



Autumn 1 Overview 2023

Cycle A KS1

Week	1	2	3	4	5	6
	11.09.23	18.09.23	25.09.23	02.10.23	09.10.23	16.10.23
Geography (Our Local Area: What's it like where we live?)	WALT: To describe the places that we go often and rarely, and what we see on the way to school. WILF: I can say where I go often. I can say where I go rarely. I can say what I see on the way to school. Resources: Pupil resource – Map of the UK Pupil resource – Viewfinder template Pupil resource – Places we go printed on A3 paper Collection of 10–15 local area images	WALT: To understand what is near to school, far away from school and to gain a sense of place. WILF: I know what is near. I know what is far. I know the furthest that I have travelled. Resources: Large art paper to make a collage Images from newspapers or holiday brochures, or images printed from the teaching slides	WALT: To use and understand a simple plan of the classroom. WILF: I can understand a plan of the classroom. I can hold the plan the right way up. I can add items to the plan. Resources: Pupil resource – NESW template Pupil resource – Mapping a school An OS map, town plan, road map or paper map, perhaps of your local area	WALT: To understand and use a local area map. WILF: I understand a map of the local area. I can use the map to get around. I can add items to the map. Resources: Pupil resource – Mapping a school Pupil resource – Alphabet Town navigating cards Pupil resource – Alphabet Town letter stations A–L Pupil resource – Viewfinder (from Week 1) A simple map of a familiar area (created before the lesson) with letter stations A–L written on. Include labels for north, east, south and west on the map as well	WALT: be able to remember a local journey and the stages in order. WILF: I can remember a journey. I can recreate a part of the journey. I can create symbols for a map. Resources: Pupil resource – Map song (also on the teaching slides) Instrumental version of the Map song (This Old Man) – link Simple map of your fieldtrip route around the green space with the ten stops labelled (see Week 4) OS Map of the school's area Online mapping website, for example Ordnance Survey maps – link , Maps.stamen.com – link , Google Maps – link , Bing Maps – link	WALT: identify the destination of our field trip and name the human and physical geographical features that we saw. WILF: I know where the nearest open space is. I am able to locate it on an aerial photo and identify it. I can name human and physical geographical features. Resources:
Science Plants and Animals Where We Live (plants and animals, including humans)	1)WALT: observe closely using simple equipment (Go outside and look closely at the different trees, teacher to take photos) 2) WALT: identify and name a variety of	1)WALT: observe changes across the four seasons. (Look at photos of deciduous and coniferous trees in all 4 seasons and discuss the changes - pupils match trees to the correct seasons)	1)WALT: identify and describe the basic structure of trees. (Discuss the parts of a tree. Pupils label the parts of a tree.)	WALT: ask a simple question and make observations to answer the question; identify and classify. (Pupils answer the question: which fruit tree do we have the most? Pupils identify the fruit	1)WALT: identify and classify a variety of common animals (Go into BOTs and look for birds. Use identification sheets to name the birds and record on a tally chart)	1) WALT: identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Discuss and explain terminology. Pupils are given pictures of common woodland animals and



	<p>deciduous and coniferous (evergreen) trees.</p> <p>(Teach meanings of deciduous and coniferous; use identification sheets to identify and name photos of trees)</p> <p>WILF: use hand lenses to observe closely; identify plants; answer questions; match leaves with those on the 'spotter' sheets</p> <p>Resources : magnifying glasses, spotter sheets</p>	<p>2)WALT: identify and name a variety of common wild and garden plants; identify and classify.</p> <p>(Pupils use an app to identify plants in the school grounds - photo evidence)</p> <p>WILF: describe the changes of a tree across the seasons; describe the differences in changes of a deciduous and coniferous tree; identify plants</p> <p>Resources: ipads with plant identification app</p>	<p>2)WALT: identify and describe the basic structure of a plant.</p> <p>(Discuss the parts of a plant. Pupils label parts of a plant.)</p> <p>WILF: observe closely; name parts of a tree; name parts of a plant</p> <p>Resources:</p>	<p>trees at the front of school and record to answer the question)</p> <p>WILF: observe closely, looking at leaf shapes and fruit/flowers; identify plants; record observations; use observations to answer questions.</p> <p>Resources: iPads with plant identify app</p>	<p>WILF: describe features of birds; identify birds; record observations using tallies</p> <p>Resources: bird food, bird feeders</p>	<p>what they eat. Pupils group into categories herbivores, carnivores and omnivores. Pupils then use identification sheets to name the animals. Complete work for books)</p> <p>2)WALT: identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>(Teach the different animal groups and their characteristics. Pupils group pictures into the animal groups and name the animals. Work in groups. Photo evidence)</p> <p>WILF: ask questions, identify animals, explain the words omnivore, herbivore and carnivore, classify animals, name different animal groups, describe the characteristics of different animal groups</p> <p>Resources:</p>
<p>Design and Technology (Structures-constructing windmills)</p>	<p>Startpoint assessment and knowledge capture</p> <p>Resources: assessment sheets and knowledge capture sheet</p>	<p>Design WALT: include individual preferences and requirements in my design</p> <p>WILF: I know what a windmill is I can describe the purpose of structures I understand the importance of clear design criteria I understand what a net is</p>	<p>Assemble WALT: make a stable structure.</p> <p>WILF: I can follow instructions to cut and assemble the supporting structure of my windmill I know that that the shape of materials can be changed to improve the strength and stiffness of structures I know that cylinders are a strong type of structure</p>	<p>Assemble WALT: assemble the components of my structure.</p> <p>WILF: I can cut and assemble my turbine correctly I understand that windmill turbines use wind to turn and make the machines inside work I know that axles are used in structures and</p>	<p>Assemble WALT: assemble the components of my structure.</p> <p>WILF: I can cut and assemble my turbine correctly I understand that windmill turbines use wind to turn and make the machines inside work I know that axles are used in structures and</p>	<p>Test and evaluate/Endpoint assessment WALT: evaluate my project and adapt my design</p> <p>WILF: I can evaluate my windmill according to the design criteria I can test whether my structure is strong and stable and reinforce it if necessary</p>



