

**Year 1 Autumn 2 Overview**

**LVC: Friend in Deed LV: Caring**

	Week 1 WC 30/10/22	Week 2 WC 6/11/22	Week 3 WC 13/11/22	Week 4 WC 20/11/22	Week 5 WC 27/11/22	Week 6 WC 4/12/22	Week 7 WC 11/12/22	Week 8 WC 18/12/22 (3DAYS)
Phonics	ur (bird) ie (pie) ue (blue/rescue) u (unicorn)	o (go) i (tiger) a (paper) e (he)  S&L - Oracy	a-e (snake) i-e (time) o-e (home) u-e (rude/cute)	e-e (these) ew (new/chew) ie (shield) aw (claw)	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	Assessment	Review	Review
Maths	Place Value 20 <i>To read and write numbers from 0 to 20. To begin to understand what each digit in a number represents and partition into tens and ones. To partition and combine a number into tens and ones.</i>	Place Value 20 <i>To read and write numbers from 0 to 20. To begin to understand what each digit in a number represents and partition into tens and ones. To partition and combine a number into tens and ones.</i>	Addition <i>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero</i>	Addition Number bonds to 10 <i>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero</i>	Subtraction <i>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero</i>	Subtraction <i>- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero</i>	2D shapes – naming and properties. <i>- recognise and name common 2-D - 2-D shapes [for example, rectangles (including squares), circles and triangles]</i>	Review
Science		Senses – Touch <i>-Say which part of the body is related to each sense.</i>	Senses – Sound <i>-Say which part of the body is related to each sense.</i>	Senses – Sight <i>-Say which part of the body is related to each sense.</i>	Senses – Taste Baking – treats for Grandma in LRRH. <i>-Say which part of the body is related to each sense.</i>	Senses – Smell <i>-Say which part of the body is related to each sense.</i>		
ICT	Textease – Diwali – Rangoli patterns.	Firework art. Textease – symmetry – two	Textease – symmetry – four way tool	Textease – stamps	Textease – grid	Textease – Christmas poster – all tools and basic	Textease – Christmas card infill – all	

	pictures - (fill, chalk, spray paint, shapes)	way tool				text label	tools and basic text	
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-use technology purposefully to create, organise, store, manipulate and retrieve digital content.  
 -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Writing	<p>Explore poetry</p> <p>White Light Walk Poetry Poetry walk – what can we see?</p> <p>Purpose: to recreate our own version of White Light Walk. To use adjectives to describe. Key teaching: adjectives, short sentences, nouns. Marking: NS</p>	<p>Firework sense poetry</p> <p>Purpose: linking with our drama – noises, smells, sights, sounds – real life experiences. Key teaching: what is a poem, adjectives, using our senses to write, non-standard shapes. Marking: 2 stars and a wish.</p>	<p>Remembrance Day – writing our favourite memories to our Friend in Deed with hope of a response!</p> <p>Purpose – real life (LVC) - writing to a pal at Friend in Deed and asking for a response. Key teaching: letter features, clear sentences, full stops, personal pronoun I. Marking: think pinks.</p>	<p>Oracy - Speaking and listening week - T4W – Little Red Riding Hood</p> <p>Purpose: can you re-tell a story to someone else? Pie Corbett story map and actions. Key teaching: re-telling using a story map and actions. Repetitive use of known vocab. Marking: N/A (oracy focus).</p>	<p>T4W – Re-telling Little Red Riding Hood</p> <p>Purpose: re-telling a well-known story using a story map. Key teaching: story structure, using known vocab, sequencing, full stops, capital letters, time words to structure. Marking: 2 stars and a wish (wish to go on tracker) and self-assessment grid.</p>	<p>Friend in Deed Christmas cards.</p> <p>Purpose – real life - writing to a pal at Friend in Deed. Key teaching: card features, capital letters for personal pronouns. Marking: N/A – to be sent away.</p>	<p>Story of Christmas – do you know the important parts of the Christian story?</p> <p>Purpose – can you re-tell some of the parts of the Christian Christmas story? Key teaching: sequencing, capital letters, full stops, pronouns, interesting vocab and structure to make it interesting, time words to structure. Marking: NS (to go on tracker)</p>	<p>Jolly Postman – can you write a letter for the book? (CP activities)</p>
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-common exception words / -name letters in order / -sit correctly; comfortable grip / -lower case: right direction.  
 -say what we are going to write about / -compose a sentence aloud / -sequence to form short narratives / -re-read to check for sense.  
 -leave spaces between words / -join words using 'and' / -begin to punctuate / -use capital letter for names 'I'.

-use words appropriately when writing; letter, capital letter, word, sentence, full stop, question mark, exclamation mark.

-Write simple dictated sentences from memory.

-Sequencing sentences to form short narratives.

-Writing about real events.

-Re-tell stories.

-Reading and writing simple poems.

-Re-read to check it makes sense.

-Read aloud clearly to peers and teachers.

