

Year 1 Autumn Term 2 2024 Planning Overview

	WB 03.11.25	WB 10.11.25	WB 17.11.25	WB 24.11.25	WB 01.12.25	WB 08.12.25	WB 15.12.25
Literacy	RWI Traditional tales – The Billy Goats Gruff, The Gingerbread Man, The Three Little Pigs						
Maths	<u>Subtraction within 10</u> 1. Toolkit 2. How many are left? 3. How many are left? 4. Break apart	1. Break apart 2. Fact families 3. Subtraction on a number line 4. Add or subtract one or two	1. Word problems 2. End of unit check <u>2D and 3D shapes</u> 3. Toolkit lesson 4. Name 3d shapes	1. Sort 3D shapes 2. Recognise 2D shapes 3. Sort 2D shapes 4. Make patterns with shapes 5. End of unit check	1. Counting from different starting points 2. Part whole 3. Part whole with number bonds 4. Addition	1. Subtraction 2. Patterns in number bonds 3. Fact families 4. Revise 2d shape Revise 3d shape	Christmas maths revising topics covered so far. <ul style="list-style-type: none"> • addition • subtraction • shapes • patterns • part/whole models
Science Careers – Engineer Builder Scientists – Charles Mackintosh (Waterproof coat)	<u>Materials</u> LI To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties. How can we sort these objects? Model using the hoops and show how they can overlap if needed. Children to sort objects. Photos. Vocabulary - Sort, group, compare, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy,	LI To be able to describe the physical properties of a variety of everyday materials. What do we know about magnets? Mind map. Give the children a magnet and ask them to explore materials around the room. Record as magnetic/non magnetic. Is there a pattern in the types of materials that are attracted to a	LI To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties. Floating and sinking investigation in groups Ask the children how could we find out which materials float? Children to test the object and record findings. What have you found	LI To be able to describe properties of materials. Explore a range of materials, describe their properties. Explain transparent/opaque/translucent material. Discuss how to test which are the most transparent. Groups test and sort a range of materials. How could you test it? Which is the most / least transparent?	LI To be able to describe properties of materials. Explore a range of materials describe their properties. Discuss how to test which are the most reflective. Groups test and sort a range of materials. How could you test it?	LI To be able to collect data to compare bridges. Show pictures of different types of bridges. Discuss. How do we find out which bridge shape is the strongest? Children to record results in a table. Which bridge shapes are we testing?	Materials quiz and Christmas STEM challenge

	<p>waterproof, not waterproof, absorbent, not absorbent, opaque, transparent.</p> <p>F R O G S</p>	<p>magnet?</p> <p>Vocabulary – attract, repel, force, magnetic, non-magnetic</p> <p>F R O G S</p>	<p>out?</p> <p>Which things would you group together?</p> <p>What do you notice about each group? What have these things got in common?</p> <p>What else would you like to test? Why?</p> <p>Vocabulary – fair test, float, sink, group, predict, record.</p> <p>F R O G S</p>	<p>What other words could you use to describe the materials?</p> <p>Does everyone in your group agree? Can you explain to the others why you have put that material there?</p> <p>Can you tell me another way to test this object?</p> <p>Vocabulary - foil, shiny fabric, glossy acetate, shiny paper, brightly coloured paper, netting, shiny/dull, transparent/opaque, translucent</p> <p>F R O G S</p>	<p>Which is the most or least reflective? How do you know?</p> <p>What other words could you use to describe the materials?</p> <p>Can you tell me another way to test this object?</p> <p>Vocabulary - foil, shiny fabric, glossy acetate, shiny paper, brightly coloured paper, netting, shiny/dull, reflective, not reflective.</p> <p>F R O G S</p>	<p>Which bridge shape did you find to be the strongest? The weakest?</p> <p>What do you think makes a good bridge?</p> <p>Vocabulary – strongest, weak, bridge, shape, flat or beam bridge, Arch bridge, Beam bridge and Concertina bridge.</p> <p>F R O G S</p>	
