

Year 1 Autumn One Term Overview 2023 - 2024



Topic: Ourselves

Key Text: Funnybones by Allan and Janet Ahlberg


Additional Text: Hair Love by Matthew A. Cherry


Key Curriculum Drivers: Science (The human body) & PSHE (Feelings & Emotions)/ Black History Month

Trips: Synagogue/ local winter walk

Significant People: Alison Hammond - author of Black in Time

Subject	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy/ S&L/ Drama/ Writing Funny Bones	<u>What's in the cupboard?</u> To write a sentence	<u>Labelling Body parts</u> To make good attempts at spelling using phonic knowledge	<u>My Body Poem</u> To write more than one sentence about an idea	<u>Writing using the 5 senses</u> To say what I want to write before I write it	<u>Assessment piece</u> To write more than one sentence I can use my phonics to sound out I can use finger spaces I can use a capital letter I can use a full stop	<u>Thank you letter</u> To use a full stop in some of my writing
Literacy/ Phonics	<u>Year 1 Autumn 1</u> Week 1	<u>Year 1 Autumn 1</u> Week 2	<u>Year 1 Autumn 1</u> Week 3	<u>Year 1 Autumn 1</u> Week 4	<u>Year 1 Autumn 1</u> Week 5	<u>Little Wandle</u> Assessment week
Literacy/ SPaG	Capital & lower case letters	Verbs	Finger spaces	Suffixes -ing	Finger spaces	Writing sentences
Geography/ History Ourselves:	To recognise that a Globe represents the Earth To identify/locate places on a Globe	To recognise world maps as a flat globe To recognise features of a range of maps and	To recognise the shapes and sizes of the continents to help locate/label these and oceans on a world	To locate other places/countries they may have heard of on their world maps, including	To identify hot/cold areas, climate zones, on a world map To recognise features of	To use a range of sources including images to find relevant information To locate countries of

Where do we come from?		describe their purpose To locate familiar objects/places on maps, including classroom/room in the home	map To recount names of continents and oceans	Europe and UK To use 4-point compass directions to describe location of places	these zones (animals, flora/fauna, climate e.g. snow, landmarks, topography e.g. desert) from sources (photos, descriptions)	origin for family members or story characters (including animals?) on their world maps, or... To use appropriate words to describe locations and journeys by family members or characters (including animals?)
Science Animals including Humans & Seasons - Autumn/ Winter	<u>Seasons: Autumn</u> To observe changes across the 4 seasons To identify signs of autumn	<u>The Human Body</u> To identify, name, draw and label the basic parts of the human body.	<u>The Human Body</u> To identify, name, draw and label the basic parts of the human body.	<u>The Five Senses</u> To say which part of the body is associated with each sense. To perform simple tests	<u>The Five Senses (continued)</u> To say which part of the body is associated with each sense. To perform simple tests	<u>Assessment/ Investigate</u> "The tallest person in class is the oldest or has the biggest feet" Mystery object (guess using senses) I know this is...because... To identify, name, draw and label the basic parts of the human body. To say which part of the body is associated with each sense.
Maths 	<u>Place Value within 10</u> sort objects, count objects, count from a group, represent objects,	<u>Place Value within 10</u> recognise numbers as words, count forwards, one more	<u>Place Value within 10</u> count backwards, one less, compare groups by matching, fewer/more/same,	<u>Place Value within 10</u> less than/greater than/equal to, Compare numbers, order numbers & objects, the number line	<u>Addition & Subtraction</u> Introduce parts & wholes/ part-whole model, write number sentences, fact families (addition facts)	<u>Addition & Subtraction</u> Number bonds within 10, number bonds to 10
Mastering Number	To subitise dot images within 4 To make observations about the beads on the rekenrek To practise putting the rekenrek in the 'ready'	To draw attention to the structure of the beads on the rekenrek To develop skill in using a rekenrek: setting it to its 'ready position' and moving beads 'into play'	To subitise within 5 To systematically explore ways in which 5 can be composed of two parts To practise recalling ways in which 5 can be composed	To practise counting forwards & backwards from any number within 10 To explore how every number is made up of the previous number and 1 more	To group objects into twos and identify when there is an odd one out To explore shapes made my odd and even numbers and to relate this to their composition	To explore the ways in which 6 counters can be arranged To describe the parts they can see within 6 To explore ways 6 can be partitioned

