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| **Year 1-Autumn 1 overview** | | | | | | | | |
| **Y1** | Week 1  2.9.24 | Week 2  9.9.24 | | Week 3  16.9.24 | Week 4  23.9.24 | Week 5  30.9.24 | Week 6  7.10.24 | Week 7  14.10.24 |
| **Literacy Tree Text** | **Cave baby: Julia Donaldson** | | | | **Astro girl-Ken Wilson Max** | | | |
| **English**  Narrative | Narrative re-tell | | | |  | | | |
| **English**  Non-fiction |  |  | |  | Fact file about being astronauts | | | |
| **English**  Poetry |  |  | |  |  |  |  |  |
| **Y1 Maths** | Place Value (within 10) | | | | | Addition & subtraction (within 10) | | |
| **Science**  *Animals including humans-classifying animals* |  | To know and name a variety of animals including fish, amphibians, reptiles, birds and mammals | To know how to sort animals in to categories *(including fish, amphibians, reptiles, birds and mammals)* | | To classify and know animals by what they eat *(carnivore, herbivore, omnivore)* | To know how to sort living and non-living things. | To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | *SEASONAL CHANGE:*  Observe and know about the changes in the seasons;  Name the seasons and know about the weather in each season.  (*Autumn*) |
| **Computing**  *Online Safety & exploring Purple Mash;*  *Grouping & sorting* |  | To log in safely and understand why that is important.  To create an avatar and to understand what this is and how it is used.  To be able to create a picture and add their own name to it.  To start to understand the idea of ‘ownership’ of creative work.  To save work to the My Work area and understand that this is private space. | To learn how to find saved work in the Online Work area.  To learn about what the teacher has access to in Purple Mash.  To learn how to see messages left by the teacher on their work.  To learn how to search Purple Mash to find resources | | To become familiar with the types of resources available in the Topics section.  To become more familiar with the icons used in the resources in the Topics section.  To start to add pictures and text to work. | To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. To explore the Games area on Purple Mash. (extension)  To understand the importance of logging out when they have finished. | To begin to think logically about the steps of a process.  To sort items using a range of criteria. | To sort items on the computer using the ‘Grouping’ activities in Purple Mash.  To bring together logical thinking and the use of technology.  To introduce the term ‘algorithm’ to describe logically following a process |
| **Geography**  *Our local area* |  | To describe the places that we go often and rarely, and what we see on the way to school | | To understand what is bear to school, far away from school and to gain a sense of place | To use and understand a simple plan of the classroom | To understand and use a local area map. | To identify the destination of our fieldtrip and recall the journey to get there. | To be able to remember a local journey and the stages in order. |
| **History** |  |  | |  |  |  |  |  |
| **P.E.**  *(Fundamentals of movement)* |  | Move in a variety of ways  Listen to instructions  Improve my agility, balance and co-ordination | | Move in a variety of ways  Listen to instructions  Improve my agility, balance and co-ordination | Move in different ways  Work with a partner  Pass and move with a ball | Move in different ways  Work with a partner  Pass and move with a ball | Know names for my body parts  Practice Agility, balance and co-ordination | Know names for my body parts  Practice Agility, balance and co-ordination |
| **P.E.**  *(Gymnastics)* | To travel in different ways from low to high  To combine travelling actions together | To balance on small body parts  To demonstrate big and small shapes as they balance | | To explore different ways of moving e.g. under, over, through apparatus  To select and perform ways of moving over, under, through apparatus and link with travelling | To travel creatively towards and away from apparatus  To balance while in contact with apparatus | To experience different ways to slide using push and pull actions  To travel along different pathways and link with sliding actions | To balance and travel using the same combination of body parts  To combine balancing and travelling using the same combination of body parts to make a short sequence | How to rock successfully on different body parts  To rock into a rolling action  To select and combine ways of rocking and rolling with travelling |
| **Art**  *Drawing :Make your mark* |  | To know how to create different types of lines. | | To explore line and mark making to draw water | To draw with different media | To develop an understanding of mark making. | To apply an understanding of drawing materials and mark making to draw from observation. |  |
| **Music** |  |  | |  |  |  |  |  |
| **R.E.**  ***(Christianity:*** *Creation: Who made the world?*  *Harvest)* |  | I can understand that Christians believe everything has a ‘Creator’ | | I can retell the story of creation simply  I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible | I can say what the story tells Christians about God, Creation and the world | I can give at least one example of what Christians do to say ‘thank you’ to God for creation | I can think, talk and ask questions about living in an amazing world | I can give a reason for the ideas I have and the connections I make between the Jewish/Christian Creation story and the world I live in |
| **D&T** |  | | | | | | | |
| **P.H.S.E.**  *(Being Me in My World)* |  | Special and Safe  To know how to use the Jigsaw Journal  To feel special and safe in class | | My Class  To understand the rights and responsibilities as a member of the class  To know that they belong to a class and year group | Rights and Responsibilities  To understand the rights and responsibilities of being a member of the class  To know how to make the class a safe place for everybody to learn | Rewards and Feeling Proud  To know their views are valued and can contribute to the Learning Charter  To recognise how it feels to be proud of an achievement | Consequences  To recognise the choices they make and understand the consequences  To recognise the range of feelings when they face certain consequences | Owning our own Charter  To understand their rights and responsibilities within the Learning Charter  To understand their choices in following the Learning Charter |
| **Enrichment** |  |  | |  |  |  |  |  |

Black History Month- <https://www.bbc.co.uk/teach/class-clips-video/articles/zdh76rd>

Discuss and learn about the first black footballer Laurie Cunningham who played for England- Why he is an inspiration.