

# Year 1 Autumn One Term Overview 2025 - 2026



**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:** local Autumn walk & bone hunt!

**Significant People:** Misty Copeland

Key Dates

<b>Monday 1<sup>st</sup> Sept</b> Inset Day	<b>Friday 17<sup>th</sup> Sept</b> Year 1 Curriculum Morning		<b>Monday 22<sup>nd</sup> Sept</b> Rosh Hashanah begins	<b>Monday 1<sup>st</sup> Oct</b> Yom Kippur begins	<b>Monday 6<sup>th</sup> Oct</b> Sukkot begins	<b>Tues &amp; Wed 14/15<sup>th</sup> Oct</b> Bone Hunt – Trip to Big Wood	<b>Monday 20<sup>th</sup> Oct</b> Diwali Workshop
				<b>Tuesday 2<sup>nd</sup> Oct</b> National poetry day	<b>Friday 10<sup>th</sup> Oct</b> World Mental Health Day		<b>Friday 24<sup>th</sup> Oct</b> Last Day

Subject	Week 1 1st September – 5 <sup>th</sup> September	Week 2 8 <sup>th</sup> September – 12 <sup>th</sup> September	Week 3 15 <sup>th</sup> September – 19 <sup>th</sup> September	Week 4 22 <sup>nd</sup> September – 26 <sup>th</sup> September	Week 5 29 <sup>th</sup> September – 3 <sup>rd</sup> October	Week 6 6 <sup>th</sup> October -10 <sup>th</sup> October	Week 7 13 <sup>th</sup> October – 17 <sup>th</sup> October	Week 8 20 <sup>th</sup> October – 24 <sup>th</sup> October
Literacy/ S&L/ Drama/ Writing  Funnybones By Allan Alburg	<u>Where did you go in the holidays?</u>  LO: I can write a simple sentence  Assessment piece	<u>What's in the cupboard?</u>  LO: I can write a simple sentence	<u>Funnybones at the Pet Shop</u>  LO: I can write a simple sentence	<u>My Body Poem</u>  LO: I can write a repetitive poem  Links with Science	<u>Writing using the 5 senses</u>  LO: I can say what I want to write before I write it  Links with Science	<u>What happens next?</u>  LO: I can write more than one sentence  Assessment piece	<u>Dog skeleton has lost his bones!</u>  LO: I can write a sentence including a place	<u>Big Skeleton's Hat</u>  LO: I can use adjectives in my sentences

Phonics	Assessments	Assessments	<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
<b>SPaG</b>  Sentence Noun Verb	<u>What is a sentence?</u> Explore sentences	<u>What is a sentence?</u> sorting sentences  Creating sentences	Finger spaces	Nouns	Verbs	Capital letters	Full stops	Writing sentences
<b>Handwriting</b>	To hold a pencil correctly	To write digits 0-9 correctly	Letters: l t	Letters: i j	Letters: u y	Letters: r n	Letters: m h	Letters: b p
<b>Maths</b>  Place value More/ less than Number bond Fact family Partition Digit Part-whole model	<b>Assessment</b>	<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>Add &amp; Subtract</u> introduce parts & wholes/ part-whole model  write number sentences  fact families (addition facts)	<u>Add &amp; Subtract</u> number bonds within 10	<u>Add &amp; Subtract</u> number bonds to 10
<b>Mastering Number</b>		To subitise dot images within 4  To make observations about the beads on the rekenrek  To practise putting the rekenrek in the 'ready' position  To subitise dot images within 5	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 draw on the children's ability to subitise (say 'how	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 show some ways in which 5 can be	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 identify missing numbers in a	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 skip count in 2s to 10 from 0 and 1  To sort odd and	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  To describe the parts they can see within 6 using	

