Year 1 Autumn Term 1 2026 Planning Overview

	Week 1 7.9.25	Week 2 14.9.25	Week 3 21.9.25	Week 4 28.9.25	Week 5 5.10.25	Week 6 12.10.25	Week 7 19.10.25
Literacy	RWI Traditional tales – Little Red Riding Hood, The three Little Pigs, Jack and the Beanstalk						
Maths	Numbers to 10 1. Toolkit 2. Sort objects 3. Counting objects to 10 4. Represent numbers to 10	1. Counting objects from a larger group 2. Count on from any number 3. One more 4. Count backwards from 10	1. One less 2. Compare groups 3. Fewer or more 4. <, >, or =	1. Compare numbers 2. Order objects and numbers 3. The number line 4. End of unit check	Part–whole within 10 1. Toolkit lesson 2. Parts and wholes 3. The part-whole model 4. Write number sentences	1. Fact families 2. Number bonds 3. Find number bonds 4. Number bonds to 10	1. End of unit check Addition within 10 2. Toolkit 3. Add together 4. Add more
Maths Vocabulary	Sort, groups, one more, one less, count on, count back, count up, smallest, most, greatest, fewer, fewest, pattern, less than, greater then, equal to, number line, part, whole, number sentence, part-whole model, in total, altogether, plus, total, add, added, missing part, number stories.						
Science **Careers – Engineer Builder** **Scientists – Charles Mackintosh** (Waterproof coat)	**Materials** LI To be able to identify and name a variety of everyday materials. Ask and name a variety of raw materials. Match names to materials. Describe the materials. F R O G S.	LI To be able to distinguish between an object and the material from which it is made. What are the objects made from? Children to find objects that are made from different materials. Is there a pattern in the types of materials that are used to make objects in a school? What are the things	LI To be able to describe the properties of everyday materials. Describe materials and how they look and feel. Children match the properties to the correct item. Which materials are the most flexible? F R O G S	LI To be able to observe changes across the four seasons. Autumn. Look at pictures and talk about what we notice. What are the signs of Autumn? Walk to spot the signs of Autumn around school. What can we see? Photos. What do you notice about	LI To be able to describe the simple physical properties of a variety of everyday materials by testing different objects. Recap on property vocabulary. Explain new words. Test objects for different properties.	LI To be able to find out about a scientist who developed a new material. Talk about the clothes we wear in wet weather and their properties. Look at PowerPoint about Charles Mackintosh. Children to complete fact file.	LI To observe closely by watching what happens. To perform simple tests to find out which material would be suitable. Explain the problem to the children - we need to make an umbrella for teddy. Ask the children how we could test the materials. Test.

		I use made from? F R O G S		different leaves? What colours can we find outside? Does this change across the seasons? F R O G S	Which materials are the most flexible? Which materials are the most absorbent? F R O G S	F R O G S	We need to choose a material to make an umbrella. Which materials are waterproof? F R O G S
Science Vocabulary	Materials, wood, plastic, glass, metal, water, rock, object, common, same, different, properties, observe, record, test, waterproof, fabric, investigation, prediction, watch, results, decision. Properties vocabulary: Hard, soft, stretchy, stiff, shiny, rough, dull, smooth, bendy, waterproof, absorbent, opaque, transparent.						
Geography	**KWL grid** **Key vocabulary** Weather Patterns Rain Sun Clouds Temperature Climate	**<u>Geography Climate and Weather</u>** LI To be able to record the local weather. What is weather? What is climate? Look at weather forecast and symbols. Record the weather for our area school for that day. Long term (weekly) weather recording at various points across the year. (links with Year 1 Science seasonal Changes)	LI To be able to understand seasonal weather patterns and understand the impact of weather on our lives. What are the seasons? Can we match the months to the season? What types of weather exist? Are these hot or cold types of weather?	. LI To be able to understand seasonal weather patterns and understand the impact of weather on our lives. What is the weather like in each month/season? Children look at how the different types of weather can affect our lives: jobs, things we do, clothes we wear, how we travel etc	LI To be able to identify daily weather patterns (dangerous/ adverse weather) in the context of the UK weather. To understand the dangers of weather. Can you think of any 'extreme' types of weather? What do you think the weather can do to our surroundings? Look at the different types of extreme weather highlight which weather types are relevant to the UK and those which can occur in other countries.	LI To be able to identify daily weather patterns (dangerous/ adverse weather) in the context of the UK weather. To understand the dangers of weather. How can we protect (look after) ourselves from dangerous weather?	LI To be able to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To understand what hot and cold countries are like. Gather the class around a globe to model the location of some 'hot' and 'cold' countries. What Would It Be like to Live in the Arctic? What Would It Be like to Live in a country near the Equator?
Geography Vocabulary	Weather, patterns, temperature, Celsius, climate, atmosphere, seasons, change, autumn, spring, summer, winter, danger, dangerous, extreme, hot, cold, arctic, equator.						

