

Year 1 Autumn 1 Overview

LVC: Children in the Last Tree LV: Collaborative

	Week 1 WC 2 <sup>nd</sup> September (3 days Weds-Fri)	Week 2 WC 9 <sup>th</sup> September	Week 3 WC 16 <sup>th</sup> September	Week 4 WC 23 <sup>rd</sup> September	Week 5 WC 30 <sup>th</sup> September	Week 6 WC 7 <sup>th</sup> October	Week 7 WC 14 <sup>th</sup> October	Week 8 WC 21 <sup>st</sup> October (4 days Mon- Thurs)
Phonics	Revise some phase 2/3 tricky words	Revise phase 2 digraphs	Little Wandle start Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	air er /z/ s –es words with two or more digraphs e.g. queen thicker	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	review longer words  Little Wandle Assessment	Revision
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>	Revision and assessment
Science		Types of weather. Weather	Seasons – autumn hunt and collage <i>-observe</i>	Seasons – weather recording	Seasons – wind sock <i>-observe and describe weather</i>	Seasons – Beaumont Scale <i>-observe and</i>	Seasons – winter <i>-observe and</i>	Seasons – spring/summer

		diaries. <i>-gather and record data to help answer questions.</i>	<i>and describe weather associated with the seasons</i>		<i>associated with the seasons and how day length varies</i>	<i>describe weather associated with the seasons and how day length varies</i>	<i>describe weather associated with the seasons and how day length varies</i>	
ICT		Using a username and password. Access Simple City Explore using the mouse.	Introduce Textease Paint - choose colours, brush size, undo, redo, introduce how to save.	Textease – brush size, saving work.	Textease – Shape tool, saving work.	Textease – using fill tool, saving work.	Textease – colour mixing, saving work.	
<p><i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p><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	Writing simple sentences about ourselves.	Labelling who we live with. Write simple sentences about who we live with/special items in our homes.	Writing descriptive sentences. Exploring adjectives/verbs. Exploring making mistakes in our writing.	Write descriptively about the forest landscape during different seasons. Write a list of things you may need for your 'perfect village'.	Be a problem solver – what would you do to solve the village's problem? Write from the perspective of a character in a speech bubble.	Write a thought bubble to express your point of view – from a character's perspective.	Write a class promise.	Writing across the curriculum opps. Inquiry question reflective writing.
<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 'I'.</i></p> <p><i>-use words appropriately when writing; letter, capital letter, word, sentence, full stop.</i></p>								
Drama/Inquiry		Explore what a home is. Are all homes the same? Who is in your family? Collective	Describing the forest area. Create still life freeze frames and press 'play' to turn these into moving	Create a still image/photograph of each season – what would the forest look like at this time of year? Act out being an object within the	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.	Explore the pictures of the sad children when the adults tell them to cut down the last tree. Why are they sad?	Discuss – where is the wood coming from? How will the parents feel when they see	

		drawing of a woodland/forest area. Human sculpture – be the trees, the breeze and the families.	pictures/videos.	forest.		Voice of the child – why are they sad? Thought bubbles. Decision alley – do you side with the adults or the children? Argue your point of view.	what the children have done? What did the village learn from what the children had done?	
Art/D&T	Side profile picture – shouting out things about me!  Create watercolour background to use for side profile picture. <i>-Share their ideas, experiences and imagination through: painting, including colour mixing.</i>	Access Art – Spirals – Week 1.	Access Art – Spirals – Week 2.	Look at illustrations in The Last Tree of people making the shelters/homes. Explore structures/pictures of buildings. Design own structure– how can you make it stronger? <i>-design purposeful functional appealing products based on design criteria.</i>  Access Art – Spirals – Week 3.	Test & Evaluate structures. <i>-evaluate their ideas and products against design criteria.</i>	Access Art – Spirals – Week 4.		Access Art – Spirals – Week 5.
<p><i>Key concepts from Access Art:</i></p> <ul style="list-style-type: none"> <li><i>-I understand that drawing is a physical concept. When we draw we can move our whole body.</i></li> <li><i>-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.</i></li> <li><i>-We can draw using from observation or imagination.</i></li> <li><i>-That we can use colour to help our drawings engage others.</i></li> </ul>								

