

Year 1 Autumn 1 Overview

LVC: Children in the Last Tree LV: Collaborative

	Week 1 WC 5 th September (4 days)	Week 2 WC 12 th September	Week 3 WC 19 th September	Week 4 WC 26 th September	Week 5 WC 3 rd October	Week 6 WC 10 th October	Week 7 WC 17 th October
Phonics		Review Phase 3 ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear	Review Phase 3 air, er /z/ s –es words with two or more digraphs e.g. queen thicker	Reviewing Phase 4 Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	Phase 5 ai/ ay play ow/ ou cloud oi/ oy toy ee/ ea each	Phase 5 Review longer words	Review and assessment
Maths	Investigation/transition <i>-exploring numbers. -subitising. -number formation practice.</i>	Investigation Unit 1 Block 1 <i>-To practise/revise using Numicon and recognise the pieces. -To practise sorting by different criteria. -To begin to understand odd and even numbers. -To begin to recall one more/one less.</i>	Investigating number <i>-subitising -reading numbers to 20 -understanding bigger/smaller numbers. -one more/one less.</i>	Investigating number <i>-exploring number lines using language such as bigger/smaller/more/less. -ordering numbers up to 10 or 20. -missing numbers on a number line. -exploring tens frames.</i>	Odd and even numbers <i>-exploring odd and even number using numicon/tens frames. -</i>	Counting in 2's <i>-using language to explore pairs. -counting in 2's with pictorial support.</i>	Exploring ten <i>-subitising 10 in component parts. -subitise numicon/dots.</i>
Science			Types of weather. Weather diaries. <i>-gather and record data to help answer questions.</i>	Seasons – Summer When exploring buildings/structures look at the materials used. <i>-observe and describe weather associated with the seasons and how day length varies</i>	Seasons – Autumn <i>-observe and describe weather associated with the seasons and how day length varies</i>	Seasons – Winter <i>-observe and describe weather associated with the seasons and how day length varies</i>	Seasons – Spring <i>-observe and describe weather associated with the seasons and how day length varies</i>

ICT	<p>Using a username and password. Access Simple City Explore using the mouse. <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <i>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p>	<p>Introduce Textease Paint - choose colours, brush size, undo, redo, introduce how to save. <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <i>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p>	<p>Textease – brush size, saving work. <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <i>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p>	<p>Textease – Shape tool, saving work. <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <i>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p>	<p>Textease – using fill tool, saving work. <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <i>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p>	<p>Textease – colour mixing, saving work. <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <i>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p>	
Writing	<p>Book: The Colour Monster Goes to School <i>Feelings/emotions.</i></p>	<p>Book: The Last Tree Writing labels for family members.</p>	<p>Book: The Last Tree. Sentence structure. Writing a caption to what you imagine the forest to look like. Use adjectives to</p>	<p>Book: The Last Tree. Write sentences to describe the forest at different points of the year. Sentence structure</p>	<p>Book: The Last Tree. Problem solving – fill a speech bubble with how you would solve the children’s problem.</p>	<p>Book: The Last Tree. Create a thought bubble to show what the children are thinking.</p>	<p>Book: The Last Tree. Write a value/promise to display in our classroom.</p>

	<p><i>Recognising how others are feeling.</i></p> <p>Writing things about me!</p>		<p>describe.</p> <p>Marking – Think Pinks.</p>	focus.	Marking – Next Steps.		
<p><i>-common exception words / -name letters in order / -sit correctly; comfortable grip / -lower case: right direction / -[digits 0-9].</i></p> <p><i>-say what we are going to write about / -compose a sentence aloud / -sequence to form short narratives / -re-read to check for sense.</i></p> <p><i>-leave spaces between words / -join words using ‘and’ / -begin to punctuate / -use capital letter for names ‘T’.</i></p> <p><i>-use words appropriately when writing; letter, capital letter, word, sentence, full stop, question mark, exclamation mark.</i></p>							
Drama/Inquiry		<p>Explore what a home is. Are all homes the same? Who is in your family?</p>	<p>Collective drawing of a woodland/forest area. Human sculpture – be the trees, the breeze and the families.</p>	<p>Create a still image/photograph of each season – what would the forest look like at this time of year?</p>	<p>Explore the problem solving page. What would you do to solve the problem? Children to work in a partner to chop and carry the wood.</p>	<p>Explore the pictures of the sad children when the adults tell them to cut down the last tree. Why are they sad? Voice of the child – why are they sad? Thought bubbles.</p>	<p>Discuss – where is the wood coming from? How will the parents feel when they see what the children have done? What did the village learn from what the children had done?</p>
Art/D&T	<p>Side profile picture – shouting out things about me! Create watercolour background. Colour wheel collage for feelings wall – colour mixing. <i>-Share their ideas, experiences</i></p>	<p>Access Art – Spirals – Week 1. <i>Key concepts from Access Art: -I understand that drawing is a physical concept. When we draw we can move our whole body. -I understand that we can control the lines we make by being aware of how we hold a</i></p>	<p>Access Art – Spirals – Week 2. <i>Key concepts from Access Art: -I understand that drawing is a physical concept. When we draw we can move our whole body. -I understand that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply and how fast</i></p>	<p>Look at illustrations in The Last Tree of people making the shelters/homes. Explore structures/pictures of buildings. Create own structure using spaghetti/art straws – how can you make it stronger? Access Art – Spirals – Week 3. <i>Key concepts from Access Art:</i></p>	<p>Access Art – Spirals – Week 4. <i>Key concepts from Access Art: -I understand that drawing is a physical concept. When we draw we can move our whole body. -I understand that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we</i></p>	<p>Access Art – Spirals – Week 5. <i>Key concepts from Access Art: -I understand that drawing is a physical concept. When we draw we can move our whole body. -I understand that we can control the lines we make by being aware of how we hold a</i></p>	<p>Access Art – Spirals – Week 6. Recap structures/buildings – children to make a house out of a chosen material – can you test it against the ‘wind’ (hair dryer/fan!). Create hand print for class collaboration display. <i>Key concepts from</i></p>