History	<p><u>Significant events – The Gunpowder Plot</u></p> <p>LI To develop an understanding of a significant event from the past.</p> <p>Bonfire night artwork</p>	<p>KWL grid</p> <p>Definitions of key vocab</p> <p>Houses of Parliament Government Treason Persecuted Conspirators</p>	<p><u>Significant events – The Gunpowder Plot</u></p> <p>LI To develop an understanding of a significant event from the past.</p> <p>Look at key dates – How did it start/end?</p> <p>Who was Guy Fawkes?</p> <p>Vocabulary - Guy Fawkes, Gunpowder plot, James 1.</p>	<p><u>Significant events – The Gunpowder Plot</u></p> <p>LI To develop an understanding of a significant event from the past.</p> <p>Focus on the houses of Parliament – Who built them? Where are they? Who lived there? What is their other name?</p>	<p><u>Significant events – The Gunpowder Plot</u></p> <p>LI To develop an understanding of a significant event from the past.</p> <p>Organise information about the plot – How was the plot discovered?</p>	<p><u>Significant events – The Gunpowder Plot</u></p> <p>LI To develop an understanding of a significant event from the past.</p> <p>Recap key dates, information about the plot Why did they want to kill the king?</p>	<p><u>Significant events – The Gunpowder Plot</u></p> <p>LI To develop an understanding of a significant event from the past.</p> <p>Explain why the plot is significant and how it is remembered today.</p>

Art/DT	<p>LI To create a mixed media piece of art - Remembrance Day</p> <p>Show children how to mix a variety of reds for poppies. Paint.</p> <p>Show colour wash for background. Paint.</p> <p>Add cut petals to picture.</p> <p>Vocabulary – filters, card, paint, colourwash,</p>	<p>LI To understand what is Design and Technology? To understand how the process happens.</p> <p>Look at examples of bridges and how they have developed over the year and how the materials have changed. Explain how the design process works and why.</p> <p>Name the 4 structure types and find some examples of each.</p> <p>Vocabulary – construct, design, technology, develop, product, purpose, inspiration, features, techniques, materials.</p>	<p>LI To be able to construct a stable and strong structure.</p> <p>Introduce the concept of strength and stability. Show the children examples of how they can do this. Check the children understand the new vocabulary introduced with this topic. Test the structures and draw an annotated diagram to show what they have done.</p> <p>Vocabulary – balanced, structure, stable, anchor, brace, base, free standing, rigid, construct</p>	<p>LI To be able to design a frame structure (A chair for a soft toy)</p> <p>Look at examples of frames and label their design features. What materials could be used to make them? Explain the purpose of the design to the children and ask for ideas. Design their structure.</p> <p>Vocabulary – beams, columns, slabs, structures, design, label, strength, stability</p>	<p>LI To be able to construct their design.</p> <p>Children will look at their designs, collect the materials they listed and using techniques learnt make their structure which will then be tested.</p> <p>Vocabulary – construct, develop, product, purpose, techniques, materials, balanced, structure, stable, anchor, brace, base, free standing, rigid, construct</p>	<p>LI To be able to construct their design.</p> <p>Children will look at their designs, collect the materials they listed and using techniques learnt make their structure which will then be tested.</p> <p>Vocabulary – construct, develop, product, purpose, techniques, materials, balanced, structure, stable, anchor, brace, base, free standing, rigid, construct</p>	
