



Year 1 Curriculum overview Autumn 2

Enriched unit	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Hook	Toolkit for writing	Hook	Read & Explore	Compose and write	Hook	Compose and write
	Read & Explore	Present and polish	Read & Explore	Toolkit for writing	Present and polish	Read & Explore	Present and polish
	Toolkit for writing		Toolkit for writing		Toolkit for writing		Toolkit for writing
<p>English</p> <p>The owl and pussy cat</p> <p>We're going on a bear hunt</p> <p>Non Fiction – Fire! Fire!</p>	<p>Hook – box of items from the poem (honey, money, guitar, ring, boat)</p> <p>Listening to the poem and drawing what images we imagine.</p> <p>New vocabulary.</p> <p>Shared reading.</p> <p>Rhyming vocabulary.</p>	<p>Rhyming – matching pictures/words rhyming strings</p> <p>Changing words and creating new verses.</p> <p>Practising our performance.</p> <p>Performing for peers and parents.</p>	<p>Hook – bear cave in the book corner with footprints, grass, twigs, snow dirt.</p> <p>Shared reading of text/repeated vocab/rhythm</p> <p>Interesting vocabulary/repeated words and refrains/alliteration</p> <p>Instruments for different sounds in story.</p> <p>Trays of mud/water etc – using the senses.</p>	<p>Role play – acting out the story.</p> <p>Adjectives/introduce noun phrases</p> <p>Ordering pictures from the story.</p> <p>Linking/writing to match pictures.</p> <p>Story map of own story.</p>	<p>Plan their story – Beg, mid, end</p> <p>Children to create their own story – “were going on an elephant hunt”</p>	<p>Hook – letter from the fire station with book.</p> <p>Shared reading</p> <p>Features of non-fiction – headings, information</p> <p>Sorting fiction and non-fiction</p> <p>Practising and correcting non-fiction sentences.</p>	<p>Writing non-fiction sentences about fire engine/fire fighters</p> <p>Children to create their information posters for the fire station</p>
<p>Mathematics</p>	<p>Subtraction</p> <p>Concrete and practical taking away</p> <p>Taking away using jottings</p>	<p>Subtraction</p> <p>Subtraction using a number line</p> <p>Shop – giving change.</p>	<p>Addition & Subtraction</p> <p>Addition and subtraction number fact families</p> <p>CPA approach</p>	<p>Addition & Subtraction</p> <p>Addition and subtraction number fact families</p> <p>CPA approach</p>	<p>Multiplication</p> <p>Lots of/introduce x sign</p> <p>Different words for x (multiply, lots of, times)</p> <p>Concrete</p>	<p>Multiplication</p> <p>jottings</p>	<p>Multiplication</p> <p>Problem solving in context</p> <p>Shop – lots of</p>



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Science	Seasonal Changes Autumn/Winter						
	I can describe how the weather changes across the seasons.	I can observe and describe the weather in Autumn.	I can identify signs of Autumn.	I can identify changes from Autumn to Winter.	I can observe and describe the weather in winter.	I can explain how some animals adapt in Winter.	I can
History and Geography	The Great Fire of London						
	I can find out some of the ways that London has changed.	I can describe some of the ways in which how we live is different to how people lived in 1666.	I can find out about how the great fire started and spread.	I can understand how we know about the Great Fire of London.	I can find out how London was rebuilt after the fire.	I can show what I have learned about the Great Fire of London.	
Computing	ABC searching/Using a digital camera.						
	I can search online using the alphabet.	I can search for a specified letter of the alphabet on a children's directory site.	I can apply the results of my alphabet search to create a picture dictionary.	I can take a photo using digital camera and explain what I have taken.	I can take a photo using digital camera and explain what I have taken.	I can import my photo into a paint package, adding text or marks.	I can import my photo into a paint package, adding text or marks.
RE	Religious Biblical Stories						
	During this topic we will look at different religions biblical stories and put them into today's society to consider how they would react if they were faced with the same adversity.						
British Values - PATHS	We look at emotions, how to deal with problems, staying in control and working together in groups to find the best solution to the emotions that we have faced or will face. .						
P.E.	Large ball skills						
	CORE assessment task –	I can show control when bouncing a large ball.	I can show control when rolling a large ball.	I can show control when throwing and catching a large ball.	I can show control when throwing and catching a large ball.	I can show control when kicking a large ball.	I can show control when kicking a large ball.

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Music

Charanga