-Discuss with staff member or other pupils.

-Use limited time adverbials – firstly, secondly, finally.

-Leave spaces between words.

-Join words/clauses using 'and'.

Drama/ Inquiry		Can we use our bodies to be like a firework? How would they move?		<p>Finding pictures around the classroom – can we put them together using vocab such as first, next, then, finally?</p> <p>Learning actions for the story LRRH.</p> <p>Create a collaborative story map for LRRH and think of captions/key vocab.</p> <p>5 bags – can we explain... -who? -where? -what? -why? -when?</p>	Using actions, story map and key vocab to re-tell the story of LRRH.	Inquiry Question Review – How can our actions impact others?	Re-enact some of the key parts of the Christian Christmas story.	Re-enact some of the key parts of the Christian Christmas story.
Art/D&T		<p>Access Art: Pathway Printmaking – Hands, Feet and Flowers</p> <p><i>-Explore and copy patterns and textures.</i></p>	<p>Access Art – Printmaking Taking rubbings and making compositions</p> <p><i>-Explore and copy patterns and textures.</i></p> <p><i>-Use a variety of</i></p>	<p>Access Art – Printmaking Foam Printing – Christmas Cards for Friend in Deed</p> <p><i>-Explore and copy patterns and textures.</i></p> <p><i>-Use a variety of tools,</i></p>	<p>Access Art – Printmaking Foam Printing – Christmas Cards for Friend in Deed</p> <p><i>-Explore and copy patterns and textures.</i></p> <p><i>-Use a variety of tools,</i></p>	<p>Hall display (collage) Tree - Owls Animals - Robins Birds – Chaffinches Sky – Crows</p>	<p>Christmas crafts.</p> <p><i>-Explore and copy patterns and textures.</i></p> <p><i>-Use a variety of tools, media and</i></p>	

		<p>-Use a variety of tools, media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.</p>	<p>tools, media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.</p>	<p>media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.</p>	<p>media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.</p> <p>Cooking – treats for Grandma in LRRH! -Make a simple dish following a recipe. -Work tidily. -Wash hands and make sure surfaces are clean. <b>FLOORBOOK PICTURE</b></p>	<p>Decorations Morning (use a stick to display). -Explore and copy patterns and textures. -Use a variety of tools, media and surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.</p>	<p>surfaces with increasing control and confidence - Explore different lines, textures and shapes. -Collage with a range of materials.</p>	
PSHE & RE	<p>Intro to Hinduism and Diwali. <b>FLOORBOOK PICTURE</b></p> <p>Bonfire Safety -Where beliefs come from. -How beliefs relate to each other: Talk in simple terms about why light is important to both Christians and Hindus. -How beliefs shape the way believers see the world and each other: Give an example of</p>	<p>Learner Value – CARING – pp. Introduce Friend in Deed – who are they? (LVC)</p>	<p>RSE Solution Lesson 4 -Pupils can identify and respect the differences and similarities between people. <b>FLOORBOOK PICTURE</b></p> <p>Anti-bullying Week <b>FLOORBOOK PICTURE</b></p>		<p>Keeping safe Road Safety Safety in different environments: road safety PoS Refs: H29, H32, H33</p>	<p>Judaism – Hannukah -How and whether things make sense: Give simple reasons why the items studied are important to people of that faith. <b>FLOORBOOK PICTURE</b></p>	<p>Intro to Christianity  Christianity – Story of Christmas -How beliefs relate to each other: Talk in simple terms about why light is important to both Christians and Hindus. -The nature of knowledge, meaning and existence: Talk about what they can smell, taste,</p>	<p>Christianity – Story of Christmas</p>





	<i>game, small activity or independent learning.</i>  FLOORBOOK PICTURE						<i>development and apply them in a whole class game, small activity or independent learning.</i>	<i>development and apply them in a whole class game, small activity or independent learning.</i> FLOORBOOK PICTURE
History		Remembrance Day  Guy Fawkes	Remembrance Day	Plotting a timeline (including Remembrance Day knowledge and known events/people)			Historic artefacts – Christianity.	Historic artefacts – Christianity.
<p><i>-I can talk about the past and present.</i></p> <p><i>-Ask and answer relevant basic questions about the past.</i></p> <p><i>-Find answers to some simple questions about the past from simple sources of information.</i></p> <p><i>-Understand key features of events</i></p> <p><i>-Learn about the lives of significant individuals.</i></p>								
Word Aware	belief charred	partition charity	static unique	chronological plot	awareness divine	tradition community	dimensions agility	Alternative words
Other	Bonfire Night (5 <sup>th</sup> Nov) Diwali (24 <sup>th</sup> Oct)		Anti-Bullying Week World Kindness Day/Odd Socks Day (12 <sup>th</sup> ) Children in Need (17 <sup>th</sup> )			Christmas Jumper Day (9 <sup>th</sup> )	Hannukah (18 <sup>th</sup> Dec)	