

Year 1 Autumn 1 Overview

LVC: Children in the Last Tree LV: Collaborative

	Week 1 WC 5 <sup>th</sup> September (4 days)	Week 2 WC 12 <sup>th</sup> September	Week 3 WC 19 <sup>th</sup> September	Week 4 WC 26 <sup>th</sup> September	Week 5 WC 3 <sup>rd</sup> October	Week 6 WC 10 <sup>th</sup> October	Week 7 WC 17 <sup>th</sup> 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	ai/ ay play ow/ ou cloud oi/ oy toy ee/ ea each	Review longer words	<b>Syllables:</b> (pocket, rabbit, carrot, thunder, sunset)
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	Seasons – Autumn <i>-observe and describe weather associated with the seasons and how</i>	Seasons – Winter <i>-observe and describe weather associated with the seasons and</i>	Seasons – Spring <i>-observe and describe weather associated with the seasons and how day</i>

				used. <i>-observe and describe weather associated with the seasons and how day length varies</i>	<i>day length varies</i>	<i>how day length varies</i>	<i>length varies</i>
ICT	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. -use technology safely and respectfully, keeping personal information private; identify where to go for help and</i>	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. -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</i>	Textease – brush size, saving work. <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content. -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>	Textease – Shape tool, saving work. <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content. -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>	Textease – using fill tool, saving work. <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content. -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>	Textease – colour mixing, saving work. <i>-use technology purposefully to create, organise, store, manipulate and retrieve digital content. -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>	

	<i>support when they have concerns about content or contact on the internet or other online technologies.</i>	<i>online technologies.</i>					
Writing	Book: The Colour Monster Goes to School <i>Feelings/emotions. Recognising how others are feeling.</i> Writing things about me!	Book: The Last Tree Writing labels for family members.	Book: The Last Tree. Sentence structure. Writing a caption to what you imagine the forest to look like. Use adjectives to describe. <b>Marking – Think Pinks.</b>	Book: The Last Tree. Write sentences to describe the forest at different points of the year. Sentence structure focus.	Book: The Last Tree. Problem solving – fill a speech bubble with how you would solve the children’s problem. <b>Marking – Next Steps.</b>	Book: The Last Tree. Create a thought bubble to show what the children are thinking.	Book: The Last Tree. Write a value/promise to display in our classroom.
<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, question mark, exclamation mark.</i></p>							
Drama/Inquiry		Explore what a home is. Are all homes the same? Who is in your family?	Collective drawing of a woodland/forest area. Human sculpture – be the trees, the breeze and the families.	Create a still image/photograph of each season – what would the forest look like at this time of year?	Explore the problem solving page. What would you do to solve the problem? Children to work in a partner to chop and	Explore the pictures of the sad children when the adults tell them to cut down the last	Discuss – where is the wood coming from? How will the parents feel when they see what the children have done?

					carry the wood.	tree. Why are they sad? Voice of the child – why are they sad? Thought bubbles.	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. Colour wheel collage for feelings wall – colour mixing. <i>-Share their ideas, experiences and imagination through: painting, including colour mixing.</i>	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 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</i>	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 or slow we move. -We can draw using from observation or imagination. -That we can use colour to help our drawings engage others.</i>	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 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</i>	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 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>	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 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</i>	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 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</i>

		<i>use colour to help our drawings engage others.</i>		<i>we move. -We can draw using from observation or imagination. -That we can use colour to help our drawings engage others.</i>		<i>others.</i>	<i>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	The Colour Monster Goes to School <i>Feelings/emotions. Recognising how others are feeling.</i>  Introduce LVC and Learner Values.	Belonging to a community. <i>What rules are; caring for others' needs; looking after the environment.</i> What is a home? Who is in your family?	RSE Lesson 1 <i>Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</i>		RSE Lesson 3 <i>Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</i>	Growing and changing. <i>Recognising what makes them unique and special; feelings; managing when things go wrong.</i>  Set up feelings wall.	How can we be collaborative? Discuss class promises and values.
Music	Singing assembly.  Charanga Music – Introducing Beat – How Can We Make Friends When We Sing Together?	Singing assembly.  Charanga Music – Introducing Beat – How Can We Make Friends When We Sing Together? <i>-Use their voices expressively and</i>	Singing assembly.  Charanga Music – Introducing Beat – How Can We Make Friends When We Sing Together? <i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes. -Listen with</i>	Singing assembly.  Charanga Music – Introducing Beat – How Can We Make Friends When We Sing Together? <i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>	Singing assembly.  Charanga Music – Introducing Beat – How Can We Make Friends When We Sing Together? <i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>	Singing assembly.  Charanga Music – Introducing Beat – How Can We Make Friends When We Sing Together? <i>-Use their voices expressively and creatively by collectively singing songs, speaking</i>	Singing assembly.  Charanga Music – Introducing Beat – How Can We Make Friends When We Sing Together? <i>-Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>

	<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><i>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><i>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><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><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><i>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><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	The Colour Monster Goes to School.	Look at The Last Tree – “the desert was too hot” Whole class - write some together eg) The Artic was too icy.				The Jar of Happiness. What would you put in your jar?	3 Little Pigs.
<p><i>-listen &amp; discuss poems, stories, non-fiction/ -link reading to own experiences/ -become familiar traditional tales; 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>							
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 4<sup>th</sup> October)</p> <p>National Poetry Day (Thursday 6<sup>th</sup> October)</p>		<p>Diwali (half term – 24<sup>th</sup> October)</p>