**Hainford Primary School Curriculum Overview 2019-2020 - Class 1** (Reception/Year 1)

**Please note that due to our desire to respond to the children’s needs and interests, this plan is flexible and very liable to change.**

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| **Subject**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English** ***Spoken language will be a focus throughout the year for both Year groups.*** | Letter formation - handwriting familiesForming digits 0-9Sentence writing Information postersStory scribingName writingRhyming patternsPhonic workbooks**Reading Week - The Tin Forest** | Stretching sentences - using ‘and’Forming capital lettersIdentifying narrative and non-fiction textsLetter writing ID cardsStory scribingName writingLabellingPhonic workbooks | PoetryTraditional tales Talk for WritingStory scribingCaption writingPhonics workbooks | Story writing Information leafletsStory scribingSunflower diariesPhonic workbooks | Instruction writing, including positional languageComprehension focus - inferences and predictionsWritten answers to comprehension questionsStory scribing Sunflower diariesPhonic workbooks | Information people profilesRevision and recapStory ScribingPhonic workbooks |
| **Grammar, Vocabulary, Punctuation and Spelling*****Phase 6***  | Capital letters, finger spaces and full stops*see phonics LTP for spellings* | Nouns, verbs and adjectivesQuestion marksExclamation marks*see phonics LTP for spellings* | Plurals -s, -esSuffixes -ing, -ed, -er, -estSpellings - days of the week, numbers in words*see phonics LTP for spellings* | Prefix un-Contractions - I’m, I’ll, I’veSequencing vocabulary - before, tomorrow, after etc*see phonics LTP for spellings* | Application of nouns, verbs, adjectives and punctuation . ? !*see phonics LTP for spellings* | Application of plurals, suffixes, prefixes and contractions*see phonics LTP for spellings* |
| **Phonics** | Phase 4 and 5 recapPhase 1 and 2 | Phase 5Phase 3 | Phase 5 Phase 4 | Phase 5 Phase 5 | Phase 3-5 Phonics ScreeningPhase 2-5 | Phase 6Phase 2-5 |
| **Maths*****We will once again be counting the first 100 days of school as a class.******Missing number problems will be practised throughout the year.*** | Counting forwards and backwards to 50Writing numbers to 20Place value - tens and unitsMaths symbols + - =Number bonds and subtraction facts within 10 and then 20Measure - recording heightsCounting forwards and backwards to 10Numbers and shapes in the environmentBirthdays  | Counting forwards and backwards to 100Adding and subtracting one digit and two digit numbersBritish coins and notesMultiples of 102D and 3D shapesMeasure - weightsTest paper practiseCounting forwards and backwards to 20Matching numerals to quantitiesOrdering numbers to 5 and then 10Repeating patternsPost office role play - shape, space and measure | Place value - writing numbers to 100Maths symbols x /Multiples of 5Measure - standard and non-standardPosition and direction (cross curricular PE and computing)Counting forwards to 30Ordering numbers to 20Adding and subtracting using concrete objectsNumber bonds to 5 - number sentences | 100 square number puzzlesTelling the time to o’clock and half past2D and 3D shapeRecording measure½ and ¼ of objects and shapesPosition and direction (cross curricular Geography)Test paper practiseCounting forwards to 50Sequencing eventsDoubling and halvingBonds to 10 - number sentences | Counting forwards and backwards to 100 and beyondMultiples of 2s (recap 5s and 10s)Adding and subtracting zeroMultiplication and division - pictorial representations and arrays (supported by the teacher)Drawing o’clock and half past timesCounting forwards to 100Bonds to 20 - number sentencesSymmetry 2D and 3D shape (robots) | Revision and recapPersonalised targetsTest paper practiseCounting forwards and backwards up to 100Personalised targets |
| **Inquiry** **Science/****Understanding the World****Geography****History/People and Communities****Art****DT****Computing/ Technology****PATHS****Trips** | A class of brand new children and their new teachers arrived at Hainford Primary School.Draw self-portraits and create an all about me profile.Learn about where you live and the United Kingdom .Develop your chronological understanding by making timelines of your livesYour new teacher Mrs Nerney doesn’t have any pets. Can you help her research what animals make good pets and the ones that don’t?List what technology you have in your home - what do you use them for?Develop your skills in cutting. | 999 – what’s your emergency? Learn about the emergency services and when to call 999. Using everyday materials, design and make safety clothes to keep you safe when it is dark.Learn your full name and address so you can tell it to someone in an emergency.Create paintings of your favourite emergency services vehicle.Learn about how to stay safe when using technology.Learn ways to thank people when they have helped you.TBC – emergency services visit and trip. | Child led inquiry TBCRoyal Menagerie? Zoo?  Carnivores, omnivores and herbivores?history of zoos? | Child led inquiry TBCWildlife garden? Minibeasts?Plants butterfly cycleCooking - Easter nests | Child led inquiry TBCSpace? Robots? Dangers of weatherThe world - continents and oceansDesign, make and evaluate junk model robotsfamous engineers  | Tokyo?Health and fitnessCooking - Summer Pizza |
| **PE/Health and Self-Care** | Val SabinMoving in different ways / multiskillsThrowing and catching, (beanbags / quoits / MultiskillsManaging risk safely Basic hygiene | Dressing independentlyVal Sabin: Reception: Focus on using a ballMoving onto ball skills and gamesWith feet (dribbling) | TBC(Weather dependent)Val Sabin: Hoops and quits | Dance / Gym at St. Faiths delivered by A. Mooney | Dance / Gym St. Faiths delivered by A. Mooney | AthleticsAiming and throwingRunning gamesBalancing Bat and ball skills |
| **Music** | TBC | TBC | TBC | TBC | TBC | TBC |
| **Religious Education*****(See long-term plan)*** | Norfolk agreed syllabusChristianity: Celebrations | Norfolk agreed syllabusIncarnationWhat can we learn about Jesus from the nativity story? | Norfolk agreed syllabusGod: TrinityWhat words do Christians use to talk about God? | Norfolk agreed syllabusGod: TrinityWhat words do Christians use to talk about God? | Norfolk agreed syllabusJudaism: Abraham, shemaWhat do Jews learn from the story of Abraham? | Thematic unitWhat’s the big idea?(Philosophy using CBBC) |
| **PATHS** | One Page Profiles Listening skills, behaviour expectations, circle rules | Compliments/Pupil of the Day | Naming our emotions and feelings  | Doing the Turtle | It’s ok to feel all emotions | Transitions  |
| **RSE** |  |  |  |  |  |  |