Year 1 Autumn 1 Overview LVC: Children in the Last Tree LV: Collaborative

	Week 1 WC 31st August (2 days Thursday and Fri)	Week 2 WC 7th September	Week 3 WC 14th September	Week 4 WC 21st September	Week 5 WC 28th September	Week 6 WC 5th October	Week 7 WC 12th October	Week 8 WC 19th October (4 days)
Phonics	Revise some phase 2/3 tricky words	Review Phase 3 GPCs 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	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 in CP *-exploring numbers.* *-subitising.* *-number formation practice.*	Investigation Unit 1 Block 1 *-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.*	Investigating number *-subitising* *-reading numbers to 20* *-understanding bigger/smaller numbers.* *-one more/one less.*	Investigating number *-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.*	Odd and even numbers *-exploring odd and even number using numicon/tens frames.*	Counting in 2's *-using language to explore pairs.* *-counting in 2's with pictorial support.*	Exploring ten *-subitising 10 in component parts.* *-subitise numicon/dots.*	Revision and assessment
Science			Types of weather. Set up class weather diaries/chart recording.	Seasons – collage for each season.	Seasons – weather recording.	Seasons – Beaumont Scale		
I understand the difference between the 4 seasons. *I know weather types that occur in each season*								

I know that day length varies in different seasons.								
Computing		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.	
I know how to use keys on a keyboard (e.g. space bar, back space, enter, shift, letter keys). *I know how to log on and off independently and select items from a menu.* *I know that work can be saved and edited.*								
Writing	Writing simple sentences about ourselves – link with artwork.	Using colourful semantics to write accurate sentences.	Using colourful semantics to write accurate sentences.	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. Purpose: increase sentence building understanding and learn about adjectives/verbs. Key teaching: -sentence structure -capitals/full stops -adjectives -verbs	Write descriptively about the forest landscape during different seasons. Write a list of things you may need for your 'perfect village'. Purpose: increase sentence building understanding and use adjectives. Write a list. Key teaching: -sentence structure -capitals/full stops -adjectives -finger spaces -writing on the line	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. Purpose: increase sentence building understanding and write a speech bubble. Think about the perspective of characters in a book. Key teaching: -sentence structure	Write a thought bubble to express your point of view – from a character's perspective. Purpose: increase sentence building understanding and write a thought bubble. Think about the perspective of characters in a book. Key teaching: -sentence structure -capitals/full stops

							-capitals/full stops -finger spaces -writing on the line -what is a speech bubble?	-finger spaces -writing on the line -what is a thought bubble.
Write simple sentences from memory, using Year 1 punctuation. *Form many capital letters, lower-case letters and digits in the correct direction, starting and finishing in the right place* *Compose a sentence orally before writing it* *With adult support, make simple changes to their work* *Use finger spaces between words* *Use capital letters for names of people, places, the days of the week and the pronoun I* *Can demarcate sentences with capital letters (many by end of year).* *Can demarcate sentences with full stops (many by end of year).*								
Art/D&T	Side profile picture – shouting out things about me! Create watercolour background to use for side profile picture.	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? Access Art – Spirals – Week 3.	Test & Evaluate structures.	Access Art – Spirals – Week 4.	Access Art – Spirals – Week 5.
I know how to use a variety of tools, media and surfaces. *I know how to use different lines, textures and shapes.* *I know how to draw as a way of recording experiences and feelings.*								
PSHE & RE	Introduce Learner Values – which are they most	Belonging to a community. Our classroom is a team/community /collaborative –	RSE Lesson 1 *-pupils are able to communicate about feelings, to recognise how*	Recap religion and intro Christianity– what we know/brief overview of beliefs. *-Ask 'I wonder'*	Recap religion and intro Judaism– what we know/brief overview of beliefs. *-Ask 'I wonder'*	Creation Stories – Hindu and Christianity (2 lessons)	RSE Lesson 3 *-pupils understand the importance of listening to*	Learner Value – reflective writing – answering our inquiry

	confident with? Which need more explanation? Introduce sharing box.	what our school and classroom rules are. *-what rules are; caring for others' needs; looking after the environment.*	*others show feelings and know how to respond.* Intro religion and Hinduism – what we know/brief overview of beliefs. *-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.*	*questions about the world of belief.* *-Show respect for other people's beliefs and start to understand the reasons for these beliefs.*	*questions about the world of belief.* *-Show respect for other people's beliefs and start to understand the reasons for these beliefs.*		*other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.* Judaism - Yom Kippur celebration *-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.*	question.
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 know how to sing songs in a group. *I know how to use my voice in different ways to make sounds (high/low, fast/slow, loud/quiet.)* *I know how to use my voice to sing different types of songs (singing, rapping, chanting).* *I know how to repeat short simple rhythmic patterns, clapping or using instruments.*								
Whole Class Reading		Meet the Weather	Meet the Weather	The Last Tree	The Last Tree	Tree	Tree	
PE	Team	Fundamentals	Fundamentals	Fundamentals	Fundamentals	Fundamentals	Fundamentals	Fundamentals

	Collaborative Games							
To explore balance, stability and landing safely. *To explore how the body moves differently when running at different speeds.* *To explore changing direction and dodging.* *To explore jumping, hopping and skipping actions.* *To explore co-ordination and combination jumps.* *To explore combination jumping and skipping in an individual rope.*								
Geography		Seasons + weather – length of day/types of weather. *I know that each season can have different weather patterns. I understand how to use geographical vocabulary such as seasons, weather.*			Map work – talking about our local area, plotting our route to school, noting significant landmarks/places. *I know how to identify local landmarks on a map. I know how to devise a simple map.*			
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	Sentence Stems: Opinion - I think … - I like …. best because - I agree because End points: I can use sentence stems that I have learnt this half term. I can speak in front of a large audience with a partner using appropriate tone and vocabulary. Experience: To speak in front of a larger audience with a partner to explain ideas in chronological order.							