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Music		<u>Colonel Hathi's march</u> Keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments. Beat, march, timbre, film, music	Explore instruments found in marching bands. Compose and play simple marching music. Beat, march, timbre, film, music	Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it. Beat, march, timbre, film, music	<u>Magical musical aquarium</u> Experiment with sounds to create aquarium-inspired music. Timbre, pitch, structure, graphic symbols, classical music	Listen actively to 'Aquarium' and refine aquarium-inspired compositions. Timbre, pitch, structure, graphic symbols, classical music	Learn a sea-themed song and combine it with aquarium-inspired compositions to create a ternary-shaped piece. Timbre, pitch, structure, graphic symbols, classical music
PE	Ball skills To develop dribbling a ball with your hands. Dribbling a ball Can you use soft touches with your hands to keep good control? Can you use wide fingers to move the ball? Vocab Dribble, pat, roll, stop,	To explore accuracy when rolling a ball. Rolling a ball Can you keep your eyes on the target? Can you release the ball when your fingertips are pointing at your target? Can you use wide fingers to control the ball? Vocab Dribble, rolling, control, target, dodge	To explore throwing with accuracy towards a target. Throwing Can you face your body and target arm towards the target? Can you release the ball when your fingertips are pointing at your target? Can you stand with your legs split (one in front of the other)? Vocab Release, target, control, balance, focus,	To explore catching with two hands. Catching Can you keep your eyes on the ball? Can you use a ready position with knees bent, feet shoulder width apart, on your toes? Can you use wide fingers with little fingers together (hands-down position)? Vocab Catch, bounce, safely, target, control	To explore dribbling a ball with your feet. Dribbling a ball with feet Can you keep the ball close to you (under your nose)? Can you keep your head up? Can you use both feet to move the ball? Can you use different parts of your foot (sole, toe, heel, inside, outside)? Vocab Dribble, rolling, control, target, dodge	To explore tracking a ball that is coming towards me. Tracking Can you adjust your body, so that it is in line with the ball? Can you keep your eyes on the ball? Vocab Receiving, adjusting, dribbling, rolling, catching, throwing	
Worldviews	<u>Why is it important to say thank you?</u> <u>A trip to New Zealand</u>	<u>Celebrating the natural world</u> Introduce the word 'prayer', and	<u>Saying thank you in Christian worldviews</u> Explore the world gratitude, exploring the ways different	<u>Jewish beliefs about God and the natural world</u> Explore a different religion – related to	<u>Saying thank you in Jewish worldviews</u> Explore the Jewish festival	<u>Do we always have to say thank you?</u> Explore different ways that we	Christmas performances

	Revisit Sam, who is going to visit his cousin in New Zealand. Explore the natural habit of New Zealand and Maori culture.	Christians thanking god for the natural world.	Christian churches may say thank you during harvest festival.	Sam's travels. Compare similarities and differences.	Sukkot.	can say thank you. Why is it important to say thank you?	
ICT	<p>What I already know about digital painting... (assess prior knowledge)</p> <p><u>Digital Painting</u></p> <p>To describe what different freehand tools do</p> <p>How can we paint using computers?</p> <p>Can you make marks on a screen and explain which tools I used?</p> <p>Can you draw lines on a screen and explain which tools you used?</p> <p>Can you use the paint tools to draw a picture?</p> <p>Vocab Paint, cursor, arrow, mouse, free, rubber, fill.</p>	<p>To use the shape tool and the line tool</p> <p>Using shapes and lines</p> <p>Can you make marks with the square and line tools?</p> <p>Can you use the shape and line tools effectively?</p> <p>Can you use the shape and line tools to recreate the work of an artist?</p> <p>Vocab Line, click, hold, fill, shapes</p>	<p>To make careful choices when painting a digital picture</p> <p>Making careful choices</p> <p>Can you choose appropriate shapes?</p> <p>Can you make appropriate colour choices?</p> <p>Can you create a picture in the style of an artist?</p> <p>Vocab Line, click, hold, fill, shapes Spray can, Matisse</p>	<p>To explain why I chose the tools I used</p> <p>Why did I choose that?