	<i>and imagination through: painting, including colour mixing.</i>	<i>drawing tool, how much pressure we apply and how fast or slow we move. -We can draw using from observation or imagination. -That we can use colour to help our drawings engage others.</i>	<i>or slow we move. -We can draw using from observation or imagination. -That we can use colour to help our drawings engage others.</i>	<i>-I understand that drawing is a physical concept. When we draw we can move our whole body. -I understand that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply and how fast or slow we move. -We can draw using from observation or imagination. -That we can use colour to help our drawings engage others.</i>	<i>apply and how fast or slow we move. -We can draw using from observation or imagination. -That we can use colour to help our drawings engage others.</i>	<i>drawing tool, how much pressure we apply and how fast or slow we move. -We can draw using from observation or imagination. -That we can use colour to help our drawings engage others.</i>	<i>Access Art: -I understand that drawing is a physical concept. When we draw we can move our whole body. -I understand that we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply and how fast or slow we move. -We can draw using from observation or imagination. -That we can use colour to help our drawings engage others.</i>
PSHE & RE	<i>The Colour Monster Goes to School Feelings/emotions. Recognising how others are feeling. Introduce LVC and Learner Values.</i>	<i>Belonging to a community. What rules are; caring for others' needs; looking after the environment. What is a home? Who is in your family?</i>	<i>RSE Lesson 1 Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</i>		<i>RSE Lesson 3 Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</i>	<i>Growing and changing. Recognising what makes them unique and special; feelings; managing when things go wrong. Set up feelings wall.</i>	<i>How can we be collaborative? Discuss class promises and values.</i>
Music	<i>Singing assembly. Charanga Music –</i>	<i>Singing assembly. Charanga Music – Introducing Beat – How Can</i>	<i>Singing assembly. Charanga Music – Introducing Beat – How Can We Make Friends</i>	<i>Singing assembly. Charanga Music – Introducing Beat – How Can We Make</i>	<i>Singing assembly. Charanga Music – Introducing Beat – How Can We Make</i>	<i>Singing assembly. Charanga Music – Introducing Beat – How Can We</i>	<i>Singing assembly. Charanga Music – Introducing Beat – How Can We Make</i>

	<p>Introducing Beat – How Can We Make Friends When We Sing Together?</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>	<p>We Make Friends When We Sing Together?</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>	<p>When We Sing Together?</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>	<p>Friends When We Sing Together?</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>	<p>Friends When We Sing Together?</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>	<p>Make Friends When We Sing Together?</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>	<p>Friends When We Sing Together?</p> <p><i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i></p> <p><i>-Listen with concentration and understanding to a range of high quality live and recorded music.</i></p> <p><i>-Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</i></p>
Whole Class Reading	<p>The Colour Monster Goes to School.</p>	<p>Look at The Last Tree – “the desert was too hot”</p> <p>Whole class -write some together eg) The Artic was too icy.</p>				<p>The Jar of Happiness.</p> <p>What would you put in your jar?</p>	<p>3 Little Pigs.</p>
<p><i>-listen & discuss poems, stories, non-fiction/ -link reading to own experiences/ -become familiar traditional tales; retell and consider characteristics/ discuss word meanings & link with known words -speculate, hypothesise, imagine and explore ideas – use strategies to explore vocabulary – listen/respond to adults and peers.</i></p>							

PE	TBC by Sarah Manning						
Geography			<p>Explore the weather examples in The Last Tree.</p> <p>Explore different types of weather and weather patterns in the UK.</p> <p>Keep a weather diary.</p> <p><i>-I.D seasonal and daily weather patterns in the U.K</i></p>	<p>Human impact – should we cut down trees?</p> <p><i>-develop knowledge about: world, UK and our local area.</i></p> <p><i>-understand basic geographical language (people and places)</i></p>	<p>Develop our knowledge of our local area. What is around us? What is it like where you live?</p> <p>Explore the village in The Last Tree – does it look like where you live? Does it look familiar?</p> <p>Draw an illustration of our local area eg) shops, cafes, parks etc.</p> <p><i>-develop knowledge about: world, UK and our local area.</i></p> <p><i>-understand basic geographical language (people and places)</i></p>	<p>Human impact – what happens when trees are cut down?</p> <p><i>-develop knowledge about: world, UK and our local area.</i></p> <p><i>-understand basic geographical language (people and places)</i></p>	
History							
Other	Transition			<p>Try building a den in the forest! How can you make it stronger? Can you make one just for you? Can you make one for a small group?</p> <p>Work collaboratively.</p>	<p>Yom Kippur (Tuesday 4th October)</p> <p>National Poetry Day (Thursday 6th October)</p>		<p>Diwali (half term – 24th October)</p>