**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 families  Forming digits 0-9  Sentence writing  Information posters  Story scribing  Name writing  Rhyming patterns  Phonic workbooks  **Reading Week - The Tin Forest** | Stretching sentences - using ‘and’  Forming capital letters  Identifying narrative and non-fiction texts  Letter writing  ID cards  Story scribing  Name writing  Labelling  Phonic workbooks | Poetry  Traditional tales Talk for Writing  Story scribing  Caption writing  Phonics workbooks | Story writing  Information leaflets  Story scribing  Sunflower diaries  Phonic workbooks | Instruction writing, including positional language  Comprehension focus - inferences and predictions  Written answers to comprehension questions  Story scribing  Sunflower diaries  Phonic workbooks | Information people profiles  Revision and recap  Story Scribing  Phonic workbooks |
| **Grammar, Vocabulary, Punctuation and Spelling**  ***Phase 6*** | Capital letters, finger spaces and full stops  *see phonics LTP for spellings* | Nouns, verbs and adjectives  Question marks  Exclamation marks  *see phonics LTP for spellings* | Plurals -s, -es  Suffixes -ing, -ed, -er, -est  Spellings - days of the week, numbers in words  *see phonics LTP for spellings* | Prefix un-  Contractions - I’m, I’ll, I’ve  Sequencing 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 recap  Phase 1 and 2 | Phase 5  Phase 3 | Phase 5  Phase 4 | Phase 5  Phase 5 | Phase 3-5 Phonics Screening  Phase 2-5 | Phase 6  Phase 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 50  Writing numbers to 20  Place value - tens and units  Maths symbols + - =  Number bonds and subtraction facts within 10 and then 20  Measure - recording heights  Counting forwards and backwards to 10  Numbers and shapes in the environment  Birthdays | Counting forwards and backwards to 100  Adding and subtracting one digit and two digit numbers  British coins and notes  Multiples of 10  2D and 3D shapes  Measure - weights  Test paper practise  Counting forwards and backwards to 20  Matching numerals to quantities  Ordering numbers to 5 and then 10  Repeating patterns  Post office role play - shape, space and measure | Place value - writing numbers to 100  Maths symbols x /  Multiples of 5  Measure - standard and non-standard  Position and direction (cross curricular PE and computing)  Counting forwards to 30  Ordering numbers to 20  Adding and subtracting using concrete objects  Number bonds to 5 - number sentences | 100 square number puzzles  Telling the time to o’clock and half past  2D and 3D shape  Recording measure  ½ and ¼ of objects and shapes  Position and direction (cross curricular Geography)  Test paper practise  Counting forwards to 50  Sequencing events  Doubling and halving  Bonds to 10 - number sentences | Counting forwards and backwards to 100 and beyond  Multiples of 2s (recap 5s and 10s)  Adding and subtracting zero  Multiplication and division - pictorial representations and arrays (supported by the teacher)  Drawing o’clock and half past times  Counting forwards to 100  Bonds to 20 - number sentences  Symmetry  2D and 3D shape (robots) | Revision and recap  Personalised targets  Test paper practise  Counting forwards and backwards up to 100  Personalised 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 lives  Your 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 TBC  Royal Menagerie? Zoo?    Carnivores, omnivores and herbivores?  history of zoos? | Child led inquiry TBC  Wildlife garden? Minibeasts?  Plants  butterfly cycle  Cooking - Easter nests | Child led inquiry TBC  Space? Robots?  Dangers of weather  The world - continents and oceans  Design, make and evaluate junk model robots  famous engineers | Tokyo?  Health and fitness  Cooking - Summer Pizza |
| **PE/Health and Self-Care** | Val Sabin  Moving in different ways / multiskills  Throwing and catching, (beanbags / quoits / Multiskills  Managing risk safely  Basic hygiene | Dressing independently  Val Sabin: Reception: Focus on using a ball  Moving onto ball skills and games  With 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 | Athletics  Aiming and throwing  Running games  Balancing  Bat and ball skills |
| **Music** | TBC | TBC | TBC | TBC | TBC | TBC |
| **Religious Education**  ***(See long-term plan)*** | Norfolk agreed syllabus  Christianity: Celebrations | Norfolk agreed syllabus  Incarnation  What can we learn about Jesus from the nativity story? | Norfolk agreed syllabus  God: Trinity  What words do Christians use to talk about God? | Norfolk agreed syllabus  God: Trinity  What words do Christians use to talk about God? | Norfolk agreed syllabus  Judaism: Abraham, shema  What do Jews learn from the story of Abraham? | Thematic unit  What’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** |  |  |  |  |  |  |