



New City Primary School Subject Overview  
Core Curriculum Overview Year 1  
Autumn Term Two 2017 - 2018

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<u>Text/Focus</u>	<u>Lonely Beast</u> Recounts and autobiographical Retelling the story Character descriptions	<u>Peace at Last</u> Recounts and autobiographical Retelling the story Character and setting descriptions	<u>Jack and the Beanstalk</u> Recounts and autobiographical Retelling the story Character and setting descriptions	<u>Three Billy Goats Gruff</u> Recounts and autobiographical Retelling the story Character and setting descriptions	<u>The Princess &amp; The Pea</u> Recounts and autobiographical Retelling the story Character and setting descriptions	<u>Assessment Week</u>	<u>All in one piece</u> Recounts and autobiographical Retelling the story Character and setting descriptions
<u>Grammar</u>	Capital letters for names of people and places	Leaving spaces between words,	Capital letters for days of the week.	Capital letters for personal pronoun I	Question marks	<u>Assessment Week</u>	Exclamation marks
<u>Spellings</u>	oi words oy words	a-e words	i-e words	u-e words	e-e words	<u>Assessment Week</u>	o-e words
<u>Comprehension</u>	<u>AF2</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning	<u>AF2</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning	<u>AF2</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<u>Assessment Week</u>	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning
<u>Writing</u>	To construct sentences using capital letters and	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Re-reading what they have written to check it makes	<u>Assessment Week</u>	Re-reading what they have written to check it makes

	<p>full stops. Choosing the correct adjectives when describing. Using sounds to spell unknown words.</p>	<p>Re-reading what they have written to check it makes sense  To use a range of adjectives and verbs in description.</p>	<p>Re-reading what they have written to check it makes sense  To use a range of adjectives and verbs in description.</p>	<p>Re-reading what they have written to check it makes sense  To use a range of adjectives and verbs in description.</p>	<p>sense Discuss what they have written with the teacher and other pupils  To use a range of adjectives and verbs in description.</p>		<p>sense Discuss what they have written with the teacher and other pupils  To begin to use similes in writing.</p>
<b><u>Phonics</u></b>	<p><b>oi words</b> Coin Soil Foil Boil Join <b>oy words</b> Toy Boy Joy Loyal Royal</p>	<p><b>a-e words</b> Looking at alternative graphemes. Made Cake Same Take Late Game</p>	<p><b>-e words</b> Looking at alternative graphemes. Kite Bite Bike Like Time Slide</p>	<p><b>u-e words</b> Looking at alternative graphemes. Cube Tube Cute Tune Duke</p>	<p><b>e-e words</b> Looking at alternative graphemes. Theme These</p>	<b><u>Assessment Week</u></b>	<p><b>o-e words</b> (o and the magic e Looking at alternative graphemes. Home Those Note Bone Code Joke Hope</p>
<b><u>Mathematics</u></b>	<p><b><u>Mental Strategies</u></b> <b>(x and ÷)</b> To understand the function of (X), (÷) and (=). To learn Multiplication tables 2,5 and 10</p>	<p><b><u>Mental Strategies</u></b> <b>(x and ÷)</b> To understand the function of (X), (÷) and (=). Exploration of lots of different arrays. Chn to identify lots of different representations.</p>	<p><b><u>Multiplication</u></b> To double numbers to 10 and across.  To halve to 10 and across. They begin to recognize this as sharing (dividing) by 2.</p>	<p><b><u>Division</u></b> To continue to double and halve number to and across 10.  Children to find groups of objects</p>	<p><b><u>Shape</u></b> To identify 3D shapes and their properties.  To explore the properties of 3D shapes.</p>	<b><u>Assessment Week</u></b>	<p><b><u>Shape</u></b> To identify and draw 2D shapes and their properties.  To understand the difference between regular and irregular shapes.</p>
<b><u>Computing</u></b> <b><u>'Tv Chefs'</u></b> <b><u>Online safety</u></b>	To investigate receipes and tv cookery programmes	Programming a sandwich making robot	Developing a recipe	Practising with the camera	Filming the recipe video	Editing and reviewing	Evaluating

<b><u>Science</u></b>	<b><u>Forces</u></b>  To observe how an object moves  To describe how to make an object go faster or slower	<b><u>Forces</u></b>  To compare a big push to a small push on certain objects  Investigate how a big push can effect objects on impact	<b><u>Forces</u></b>  To investigate how height can affect how fast an object moves  To record results in a table	<b><u>Forces</u></b>  To create a venn diagram on objects that can be pulled or pushed or both	<b><u>Forces</u></b>  To identify when it is safe to stop a moving object.	<b><u>Assessment Week</u></b>	<b><u>Forces</u></b>  To identify gravity as a pulling force.
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