**Year 1 Autumn Term 1 2023 Planning Overview**

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|  | **WB 5.9.23**  **(4 days)** | **WB 11.9.23** | | **WB 18.9.23** | | **WB 25.9.23** | | **WB 2.10.23** | | **WB 9.10.23** | | | **WB 16.10.22** | |
| **Literacy** | **RWI**  Recap of sounds | RWI  Traditional tales – Little Red Riding Hood, The three Little Pigs, Jack and the3Beanstalk | | | | | | | | | | | | |
| **Maths** | Revisiting EYFS  Mastering number introduction | Numbers to 10   1. Toolkit 2. Sort objects 3. Counting objects to 10 4. Represent numbers to 10 5. Counting objects from a larger group | | 1. Count on from any number 2. One more 3. Count backwards from 10 4. One less 5. Compare groups | | 1. Fewer or more 2. <, >, or = 3. Compare numbers 4. Order objects and numbers 5. The number line | | 1. 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 5. End of unit check | | Addition within 10   1. Add together 2. Add more 3. Addition problems 4. Find the missing number 5. End of unit check | |
| **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.  Vocabulary –  Materials, wood, plastic, glass, metal, water, rock  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 I use made from?  Vocabulary – Materials, wood, plastic, glass, metal, water, rock, object, common, same, different  F R O G S | | 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?  Vocabulary - Describe, properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent.  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 different leaves?  What colours can we find outside? Does this change across the seasons?  Vocabulary - Observe, signs, record, leaves, conkers, conker husks, acorns, seeds, pine cones, blackberries.  F R O G S | | 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.  Which materials are the most flexible?  Which materials are the most absorbent?  Vocabulary -  Behave, test, record  F R O G S | | | 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.  Vocabulary – Charles Mackintosh, waterproof, raincoat, properties, fabric.  F R O G S | | 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.  We need to choose a material to make an umbrella. Which materials are waterproof?  Vocabulary - investigation, prediction, predict, watch, test, record, sensible, results, decision.  F R O G S | |
| **History** | **Changes within living memory**  LI To be able to look at changes within living memory and the ways in which we can find out about these changes.  Read ‘Peepo!’  Place on a timeline where it occurs.  Look at pictures – similarities/differences.  Vocabulary - Timeline, same, different, past, now | LI To be able to learn about changes in living memory; to identify similarities and differences between ways of life in different periods: fashion.  Look at fashions and guess who might have worn them.  What do they like and why? Are there clues we can use eg hairstyles, cars etc  Vocabulary - Fashion, trends, era, clues, like, dislike, flares, perms, colourful. | | LI To be able to learn about changes in living memory; wash day.  Look at how washing was done and how hard it could be.  Talk about the equipment they used and how it is different to now.  Children have a go at washing.  Vocabulary – wash day, dolly tub, posser, dolly peg, mangle, iron, clothes horse, wash board, soap. | | LI To learn about changes in living memory; to identify similarities and differences between ways of life in different periods.  Look at different devices and talk to the children about what they are.  Ask the children to put them in to time order. As a class talk about what we discovered and sort again as a class.  Vocabulary – evolve, chronological order, device, material names, electricity. | | LI To learn about changes in living memory; To identify similarities and differences between ways of life in different periods:schools.  Look at film clips/powerpoint about schools in the past.  Talk about equipment used. Sort in to then and now.  Vocabulary – stove, desk, bench, teacher, map, slate, slate pencil, copy books, dip pens, ink wells, cane, dunce, | | | LI To learn about changes in living memory; to identify similarities and differences between ways of life in different periods: toys and games.  Circle time our toys. Can we group them?  Look at parents toys how are they same/different?  Vocabulary – material names, same, different, features, timeline. | | LI To be able to  learn about changes to the way of life of people in living memory : music.  Listen/watch different clips of music and place on timeline.  Talk about what we like/don’t like.  Create a dance to a piece of music.  Vocabulary – dance, music, disco,timeline, Cds, LPs, Walkman, tape cassettes, rap. | |
| **Art/DT** | **Weather and J.M.W. Turner**  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.  Vocabulary - tint, tone, colour wheel, primary, secondary, mix, paint. | 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?  Vocabulary – portray, recede, temperature, drama, balance, horizontal, billowing. | | 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?  Vocabulary – portray, recede, temperature, drama, balance, horizontal, billowing, warm/cool colours. | | 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?  Vocabulary – effects, water, sea, watercolours, style. | | 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?  Vocabulary – landscape, significant, Romantic, portraying feelings expressive, influenced, critic, palette knife, textured. | | | 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.  Vocabulary – portray, temperature, drama, horizontal, billowing, warm/cool colours. | | LI To be able to paint a seascape in the style of a famous artist.  Children will use collage to create their own seascape incorporating warm and cool colours.  Vocabulary – portray, collagetemperature, drama, horizontal, billowing, warm/cool colours. | |
