 Creation of a non-fiction book about the Great Fire of London.

Weekly Writing Café and news writing to inspire creative writing and ability to recount.

PHONICS

REVISION OF PHASE 3/ 4 PHONICS
BEGIN Phase 5

LCP phonic planning
 Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
 Read common exception words, noting unusual links between spelling and sounds where they occur.

Alphabetical ordering

READING:

GUIDED READING CLPE: -'Leaf' Discuss the big questions -
 Is there a difference between a home and a house?
 What does it mean to be lonely?
 Should we trust strangers?
 Was it a good idea for the crows to help the polar bear return home?
 Are Humans are destroying the environment?

Individual readers – stage appropriate.

MATHS:

Number and Place Value to 100 3 weeks
Addition and Subtraction facts of 7 – 11 3 weeks
Geometry; properties of shapes 3D1 week

SCIENCE:

Seasonal Change – moving from Autumn to Winter
 I observe and know about the changes in the seasons
 I name the seasons and know about the type of weather in each season

WORKING SCIENTIFICALLY

I can use my observations and ideas to suggest answers to questions
 I can gather and record data to help in answering questions.

COMPUTING:

Algorithms and Programming – debugging. Working with the Beebots.

I can understand and give instructions.
 I can develop a sequence of instructions that will take the Beebot around famous landmarks in London.

GEOGRAPHY:

Taking a virtual trip around the UK – ending up in our capital city of London and Pudding Lane.

I can name, locate and identify characteristics of the 4 countries that make up UK.
 I know the names of and can identify the three main seas that surround the United Kingdom.
 I can use basic human and physical vocabulary associated with locating Cheltenham on a map of the UK.

ART:

Mixed Media Sculpture – Tudor clay houses – using a variety of tools to press patterns within the structure. Developing technique of rolling between two batons. Christmas decoration – flat bauble. **Great Fire of London collages –** warm colours and black strips of card to create house shapes.

P.E.

Tag Trojans Rugby (6 weeks)
 Week beg 1st November – week beg. 6th December

Move More – **REAL PE Scheme Units 1 and 2**
 Thursday 8:50 – 9:50 and 10:30-11:30

Health and Fitness cog: I am aware why exercise is important for good health.

MUSIC:

Improvisation – Handel's 'The Royal Fireworks' Make a sequence of sounds – vocally or with instruments.
 Choose sounds to represent different things. Tuned and untuned percussion. Treating instruments with respect
 Singing: Use my voice to sing and follow instructions about singing.

HISTORY:

History: The Great Fire of London: Retell events from beyond living memory which are significant.
 I can ask questions about old and new objects:
 spotting old and new things in pictures of the past:
 I can use phrases and words linked to history:
 sequencing events.
Christmas now and then – exploring and investigating changes; giving examples of things that were different when my grandparents were children. Finding out about the past by talking to an older person.

R.E.:

What do Christians believe God is like?

P.S.H.E:

SCARF: Curriculum Year 1 – Keeping safe:
 Children understand the symbols on house hold bottles that remind them that substances are harmful to them.
 Children know that appliances can be dangerous.
 Children understand the role of people in the community that help us.

DT:

Designing and creating during busy learning-continuous provision

Theme Intent:
 Our *sense of identity and the opportunity to ask and answer big questions will drive this unit of work.* The children will be called upon to investigate the past, in the hope that they can learn for the future. The importance of advancement and innovation will be observed and enquiry skills will be fostered. **Curiosity** will enable children to push forward in finding out about history, and moments of **stillness** will allow children to be **reflective.** Our value for the term is **love** – we all matter and we can be relied upon to carry out tasks properly and support one another.