

Heyhouses C.E. Primary School Termly Overview

Autumn Term 1 Year 1

<u>Subject</u>	<u>Unit</u>	<u>Outcome</u>	<u>Hands on Experience-visitors etc.</u>
<u>English</u>	Introductory 3 weeks: The Gruffalo	To be able to label a diagram.	
	Bog Baby		
	Supertato		
	'Where the Wild things are' – reading unit	<p>Know the difference between an author and an illustrator.</p> <p>Infer the meaning of words from the context.</p> <p>Retrieve information from pictures.</p> <p>Summarise text into an image.</p>	
	Setting descriptions – writing unit.	Choose vocabulary to describe a setting Say a sentence aloud before writing it.	
	Beegu – reading unit	<p>Use information from pictures to make a prediction</p> <p>Infer a character's feelings and their character from pictures.</p>	
	Jolly Tall – Jane Hissey (Flexible week)	To write sentences with capital letters and full stops.	
<u>Maths</u>	Unit 1 – numbers to 10	Identify and represent numbers using objects and pictorial representations including	

	<p>Unit 2 – part whole models – within 10</p>	<p>the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Identify one more and one less</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	
	<p>Unit 3 – addition within 10</p>	<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p>	

<u>Science</u>	Animals including humans	<p>Identify and name common animals including fish, amphibians, reptiles, birds, mammals.</p> <p>Identify carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of animals.</p> <p>Identify, name and draw basic parts of the human body and identify the senses associated.</p>	
<u>Computing</u>	Computing systems and networks – Technology all around us.	Become familiar with components of the computer by developing keyboard and mouse skills.	
<u>Geography</u>	<p>Our School</p> <p>Weather (ongoing)</p>	<p>Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork.</p> <p>Record observations</p>	
<u>History</u>	N/A		
<u>Art and DT</u>	Portraits	Observe different styles of portraits and recreate. Collage, painting, drawing skills.	
<u>Music</u>	Pitch and Rhythm	To develop pitch and rhythm.	Music with Mr McKenzie.
<u>RE</u>	Harvest - How can we help those that don't have a good Harvest?	Develop understanding that Harvest festivals are a traditional celebration to give thanks to God	

		<p>for the gifts of the harvest.</p> <p>Increased awareness that the food we eat is harvested and distributed all around the world.</p> <p>Awareness that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails.</p>	
<p><u>PSHE</u></p>	<p>Relationships - TEAM</p>	<p>Recognise teams they belong to Apply good listening. Use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others. Discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary. Sort thoughts given into helpful and not-so-helpful thought categories. Sort images of behaviours into good and not-so-good choices.</p>	
<p><u>PE/Games</u></p>	<p>Baseline Unit – Fundamental Movement Skills</p> <p>Supertato</p>	<p>Develop fundamental movement skills</p>	