| **Music** | Ourselves  LI: To create and respond to vocal sounds  Musical focus – exploring sounds  Subject links - English  Vocabulary •Pitch •Dynamics  What do you notice about the pitch? What do you notice about the sound? Can you repeat? | LI: To create and respond to vocal sounds  Musical focus – exploring sounds  Subject links - English  Vocabulary •Pitch •Dynamics  What do you notice about the pitch? What do you notice about the sound? Can you repeat? | | LI: To be able to create and respond to vocal sounds •To explore how to change sounds  Musical focus – exploring sounds  Subject links – English  Vocabulary  •Pitch  •Dynamics  • Tempo  What does the word expressive mean? How could you sing it with more expression? | | LI: To be able to create vocal and body percussion sounds. To explore descriptive sounds  Musical focus – exploring sounds  Subject links – English  Vocabulary  •Pitch  •Dynamics  • Tempo  What actions can create body percussions? Can the pitch be altered using body percussion? | | Patterns  LI: To be able to mark a steady beat with your voice and using body percussion.  Musical focus – Beat Subject link – Mathematics  Vocabulary  •Beat  •Metre  Can you tap to the beat? Can you count the beats? Can you stay in time? | | | LI: To be able to explore different ways to emphasise the first beat in a repeating pattern or metre  Musical focus – Beat Subject link – Mathematics  Vocabulary  •Beat  •Metre  •Pitch - higher/lower •Dynamics - louder/quieter •Duration - longer/shorter  Can you tap to the beat? How can we show a one off strong beat? | | LI: To explore different ways to emphasise beats to form a group (metre)  Musical focus – Beat Subject link – Mathematics  Vocabulary  •Beat  •Metre  Can you tap to the beat? How can we show a one off strong beat?  Can you emphaise beats in 2’s? 3’s? 4’s? | |
| **PE** |  | Fundamentals  LI: To explore balance, stability and landing safely.  Balance  Vocab – jump, bend, skip, stable.  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  Vocab- control, jog, sprint, run, steady breathing, balls of your feet.  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  Vocab – rules, safety, listening, dodge  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  Vocab – support, encourage, balls of your feet, balance, forwards, bent knees.  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  Vocab – bend knees, jump, co-ordination  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  Vocab- space, skipping, hopping, jumping.  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? | |
| **RE** |  | **God - Christianity**  **(believing)**  To be able to recall the creation story.  The Creation story  Vocab – Christianity, God, world  Can you tell me three things which God created?  Can tell you what God did on the seventh day? | | LI: To be able to explain why Christians think the story of the Fall is important. (What does it tell you about what God is like?)  The story of ‘The Fall’  Vocab; God  What rule did God give Adam and Eve? How did they break it? What happened next?  How do you think God, Adam and Eve felt? | | LI: To understand why rules and promises are important in the Christian faith.  The Story of Abraham and Sarah  Vocab; safety, safe, promises, afraid, scared.  What promises have you made? Is it easy to keep promises? Have you ever broken a promise? What might make you feel  Afraid? What might make you feel safe? | | LI: To understand who Jesus is, and why he is important to Christians.  Who is Jesus?  Vocab: Incarnation, Incarnate, Jesus, rule-giver, loving, creator  Ask pupils to think about the most precious gift they have ever received. What was it and why was it so special? Who gave it to them? How carefully did they treat the gift? | | | LI: Question to answer throughout lesson- Why is the Easter story so important for Christians? ( To understand Jesus’ death and resurrection as a special journey that allows God to get rid of death from the world)  The Easter Story  Vocab- resurrection, disciples, death, suffering  What made your journey special? What did they have to do  to get ready for the journey? What did it feel like travelling on the journey? What about when they arrived? | | LI: To understand why Christians believe that it is one of their responsibilities to try and make the world a fairer place (by getting rid of  Suffering.)  Challenges we face at school.  Vocab: Injustice, scenarios, responsibility, suffering, fair  How do you feel? How could you make this scenario fairer? | |
| **ICT** |  | **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.  Vocab - Technology    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.  Vocab - Computer, mouse, trackpad, keyboard, screen  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.  Vocab - Computer, mouse, trackpad, double-click  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  Vocab - Computer, keyboard, mouse, typing  Can you find the letters in your name? What is ankeyboard 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  Vocab- Keyboard , Computer  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.  Vocab -Computer, safety, technology  Why do we need rules when using a computer? What are the key rules? How can we benefit from them? | |
| **RHSE** |  | **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?  Vocabulary – safe, special, calm. | | 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?  Vocabulary – belonging, special, rights, responsibilities. | | 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?  Vocabulary – rights, responsibilities, learning charter. | | 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?  Vocabulary - rights, responsibilities, learning charter, rewards, proud. | | | 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?  Vocabulary - rights, responsibilities, learning charter, consequences, upset, proud. | | 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?  Vocabulary - rights, responsibilities, learning charter, consequences, illustration, rewards. | |