PSHE & RE	<p>Introduce Learner Values – which are they most confident with? Which need more explanation?</p> <p>Introduce sharing box.</p>	<p>Belonging to a community. Our classroom is a team/community/collaborative – what our school and classroom rules are.</p> <p><i>-what rules are; caring for others' needs; looking after the environment.</i></p> <p>Who is in your family (picture and labels)</p>	<p>RSE Lesson 1</p> <p><i>-pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</i></p> <p>Intro religion and Hinduism – what we know/brief overview of beliefs.</p> <p><i>-Ask 'I wonder' questions about the world of belief. -Show respect for other people's beliefs and start to understand the reasons for these beliefs.</i></p>	<p>Recap religion and intro Christianity– what we know/brief overview of beliefs.</p> <p><i>-Ask 'I wonder' questions about the world of belief. -Show respect for other people's beliefs and start to understand the reasons for these beliefs.</i></p>	<p>Recap religion and intro Judaism– what we know/brief overview of beliefs.</p> <p><i>-Ask 'I wonder' questions about the world of belief. -Show respect for other people's beliefs and start to understand the reasons for these beliefs.</i></p>	<p>Creation Stories – Hindu and Christianity (2 lessons)</p>	<p>RSE Lesson 3</p> <p><i>-pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</i></p> <p>Judaism - Yom Kippur celebration</p> <p><i>-Ask 'I wonder' questions about the world of belief. -Show respect for other people's beliefs and start to understand the reasons for these beliefs.</i></p>	<p>Learner Value – reflective writing – answering our inquiry question.</p>
Music	Singing Assembly	Charanga – Hey You! Singing Assembly	Singing Assembly	Charanga – Hey You! Singing Assembly	Singing Assembly	Charanga – Hey You! Singing Assembly	Singing Assembly	Charanga – Hey You! Singing Assembly
<i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>								

<p><i>- To know that music has a steady pulse, like a heartbeat.</i></p> <p><i>-To know that we can create rhythms from words, our names, favourite food, colours and animals.</i></p>								
Whole Class Reading		The Last Tree	The Last Tree	Meet the Weather	Meet the Weather	Tree	Tree	
<p><i>-listen &amp; discuss poems, stories, non-fiction/ -link reading to own experiences/ discuss word meanings &amp; link with known words -speculate, hypothesise, imagine and explore ideas –use strategies to explore vocabulary – listen/respond to adults and peers.</i></p> <p><i>--listen &amp; discuss poems, stories, non-fiction/ -link reading to own experiences/ retell and consider characteristics/ discuss word meanings &amp; link with known words -speculate, hypothesise, imagine and explore ideas – use strategies to explore vocabulary – listen/respond to adults and peers.</i></p> <p><i>-discuss significance of title and events. Make inferences based on what’s said / done. Predict future events.</i></p> <p><i>-participate in discussions, take turns and actively listen.</i></p>								
PE	Team Collaborative Games	PEPE – Multi Skills	PEPE – Multi Skills	PEPE – Multi Skills	PEPE – Multi Skills	PEPE – Multi Skills	PEPE – Multi Skills	PEPE – Multi Skills
<p><i>-Demonstrate some understanding of simple tactics for attacking and defending Perform fundamentals of movement (ABC's) with control and confidence Safely negotiate space both indoors and outdoors.</i></p> <p><i>- Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health.</i></p> <p><i>-Agility- Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance</i></p> <p><i>-Balance - Centre of gravity over the base of support, counterbalancing when centre of gravity is out of position</i></p> <p><i>-Co-ordination - Synchronising limbs when performing an action, generating force when sending Locomotion skills (ways to move):</i></p> <p><i>-Run - forwards, backwards, sideways and diagonally</i></p> <p><i>-Chase - closing space between the attacker &amp; defender</i></p> <p><i>-Avoid - increasing the space between the attacker &amp; defender</i></p> <p><i>-Jump - block, intercept, receive object off target/on the move</i></p> <p><i>-Stabilisation skills (maintaining physical stability): Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when sending/receiving</i></p> <p><i>-Ball manipulation skills (ways to use an object): Send - throw/kick a ball, push an object with a hockey stick Receive - catch with hands, softly cradle with feet/stick Dribble - continuously with hand(s), using feet to move- a ball, pushing an object with a stick Pick up - static or moving object Carry - run with an object in hands Bounce - bounce-catch/bounce pass Kick - kick ball into area/at a target</i></p> <p><i>-Invasion Games Principles: Attack - create space to get through defence and score Defend - prevent opposition from scoring by closing space and retaining possession Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick</i></p>								
Geography		Seasons + weather – length of day/types of weather. <i>-observe and</i>			Map work			

		<i>describe weather associated with the seasons</i>						
History								Introduction to historical words and timelines.
Word Aware		Get excited about words games!	Get excited about words games!	Get excited about words games!	Get excited about words games!	Get excited about words games!	Get excited about words games!	Get excited about words games!
Oracy Sentence Stems/Focus	I think ... I like .... best because I agree because  Speak in front of a larger group							
Differentiation across the curriculum	Helicopter writing.	Picture prompts in science for weather types.  Picture prompts of houses/family members.  Helicopter writing.	RSE – key words and picture prompts.  Helicopter writing.	Helicopter writing.  Use of the Last Tree Book in writing for some to magpie ideas.	Helicopter writing.  D&T sentence stems and prompts for ideas.	Helicopter writing.  Beaumont Scale picture prompt ideas.	Helicopter writing.  RE picture prompts for all religions to help distinguish between them all.	Helicopter writing for inquiry question reflection.
Events	Transition			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? Work collaboratively.	-2 <sup>nd</sup> October – Rosh Hashana	-12 <sup>th</sup> October – Yom Kippur		