

Half Term:	Autumn 1		CYCLE: A	Year Group/s:	1/2			Core Text: Revolting Rhymes
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
ENGLISH Reading	<p>Revolting Rhymes</p> <p>Retell and summarise previously unknown stories.</p>	<p>Revolting Rhymes</p> <p>Retell and summarise stories.</p>	<p>Revolting Rhymes</p> <p>Explore - Talk about likes and dislikes of a story.</p>	<p>Revolting Rhymes</p> <p>Retrieval: Locate information</p>	<p>Revolting Rhymes</p> <p>Explore - Share opinions on main characters</p>	<p>Revolting Rhymes</p> <p>Explore - Explore two texts</p>		
ENGLISH Writing (including GPS)	<p>Fiction</p> <p>Focus: Character</p> <p>Pattern: Warning story (model text – Little Red Riding Hood) Independent application – based on Revolting Rhymes)</p>	<p>Fiction</p> <p>Focus: Character</p> <p>Pattern: Warning story (model text – Little Red Riding Hood) Independent application – based on Revolting Rhymes)</p>	<p>Fiction</p> <p>Focus: Character</p> <p>Pattern: Warning story (model text – Little Red Riding Hood) Independent application – based on Revolting Rhymes)</p>	<p>Fiction</p> <p>Focus: Character</p> <p>Pattern: Warning story (model text – Little Red Riding Hood) Independent application – based on Revolting Rhymes)</p>	<p>Non-fiction:</p> <p>Focus: Instructions Form: How to disguise yourself as a wolf.</p>	<p>Non-fiction:</p> <p>Focus: Instructions Form: How to disguise yourself as a wolf.</p>	<p>Non-fiction:</p> <p>Focus: Instructions Form: How to disguise yourself as a wolf.</p>	
PHONICS (EYFS/KS1 ONLY)	<p>Phase 3 Review</p> <p>review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Tricky Words Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>Phase 3 Review</p> <p>air er /z/ s –es words with two or more digraphs e.g. queen thicker</p> <p>Tricky Words Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>Phase 4 Review</p> <p>CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p>Tricky Words Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>Phase 5</p> <p>Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p> <p>Tricky Words Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>Phase 5</p> <p>Review longer words</p>	<p>Assessment</p>		
MATHS	<p>Number - place value (within 20 - Y1 and Y2)</p>	<p>Number - place value (within 20 - Y1 and Y2)</p>	<p>Number - place value (within 20 - Y1 and Y2)</p>	<p>Number - place value (within 20 - Y1 and Y2)</p>	<p>Number - addition and subtraction (within 20 - Y1)</p>	<p>Number - addition and subtraction (within 20 - Y1)</p>	<p>Assessment</p>	

SCIENCE	Living Things including Humans Discover the basic parts of the human body.	Living Things including Humans Say which part of the body is associated with each sense.	Living Things including Humans Say which part of the body is associated with each sense.	Living Things including Humans Explore the importance of eating the right food.	Living Things including Humans Investigate the impact of exercise on our bodies.	Living Things including Humans Investigate hygiene.	
HISTORY	Significant Queens in History Understand what a monarch is.	Significant Queens in History Know about the life of a significant individual. Queen Elizabeth I	Significant Queens in History Know about the life of a significant individual. Queen Victoria	Significant Queens in History Know about the life of a significant individual. Elizabeth II	Significant Queens in History Make comparisons between the lives of significant individuals.	Significant Queens in History POP Task	
GEOGRAPHY	Taught In Autumn 2						
DT	Food - Evaluate Explore and evaluate a range of existing products.	Food - Evaluate Generate ideas through talking and evaluating.	Food - Evaluate Generate ideas through talking and evaluating.	Food - Design Design purposeful, functional, appealing products based on design criteria.	Food - Make To select and use a range of ingredients based on their qualities.	Food - Evaluate	
ART	Drawing Explore mark-making in oil pastel	Drawing Draw in the style of Monet	Drawing Explore mark-making in chalk	Drawing Produce textural drawings	Drawing Draw in the style of da Vinci	Drawing Use shape to construct images	
MUSIC	Rhythm In The Way We Walk Learn to sing the song.	Rhythm In The Way We Walk Continue to learn the song	Rhythm In The Way We Walk Continue to learn the song	Banana Rap Learn to sing the rap.	Banana Rap Continue to learn the rap.	Banana Rap Continue to learn the rap.	
RE	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	
PE	Class Teacher Fundamental Skills DevelopmentLearn basic movements of how to walk, run.	Class Teacher Fundamental Skills DevelopmentLearn basic movements of how to walk, run.	Class Teacher Fundamental Skills DevelopmentLearn basic movements of how to walk, run.	Class Teacher Fundamental Skills DevelopmentLearn basic movements of how to walk, run.	Class Teacher Fundamental Skills DevelopmentLearn basic movements of how to walk, run.	Class Teacher Fundamental Skills DevelopmentLearn basic movements of how to walk, run.	

Myland Primary School Half Termly Overview

	<p>hop, skip and jump using spatial awareness.</p> <p>PE Coach Multi-SkillsDribbling, Dodging, Agility and Coordination. (Tag Rugby, Dodgeball, Tag games)</p>	<p>hop, skip and jump using spatial awareness.</p> <p>PE Coach Multi-SkillsDribbling, Dodging, Agility and Coordination. (Tag Rugby, Dodgeball, Tag games)</p>	<p>hop, skip and jump using spatial awareness.</p> <p>PE Coach Multi-SkillsDribbling, Dodging, Agility and Coordination. (Tag Rugby, Dodgeball, Tag games)</p>	<p>hop, skip and jump using spatial awareness.</p> <p>PE Coach Multi-SkillsDribbling, Dodging, Agility and Coordination. (Tag Rugby, Dodgeball, Tag games)</p>	<p>hop, skip and jump using spatial awareness.</p> <p>PE Coach Multi-SkillsDribbling, Dodging, Agility and Coordination. (Tag Rugby, Dodgeball, Tag games)</p>	<p>hop, skip and jump using spatial awareness.</p> <p>PE Coach Multi-SkillsDribbling, Dodging, Agility and Coordination. (Tag Rugby, Dodgeball, Tag games)</p>	
PSHE	<p>Theme: Legacy Core value: Respect Golden rule: Do listen/do be kind and helpful</p> <p>Rules</p>	<p>Theme: Legacy Core value: Respect Golden rule: Do listen/do be kind and helpful</p> <p>Right and Wrong</p>	<p>Theme: Legacy Core value: Respect Golden rule: Do listen/do be kind and helpful</p> <p>Families</p>	<p>Theme: Legacy Core value: Respect Golden rule: Do listen/do be kind and helpful</p> <p>Families</p>	<p>Theme: Legacy Core value: Respect Golden rule: Do listen/do be kind and helpful</p> <p>Economic Wellbeing: Money</p>	<p>Theme: Legacy Core value: Respect Golden rule: Do listen/do be kind and helpful</p> <p>Economic Wellbeing: Money</p>	