



Year Group

Termly Curriculum Overview

Autumn Term 1 2022 - 2023

<p style="text-align: center;">Religious Education</p>	<p>Daily Collective Worship on the following weekly themes...</p> <p>Week 1 - Getting to know you Week 2 - Values Week 3 - Rules Week 4 - Hopes/Dreams Week 5 - Our Lady/Rosary Week 6 - Autumn/Harvest Week 7 - Memories</p> <p>RE Topics this half term:</p> <p><i>Domestic Church - Families</i> Children will be able to talk about their experiences and feelings about families. Although the experience of 'family' in society today is varied, family still remains the first place for growth and development, the basic social unit. We will explore the fact that through Christianity everyone belongs to the family of God and it is in the love of a family that Christians first experience the reality of Church.</p> <p><i>Baptism/Confirmation - Belonging</i> (to be continued in Autumn 2) Children will be able to talk about their experiences and feelings about belonging. We will explore the fact that our lives are marked by many different experiences of being welcomed into new situations and groups. We will also explore how Baptism enables people to belong to God's family in a special way. Christians believe everyone is invited to share in the life and work of God through Baptism.</p>
<p style="text-align: center;">Maths</p>	<p>Number & Place Value:</p> <p>To count forwards from 0 – 50 To count backwards from 50 – 0 Comparing numbers Ordering numbers Ordinal numbers 1 more/1 less</p> <p>Addition and subtraction</p> <p>To know numberbonds within 10 (e.g bonds to 5,6,7,8 and 9)</p> <p>To read and write numbers to 10</p>
<p style="text-align: center;">English Reading</p>	<p>Focus Text: Paper Planes <i>Narrative:</i> A friendship story <i>Purpose:</i> To narrate <i>Recount:</i> Messages <i>Purpose:</i> To recount</p> <p>Word Skills</p> <p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> Reinforce plural noun suffix -s –es <p>Sentence Skills</p> <p>Build on previous units & focus on:</p>

	<ul style="list-style-type: none"> Combining words to make sentences Joining words and clauses using-and <p><u>Text Skills</u> Build on previous units & focus on:</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives <p><u>Comprehension skills:</u> To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently To recognise and join in with predictable phrases To discuss word meanings, linking new meanings to those already known <p>Understand the books they can read and listen to by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher Discussing the significance of the title and events To make inferences on the basis of what is being said and done To predict what might happen on the basis of what has happened so far To participate in discussion about what is read to them, taking turns and listening to what other say <p>*In addition to the daily English lesson and story time pupils will also be given the following reading opportunities. Pupils choice – Daily (reading for pleasure) Guided Reading -Daily Home Readers – Weekly * Daily Phonics lessons (L&S reinforcing phases 2&3 and introduction to phase 4) Including application practise of the focus phonemes of the day.</p>
<p>English Spelling, Punctuation, Grammar</p>	<p>Daily English basis skills sessions on the following:</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> Spelling patterns for words including: ff, ll, ss, zz and ck (plus revision of Reception) Basic Skills - suffix -s –es <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Separation of words with spaces Becoming more confident in using capital letters, finger space and full stops in writing to demarcate sentences Capital letters for names and for the personal pronoun I <p><u>Grammar</u></p> <ul style="list-style-type: none"> Write in a formal style
<p>English Writing</p>	<p><u>Fiction</u></p> <ul style="list-style-type: none"> Tell/Read stories with predictable and patterned language. Identify and talk about the effect of patterns of language and repeated words and phrases. Join in with and recite parts of or whole stories. Demonstrate how to discuss a book, identifying main characters, events, familiar/unfamiliar settings and looking for patterns in the text. Use language play to orally explore, adapt and invent words, sentences or lines based on patterns in familiar stories. Demonstrate and then write new sentences based on the patterns explored. Write the new story, first through modelled and then through shared composition. <p>Children independently tell and write their own sentences for the whole or part of their story, incorporating ideas from earlier on in the unit and drama.</p> <p><u>Non Fiction</u></p> <ul style="list-style-type: none"> Discuss differences between fact and fiction. Record the information as a list, chart or spider diagram. Identify and display the key features of simple information texts. Use talk for writing, with digital pictures/other sources, to remind children of content, and practise composing sentences orally in the style of the text.

	<ul style="list-style-type: none"> • Children write their own page for an information book. Children will produce and publish information texts applying all the learning from the block.
Science	<p>My Body Identify and name parts of the human body. Explore what parts of the body we use for different activities Learn about 'The five senses ' Sight, touch, smell, taste and sound</p>
Geography	<p>My local area Where do I live? Locational knowledge - UK Capital cities Geographical skills and fieldwork - Map Skills and fieldwork</p>
Physical Education	<p>Gymnastics</p> <ul style="list-style-type: none"> • Exploring travelling movements • Developing quality when performing gymnastic shapes • Developing stability and control when performing balances • Developing technique and control when performing shape jumps • Developing technique in the barrel, straight and forward roll • Linking gymnastic actions to create a sequence <p>Fundamental Skills</p> <ul style="list-style-type: none"> • To develop fundamental movement skills, becoming competent and confident • To access a broad range of opportunities to extend their agility, balance and coordination, individually and with others • Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.
Computing	<p>Exploring Purple Mash Online Safety</p>
Art	<p>Drawing – Self portraits Using different materials and techniques when making their own portraits. Exploring different artists, such as Pablo Picasso and Andy Goldsworthy. Exploring different types of nature pictures. Creating collage in the style of an environmental artist.</p>
Music	<p>N/A this half term</p>
PHSE	<p>Physical health and wellbeing</p> <p><i>Fun times</i></p> <ul style="list-style-type: none"> - Food that is associated with special times, in different cultures - Active playground games from around the world - Sun-safety
RSE	<p>Social and emotional Recognising signs that they are loved in their family.</p>
Curriculum Enrichment	<p>Exploring the Local area.</p>