Art	**<u>Weather and J.M.W. Turner</u>** LI To be able to mix colours to achieve tints and tones. Look at primary colours. What are they? How do we achieve secondary colours? What is a tint? How do we achieve this? What is a tone? How do we achieve this? Create colour wheels.	LI To be able to describe warm colours and cool colours. Give examples of cool/hot colours. Create a cool/warm effect using water colours. Why might an artist use shades of red, orange and yellow when painting a weather scene? How might looking at cool colours make someone feel?	LI To be able to paint using warm colours following a famous artist's style. Describe the use of warm and cool colours by Paul Signac in his painting The Red Buoy. Copy Signac's use of warm and cool colours to paint a warm, sunny day What can be the effects of using different temperatures of colour?	LI To find out about a famous artist – J.M.W. Turner. Explore the art and style of Turner and the things he enjoyed. Look at similar and different things in his paintings. Using watercolours create different types of water. What is the same/different? What do you like? How can we create different effects of water using art?	LI To be able to experiment with different media to create weather effects. Describe how the clouds in this painting make you feel. Copy Turner's style using charcoal, crayon or paint to show stormy clouds in a weather scene. Why has Turner not painted the steam boat very clearly in his Snow Storm - Steam Boat off a Harbour's Mouth painting?	LI To be able to paint a seascape in the style of a famous artist. Children will use the techniques and ideas that they have explored to create their own seascape.	
Art Vocabulary	Tint, tone, colour, primary, secondary, mix, paint, temperature, balance, warm/cool colours, effects, water, watercolours, style, landscape, significant, texture.						
Music		<u>The menu song</u> LI: To get to know the song Listen and move in time to the song What do you notice about the song changing? What do you notice about the sound? Can	LI: To get to know the song Listen and move in time to the song What do you notice about the song changing? What do you notice about the	LI: Progression snapshot – record the children singing Practise keeping a steady beat Practise singing the menu song Can you hear the bass?	LI: Improvise a percussion accompaniment to Menu song Improvise an accompaniment and practise signing the menu song How can we	LI: Prepare for a dramatic performance of Menu song A final performance of the menu song Can you remember the song, beat and	LI: Performance day Musical focus – Beat Subject link – Mathematics Can you tap to the beat? How can we show a one off strong beat? Can you

		you repeat?	sound? Can you repeat?		make sure we stay in time with our instruments?	instruments we used? Can you remember the list of foods?	emphaise beats in 2's? 3's? 4's?
Music Vocabulary	Beat, timbre, metre, time, sound, speed						
PE	<u>Fundamentals</u> LI: To explore balance, stability and landing safely. Balance Can you look ahead when you land? Can you show hoping and jumping movements with soft bent knees?	LI: To explore how the body moves differently when running at different speeds. Speed Can you keep a steady breath? Can you move your arms faster to help you to move forward quickly? Can you run on the balls of your feet?	LI: To explore changing direction and dodging. Direction Can you decide which direction you are going to move in? Can you move your feet to change direction? Can you push off in a new direction, staying on balance?	LI: To explore jumping, hopping and skipping actions. Jumping, hopping and skipping Can you land on the balls of your feet to stay balanced? Can you move from one foot to another with soft bent knees? Can you swing your arms to help you move forwards?	LI: To explore co-ordination and combination jumps. Coordination Can you bend your knees to jump and land? Can you count in time to the beat 1,2,3,4? Can you keep your body upright?	LI: To explore combination jumping and skipping in an individual rope. Jumping and skipping Can you keep your body upright? Can you lift the rope over your head to your feet? Can you turn the rope from your wrists?	
PE Vocabulary	Jump, bend, skip, stable, control, jog, sprint, run, safety, dodge, support, forwards, co-ordination, space, skipping, hopping.						
Worldviews	**<u>New Life: How is a new child welcomed?</u>** Intro to worldviews lesson	**<u>Welcoming new life</u>** I can understand that people	**<u>Christian baptism of a baby</u>** I can understand	**<u>Christians dedicate a child to God</u>** I can describe	**<u>Humanists celebrate new life</u>** I can describe	**<u>Welcoming a foster child into the family</u>** I can describe	**<u>Welcoming a new family member with or without God</u>**