		<p>Resources: Presentation: Types of windmill (see Main event); Presentation: Design criteria (see Main event); Link: 'Teletubbies: Windmill episode' on VideoLink; Link: 'Song - Mouse who lived in a windmill in Old Amsterdam' on VideoLink; Demonstration model windmill made up; scissors</p>	<p>that are often used for windmills and lighthouses I understand what stable means and can ensure my structure has this property</p> <p>Resources: Demonstration model windmill made up from 'Lesson 1: Designing the structure'; The children's decorated structure nets and turbine templates from 'Lesson 1: Designing the structure'; The children's design criteria from 'Lesson 1: Designing the structure'; Scissors; Glue sticks; Tape (preferably masking tape); A5 stiff card for the base (one piece per pupil)</p>	<p>mechanisms to make parts turn in a circle I can attach my turbine to the axle and attach them to the structure of my windmill I can test that my turbine turns in the structure and alter the parts if it doesn't</p> <p>Resources: Presentation: Types of windmill Link: 'BBC Primary Focus Geography- Green Power- How does a windmill work' Demonstration model windmill made up from 'Lesson 1: Designing the structure' The children's constructed windmill structures from 'Lesson 2: Assembling the structure' The children's decorated turbine templates from 'Lesson 1: Designing the structure' Pipe cleaners Blu Tack, Plasticine or an eraser Scissors Glue sticks Tape (preferably masking tape) If templates not printed on card, you may need to give each pupil one piece of card on which they can mount their structures, to make sure they are stronger and stiffer.</p>	<p>mechanisms to make parts turn in a circle I can attach my turbine to the axle and attach them to the structure of my windmill I can test that my turbine turns in the structure and alter the parts if it doesn't</p> <p>Resources: Presentation: Types of windmill Link: 'BBC Primary Focus Geography- Green Power- How does a windmill work' Demonstration model windmill made up from 'Lesson 1: Designing the structure' The children's constructed windmill structures from 'Lesson 2: Assembling the structure' The children's decorated turbine templates from 'Lesson 1: Designing the structure' Pipe cleaners Blu Tack, Plasticine or an eraser Scissors Glue sticks Tape (preferably masking tape) If templates not printed on card, you may need to give each pupil one piece of card on which they can mount their structures, to make sure they are stronger and stiffer.</p>	<p>I can test whether my turbine turns in the structure and alter the parts if it doesn't I can test whether my turbine turns freely in the wind/when blown on</p> <p>Resources: Demonstration model windmill made up from Lesson 1 (see Design and Technology, Structures, Lesson 1: Designing the structure'). The children's windmills as assembled in Lesson 2 (see 'Design & Technology, Constructing a windmill, Lesson 2: Assembling the structure' The children's design criteria from Lesson 1 (see Design and Technology, Structures, Lesson 1: Designing the structure'), assessment sheets</p>
<p>Music All About me (pulse and rhythm)</p>	<p>WALT: To use my voice and hands to make music</p> <p>WILF: I can say and clap a rhythm</p>	<p>WALT: To clap and play in time to the music</p> <p>WILF: I can say and clap my name</p>	<p>WALT: To play simple rhythms on an instrument</p> <p>WILF:</p>	<p>WALT: To listen to and repeat short rhythmic patterns</p> <p>WILF:</p>	<p>WALT: To understand the difference between pulse and rhythm</p> <p>WILF: I can play the pulse</p>	