		<p>To practise moving beads into play with only one push</p> <p>To practise making 5 on the rekenrek</p>	<p>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>composed</p>	<p>staircase pattern</p> <p>To identify adjacent numbers</p> <p>To use the language of 'before' &amp; 'after'</p> <p>To describe the position of a number using 'between'</p>	<p>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>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><b>PSHE</b></p> <p><b>Feelings</b></p> <p><b>Manage Behaviour</b></p> <p><b>Hygiene</b></p> <p><b>Germ</b></p>	<p><u>Settling in: Rules and routines</u></p> <p>To learn where things are kept in the classroom and the classroom expectations</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><u>Big Questions</u></p> <p>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 a range of words to describe feelings</p> <p>To know what to do if their feelings are unbalanced</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 &amp; clean</u></p> <p>To understand things people put into their bodies can affect how they feel</p>	<p><u>Keeping well &amp; clean</u></p> <p>To understand why hygiene is important and how simple hygiene routines can prevent germs from being passed on</p>
<p><b>RE</b></p> <p><b>Big Question 1: What is real?</b></p> <p><b>real</b></p> <p><b>faith</b></p> <p><b>miracle</b></p> <p><b>mystery,</b></p>	<p>I can talk about what is meant by the idea of 'real' and 'exists'</p>	<p>I can talk about what is meant by the idea of 'real' and 'exists'</p>	<p>I can explore what Christians believe God is like</p>	<p>I can explore what Islam's view of what God is like</p>	<p>I can explore what Islam's view of what God is like</p>	<p>I can explore the Jewish view of what God is like</p>	<p>I can reflect on my own ideas about whether a higher being exists or not</p>	<p>I can reflect on what Hindus believe and why they celebrate Diwali.</p>

wonder exist								
<b>Geography / History</b>  <b>Ourselves: Where do we come from?</b>  <b>Globe</b> <b>Continents</b> <b>Countries</b> <b>Map</b> <b>Compass points</b>		To recognise that the globe represents the Earth To identify/locate places on a globe	To recognise world maps as a flat globe, recognise features of a range of maps and describe their purpose To locate familiar objects/places on maps, including classroom/room in the home	To recognise the shapes and sizes of the continents to help locate/label these and oceans on a world map To recount names of continents and oceans	To locate other places/countries they may have heard of on their world maps, including Europe and UK To use 4-point compass directions to describe location of places	To identify hot areas, climate zones, on their world map To recognise features of these zones (animals, flora/fauna, climate e.g. sand, dunes landmarks, topography e.g. desert) from sources (photos, descriptions)	To identify cold areas, climate zones, on their world map To recognise features of these zones (animals, flora/fauna, climate e.g. snow, landmarks, topography e.g. desert, icebergs from sources (photos, descriptions)	To use a range of sources including images to find relevant information to be able to... To locate countries of origin for family members or story characters on their world maps
<b>Science</b>  <b>Seasons</b> <b>Autumn</b>  <b>Limbs</b> <b>Organs</b> <b>Skeleton</b> <b>Senses</b>	<u>Seasons: Autumn</u> To observe changes across the 4 seasons I can identify signs of autumn  Autumn Walk	<u>Seasons: Autumn</u> To observe changes across the 4 seasons I can identify signs of autumn  Autumn collage	<u>The Human Body</u> To identify, name, draw and label the basic parts of the human body  Learning body parts	<u>The Human Body</u> To identify, name, draw and label the basic parts of the human body.  Labelling body parts	<u>The Five Senses</u> To say which part of the body is associated with each sense.  Exploring fruits	<u>The Five Senses</u> To say which part of the body is associated with each sense. To perform simple tests Hidden smells	<u>Investigate</u> Are we square?	<u>Investigate</u> "The tallest person in class is the oldest or has the biggest feet"