</p> <p>Can you explain that different paint tools do different jobs?</p> <p>Can you choose appropriate paint tools and colours to recreate the work of an artist?</p> <p>Can you say which tools were helpful and why?</p> <p>Vocab Line, click, hold, fill, shapes Spray can, Wassily Kandinsky</p>	<p>To use a computer on my own to paint a picture</p> <p>Painting all by myself</p> <p>Can you make dots of colour on the page?</p> <p>Can you change the colour and brush sizes?</p> <p>Can you use dots of colour to create a picture in the style of an artist on my own?</p> <p>Vocab Brush, size, colour, spray can</p>	<p>To compare painting a picture on a computer and on paper</p> <p>Comparing computer art and painting</p> <p>Can you explain that pictures can be made in lots of different ways?</p> <p>Can you spot the differences between painting on a computer and on paper?</p> <p>Can you say whether I prefer painting using a computer or using paper?</p> <p>Vocab Brush, size, colour, spray can, Line, click, hold, fill, shapes</p>	Christmas performances
PSHE	<p><u>Celebrating Difference</u></p> <p>The Same as... I can identify similarities between</p>	<p>Different from... I can identify differences between people in my class. I can tell you some</p>	<p>What is bullying? I can tell you what bullying is. I understand how bullying might feel.</p>	<p>What can I do about bullying? I know some people who I could talk to if I was feeling unhappy or</p>	<p>Making new friends I know how to make new friends.</p>	<p>Celebrating difference, celebrating me. I can tell you some ways I am</p>	Christmas performances

	<p>people in my class. I can tell you some ways I am the same as my friends.</p> <p>Jigsaw Charter 'Switch'</p> <p>Jigsaw chime</p> <p>Find your pair</p> <p>Who is similar to you?</p> <p>How does it feel?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How am I the same as my friend?</p> <p>Vocabulary – similarity, similar, same as.</p>	<p>ways I am different from my friends.</p> <p>Jigsaw Charter</p> <p>Corner game</p> <p>Jigsaw chime</p> <p>Spot the difference</p> <p>What differences are there?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How are you different from your friend?</p> <p>Vocabulary – difference, different from, similar.</p>	<p>Jigsaw Charter</p> <p>Huggy Bears game</p> <p>Jigsaw chime</p> <p>Which is the bully?</p> <p>What is bullying?</p> <p>Jigsaw Jack</p> <p>Slogan</p> <p>How does it feel to be part of a group?</p> <p>Does your mind feel calm and ready to learn?</p> <p>Which is the bully?</p> <p>How can you tell?</p> <p>What is bullying?</p> <p>Vocabulary – bullying, bullying behaviour, deliberate, on purpose, unfair.</p>	<p>being bullied. I can be kind to children who are being bullied.</p> <p>Jigsaw Charter</p> <p>Huggy Bears game</p> <p>Jigsaw chime</p> <p>Song 'There is a Place'</p> <p>Jigsaw Jack</p> <p>What could we do?</p> <p>How does it feel to be part of a group?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How can we help children in the playground?</p> <p>Why is Jigsaw Jack upset?</p> <p>How is he feeling?</p> <p>Vocabulary – included, bully, bullied.</p>	<p>I know how it feels to make a new friend.</p> <p>Jigsaw Charter</p> <p>'Roll the Ball' game</p> <p>Jigsaw chime</p> <p>Song 'There is a Place'</p> <p>Story – Best Friends Jack and Jennie</p> <p>What makes a good friend?</p> <p>Friendship Token</p> <p>Have you chosen someone you normally wouldn't choose?</p> <p>How does it feel to be chosen?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How do we treat our friends?</p> <p>What makes a good friend?</p> <p>Vocabulary- different from, included, same as.</p>	<p>different from my friends. I understand these differences make us special and unique.</p> <p>Jigsaw Charter</p> <p>Pass the squeeze</p> <p>Jigsaw chime</p> <p>Song 'There is a Place'</p> <p>Recap</p> <p>Celebrating Me</p> <p>Does your mind feel calm and ready to learn?</p> <p>How do we treat our friends?</p> <p>Vocabulary – celebration, difference, special, unique.</p>	
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