	<p>I can clap in time to the music I know what the pulse is I can sing my favourite food</p> <p>Resources: Percussion Instruments Recording of a familiar song</p>	<p>I can clap in time to the music I can sing (say) my friend's name</p> <p>Resources: Percussion instruments</p>	<p>I can play the rhythm of my own name and my friend's name I can clap in time to the music I can hold the pulse</p> <p>Resources: Percussion Instruments</p>	<p>I can hear rhythmic patterns I can play in time to the music I can create a rhythm</p> <p>Resources: Untuned instruments</p>	<p>I can play a rhythm I can create a rhythm</p> <p>Resources: Instruments Pulse and rhythm key takeaways</p>	
<p>P.S.H.E Living in the wider world: British values; money; the environment</p>	<p>Class circle time - any transition problems</p>	<p>Class circle time - any transition problems</p>	<p>WALT: learn about class rules and British Values.</p> <p>WILF: Identify British Values; Recognise good and bad classroom behaviour; Explain why it is important to have rules; Demonstrate how my class celebrates British Values through our class rules</p> <p>Resources:</p>	<p>WALT: learn about coins and notes and where money comes from.</p> <p>WILF: recall the value of notes and coins; describe where money comes from; describe how money makes me feel</p> <p>Resources:</p>	<p>WALT: learn about the environment, at home and around the world.</p> <p>WILF: Describe what is meant by the environment; Recognise that environments around the world have similarities and difference; List ways we can help care for the environment</p> <p>Resources:</p>	
<p>P.E Fundamentals</p>	<p>WALT: To explore balance, stability and landing safely</p> <p>WILF: Look ahead when you land Show hopping and jumping movements with soft bent knees</p> <p>Resources: Base stations x30 Benches x4 Hoops x12 Hurdles x10</p>	<p>WALT: To explore how the body moves differently when running at different speeds</p> <p>WILF: Keep a steady breath Move your arms faster to help you to move forward quickly Run on the balls of your feet</p> <p>Resources: Cones x6</p>	<p>WALT: To explore changing direction and dodging</p> <p>WILF: Decide which direction you are going to move into Move your feet to change direction Push off in a new direction, staying on balance</p> <p>Resources: Cones x30 Team bands x30</p>	<p>WALT: To explore jumping, hopping and skipping actions</p> <p>WILF: Land on the balls of your feet to stay balanced Move from one foot to another with soft bent knees Swing your arms to help you move forwards</p> <p>Resources: Cones x30 Hop Video Jump Video</p>	<p>WALT: To explore co-ordination and combination jumps</p> <p>WILF: Bend your knees to jump and land Count in time to the beat 1,2,3,4 Keep your body upright</p> <p>Resources: Cones x10 Foot speed ladder x4 French skipping ropes x10 Mini Hurdles French Skipping video Rainbow rhyme</p>	<p>WALT: To explore combination jumping and skipping in an individual rope</p> <p>WILF: Keep your body upright Lift the rope over your head to your feet Turn the rope from your wrists</p> <p>Resources: Base stations x30 Skipping ropes x30 Individual Skipping video</p>
<p>P.E. (PPA Staff) Dance</p>	<p>Pirate - Lesson 4 WALT: To explore speeds and actions in our pirate inspired dance</p>	<p>Pirate Lesson 5 WALT: To copy, remember and repeat</p>	<p>Pirate Lesson 6 WALT: To copy, repeat, create and perform</p>	<p>On Safari Lesson 10 WALT: To explore and copy actions in response to a theme</p>	<p>On Safari Lesson 11 WALT: To create my own actions for an animal</p>	<p>On safari Lesson 12 WALT: To explore pathways with a partner</p>



	WILF: Use clear actions Use counts to 8 to help you stay in time with the music Resources: Pirates Audio Ahoy Matey PDF The Pirate's Yo Ho Ho PDF	actions that represent the theme WILF: Use clear actions Use expression to tell a story Resources: Pirates Audio Pirates Video Pirates Prompt card PDF Pirates Yo Ho Ho PDF Warm up dreams audio	actions that represent the theme WILF: Draw the shape of the pathway as you travel Use levels to make your dance look interesting Resources: Pirates Audio Pirates Video Pirates Prompt card PDF Pirates Yo Ho Ho PDF Warm up sunrise audio	WILF: Use counts of 8 to help you stay in time with the music Resources: Buckle up Video Animal actions video On Safari audio On Safari L1 PDF Safari Animal Cards PDF	WILF: Discuss and share ideas with a partner to create your actions Use counts of 8 to help you stay in time with the music and each other Resources: Buckle up Video Animal actions video On Safari audio On Safari L2 PDF Safari Animal Cards PDF	WILF: Use counts of 8 to help you stay in time with the music and each other Resources: Hoops x12 Animal actions video On Safari audio On Safari L3 PDF Safari Animal Cards PDF
Computing (Improving mouse skills)		WALT: To log in to a computer and access a website WILF: I can recognise what we mean by a computer I understand why we need to log in to a computer I can log in and out of a computer account Resources: Home equipment sheet	WALT: To develop mouse skills WILF: I can navigate a computer using a mouse I understand what we mean by 'click' and 'drag' I can use the fill and stamp tools in Sketchpad Resources: Chromebooks Class Log in details	WALT: To use mouse skills to draw and edit shapes WILF: I can click and drag objects to change their size or position. I can use a mouse to carefully position shapes. I can move shapes in front of or behind each other Resources: Shape detective sheet Chromebooks Class Log In details	WALT: To draw a scene from a story using digital tools WILF: I can identify key parts of a story I can use drag and drop to move and resize images I can use a variety of tools to create different effects Resources: Chromebooks Class Log in details	WALT: To create a self-portrait using digital techniques WILF: I can identify different facial features I can use click and drag to create and layer shapes I can resize, move and change the order of shapes Resources: Chromebooks Class Log in details Mirrors