<p><b>Art</b></p> <p><b>Drawing</b></p> <p><b>Painting</b></p> <p>Spiral Line Dot Brushmark Primary + Secondary colours</p>		<p>To draw larger and smaller spirals using different drawing tools</p>	<p>To draw a spiral and explore adding colour using chalk and oil pastels</p>	<p>To make a variety of marks in response to “The Dot” by Peter H Reynolds</p>	<p>To explore mixing secondary colours</p> <p>To explore making marks with thick brushes</p> <p>To explore the work of Alma Thomas</p>	<p>To explore mixing secondary colours</p> <p>To explore making marks with thick brushes</p> <p>To explore the work of Alma Thomas</p>	<p>To explore mixing secondary colours</p> <p>To explore making marks with thick brushes</p> <p>To talk about the work of Alma Thomas and make comparisons with their own work</p>	<p>To explore the art of Rachel Jones</p> <p>To explore layering, marks, colours and collage materials</p>
<p><b>PE</b></p> <p>Breathing Muscles Balance Stability Heart rate</p>	<p><b>Lesson 1 &amp; 2:</b> Rules &amp; expectations Equipment safety Warming up Cooling down Games</p>	<p><b>Lesson 1: Fitness</b> To develop knowledge of how exercise can make you feel</p> <p><b>Lesson 2: Fitness</b> To develop knowledge of how exercise can make you feel strong and healthy</p>	<p><b>Lesson 3: Fitness</b> To develop knowledge of how exercise relates to breathing</p> <p><b>Lesson 4: Fitness</b> To develop understanding of how exercise helps my brain</p>	<p><b>Lesson 5: Fitness</b> To develop understanding of how exercise helps my muscles</p> <p><b>Lesson 6: Fitness</b> To begin to understand the importance of daily exercise</p>	<p><b>Assessment</b></p> <p><b>Lesson 1: Fundamentals</b> To explore balance, stability and landing safely</p>	<p><b>Lesson 2: Fundamentals</b> To explore how the body moves differently when running at different speeds</p> <p><b>Lesson 3: Fundamentals</b> To explore changing direction and dodging</p>	<p><b>Lesson 4: Fundamentals</b> To explore jumping, hopping and skipping actions</p> <p><b>Lesson 5: Fundamentals</b> To explore co-ordination and combination jumps</p>	<p><b>Lesson 6: Fundamentals</b> To explore combination jumping and skipping in an individual rope</p> <p><b>Assessment</b></p>
<p><b>Music</b></p> <p>Posture Unison Projection Staccato Legato</p>	<p><b>Harvest Festival</b></p> <p>-Talk about posture, relaxed shoulders, singing mouth and sound projection</p> <p>-Do a vocal warm-up</p> <p>-Learn “We are the farmers” by reading the words first, talk about the meaning,</p>	<p><b>Harvest Festival</b></p> <p>-Talk about posture, relaxed shoulders, singing mouth and sound projection</p> <p>-Do a vocal warm-up</p> <p>-Learn “I’m a clever tractor” by reading the words first, talk</p>	<p><b>Harvest Festival</b></p> <p>-Talk about posture, relaxed shoulders, singing mouth and sound projection</p> <p>-Do a vocal warm-up</p> <p>-Learn “Autumn says hello” by reading the words</p>	<p><b>Harvest Festival</b></p> <p>-Talk about posture, relaxed shoulders, singing mouth and sound projection</p> <p>-Do a vocal warm-up</p>	<p><b>Harvest Festival</b></p> <p>-Talk about posture, relaxed shoulders, singing mouth and sound projection</p> <p>-Do a vocal warm-up</p> <p>-Learn “We can help” by reading the words first, talk</p>	<p><b>Harvest Festival</b></p> <p>-Talk about posture, relaxed shoulders, singing mouth and sound projection</p> <p>-Do a vocal warm-up</p> <p>-Learn “Thank you God” by reading the words first, talk</p>	<p><b>Harvest Festival</b></p> <p>Performance in front of an audience</p>	

	then sing the song line by line	about the meaning, then sing the song line by line	first, talk about the meaning, then sing the song line by line	-Learn "A sharing day" by reading the words first, talk about the meaning, then sing the song line by line	about the meaning, then sing the song line by line	about the meaning, then sing the song line by line		
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