	<p>position</p> <p>To subitise dot images within 5</p> <p>To practise moving beads into play with only one push</p> <p>To practise making 5 on the rekenrek</p>	<p>To draw on the children's ability to subitise (say 'how many' without counting) small numbers rather than counting beads</p> <p>To begin to 'see' numbers in relation to other numbers, as well as being able to subitise them.</p>	<p>To show some ways in which 5 can be composed</p>	<p>To identify missing numbers in a staircase pattern</p> <p>To identify adjacent numbers</p> <p>To use the language of 'before' & 'after'</p> <p>To describe the position of a number using 'between'</p>	<p>To skip count in 2s to 10 from 0 and 1</p> <p>To sort odd and even numbers represented by numerals</p> <p>To show that even numbers are made of twos and odd numbers have one left over</p>	<p>To describe the parts they can see within 6 using different arrangements</p> <p>To work systematically to find all the ways 6 can be composed of 2 parts</p> <p>To conceptually subitise 6</p> <p>To practise recalling a missing part when 6 is the whole</p>
<p>PSHE</p> <p>Settling in, rules and routines,</p> <p>Awareness of feelings</p> <p>Keeping well and clean</p>	<p><u>Settling in: Rules and routines</u></p> <p>Big Question: What rules do you have at home? What rules do you have at school? Why do we have rules?</p> <p>To work together to decide school/ class rules</p> <p>To understand why rules are important</p>	<p><u>Feelings</u></p> <p>Big Questions: What are our different feelings called? How can we describe them?</p> <p>To name some of the different feelings they have and can describe how they feel.</p>	<p><u>Feelings</u></p> <p>To know a range of words to describe feelings</p> <p>To use simple vocabulary to describe how they feel.</p>	<p><u>Feelings</u></p> <p>To know how to tell how people are feeling</p> <p>To use simple strategies to know how people are feeling?</p>	<p><u>Keeping well & clean</u></p> <p>To understand things people put into their bodies can affect how they feel</p>	<p><u>Keeping well & clean</u></p> <p>To understand why hygiene is important and how simple hygiene routines can prevent germs from being passed on</p>
<p>RE</p> <p></p> <p>Places of Worship</p>	<p>To understand what makes a place special</p>	<p>To name a place that is special to them and explain why it is special</p>	<p>To understand that religious people have special places in the home and in the community where they worship.</p> <p>To explore key features of a church</p>	<p>To understand that religious people have special places in the home and in the community where they worship. To explore key features of a synagogue</p>	<p>To visit a place of worship and identify key features</p>	<p>To understand the meaning of Harvest for farmers. To understand how the festival is celebrated.</p> <p>To learn some Harvest songs in school and associated vocabulary.</p>

PPA Art Drawing Collage	To explore mark making and tone using a variety of drawing tools.	To draw the human body using a wooden model for reference To cover the whole shape in colour	To draw a human body in proportion, in a more dynamic pose To cover the whole shape in patterns.	To explore and discuss the paper cut outs of Henri Matisse. To draw and cut a silhouette of a person from paper.	To continue to explore and discuss the paper cut outs of Henri Matisse. To explore positive and negative decorative shapes using paper.	To make a paper cut-out collage in the style of Matisse. To evaluate their artwork and begin to make comparisons
Art with class teacher		Exploring colour mixing	Exploring colour mixing	Explore tone through drawing	Seasonal Cards	
Computing Purplemash: 2paint To use technology purposefully	To log in and navigate around a computer	To use simple drawing tools to create a drawing on a page To save work	To save and retrieve work To use simple drawing tools to add to a drawing on a page	To save and retrieve work To use the 'fill' tool to create a background for a picture	To save and retrieve work To use the 'type' tool to add labels or a sentence to a picture	
PE Get Set 4 PE Fitness	To develop knowledge of how exercise can make you feel	To develop knowledge of how exercise can make you feel strong and healthy	To develop knowledge of how exercise relates to breathing	To develop understanding of how exercise helps my brain	To develop understanding of how exercise helps my muscles	To begin to understand the importance of daily exercise
PE Get Set 4 PE Fundamentals	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 with an individual rope

<p>Music</p> <p>Learning songs for the Harvest Festival</p>	To learn “We are the farmers”	To learn “I’m a clever tractor”	To learn “Autumn says hello” and “A sharing day”	To learn “Autumn says hello” and “A sharing day”	To learn “We can help”	To learn “Thank you God”
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