	including 'my worldview' and characters for use during subject.	welcome new life in different ways.	how infant baptism welcomes a new child into the family of the church.	how some people choose to dedicate their child in a church.	how a baby is welcomed into a humanist family.	how people's beliefs may mean they welcome a foster child into their family.	I can explain that families might welcome children in many different ways.
Worldviews Vocabulary							
Computing	**Technology around us** Definitions of key vocabulary	**Technology Around Us** LI: To identify technology I can explain technology as something that helps us Children will become familiar with the term 'technology'. They will classify what is and what is not technology in their school and/or classroom. What is technology? How does it? What examples of technology are there?	Using technology LI: To identify a computer and its main parts I can name the main parts of a computer I can switch on and log into a computer Children will get to know the main parts of a desktop or laptop computer. They will practise turning on and logging in to a computer. What are the differences between a laptop and a computer? What do we use a mouse for? What is the keyboard for?	Developing mouse skills To use a mouse in different ways I can use a mouse to open a program Children will be building on the mouse skills they were introduced to in Lesson 2. Children will review images of a computer to explain what each part does. Can you name the parts of a computer? What is this part called? Can you use the mouse by double clicking the programme?	Using a computer key board To use a keyboard to type on a computer I can say what a keyboard is for I can type my name on a computer Children will begin to use the computer keyboard for a purpose. They should understand that writing on a keyboard is called typing and will begin to demonstrate their ability to write their name Can you find the letters in your name? What is an keyboard for?	Developing keyboard skills To use the keyboard to edit text I can open my work from a file Children will begin by opening a file they have previously created. They will demonstrate their ability to use a keyboard to edit text, by writing a sentence and then deleting letters Can you move the mouse to open a programme? What does the word delete mean? How do you correct mistakes on a computer?	Using a computer responsibly To create rules for using technology responsibly I can identify rules to keep us safe and healthy when we are using technology in and beyond the home Children will be introduced to the concept of using computers safely, within the context of a school setting. Why do we need rules when using a computer? What are the key rules? How can we benefit from them?

Computing Vocabulary	Technology, computer, mouse, trackpad, keyboard, screen, double-click, typing, safety.						
PSHE	**Being Me in My World** Special and Safe I know how to use my jigsaw Journal. I feel special and safe in my class. Jigsaw charter Jigsaw chime Jigsaw Jack Jigsaw Jack's letter How can these special rules help us feel safe in our lessons? Is your mind calm? Does it feel good to be calm? Is your mind ready to learn? Where/when do you feel safe? What makes you feel special?	My Class I understand the rights and responsibilities as a member of my class. I know that I belong to my class. Jigsaw charter Jigsaw chime Jigsaw Jack I am special song When do you ask to hold Jigsaw Jack? Does it feel good to be calm? Is your mind ready to learn? How do we know we belong? How does it feel to belong? How do we learn best? How can we help others learn?	Rights and Responsibilities I understand the rights and responsibilities for being a member of my class. I know how to make my class a safe space for everybody to learn. Jigsaw charter Jigsaw chime Jigsaw Jack I am special song 'Roll the ball' How did this song help us feel special? How did this game make us feel special? Is your mind calm? Does it feel good to be calm? Is your mind ready to learn? What are our rights/responsibilities? How can we help others learn?	Rewards and Feeling Proud I know my views are valued and can contribute to the Learning Charter. I know how to make my class a safe space for everybody to learn. Jigsaw charter 'Switch' Jigsaw chime Open My Mind 'I am feeling proud' Is your mind calm? Does it feel good to be calm? Is your mind ready to learn? Where in your body do you feel proud? Who can make a proud face?	Consequences I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences. Jigsaw charter Jigsaw Song Jigsaw chime Follow me game/Rainforest game Can you remember some of the rights/responsibilities? Is your mind calm? Does it feel good to be calm? Is your mind ready to learn? What has happened? How would you feel?	Owning our Learning Charter I understand mu rights and responsibilities within our Learning Charter. I understand my choices in following our Learning Charter. Jigsaw charter 'I am Special' song Jigsaw Jack says.. Jigsaw chime Draw the learning classroom How does this game help us work as a learning team? Does it feel good to be calm? Is your mind ready to learn? How do you feel about the learning charter? What rights/responsibilities do we have in this classroom?	Summary lesson from the half term, revisit & recap prior learning.
PSHE Vocabulary	Safe, special, calm, belonging, rights, responsibilities, rewards, charter, proud, upset, consequences, illustration, rewards.						