



Autumn 1 Overview 2025

Cycle A Year 1

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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| | 01.09.25 (4 day week) | 08.09.25 | 15.09.25 | 22.09.25 | 29.09.29 | 06.10.25 | 13.10.25 | 20.10.25 |
| Geography (What is it like here)? | | <p>WALT: locate the school on an aerial photograph.</p> <p>WILF: I know that aerial means from above. I know that objects look different from an aerial view. I know the name of the country I live in. I know the name of the village/town/city I live in. I can identify three features of my local area on an aerial photograph. I can locate the country I live in on a map.</p> <p>Resources: Presentation: Aerial photographs. Tablets or iPads for each child (optional). Class photograph or a label with the</p> | <p>WALT: create a map of the classroom.</p> <p>WILF: I know a map is a picture of a place from above. I know that we can use a map to find out information about a place. I can represent four classroom features using objects to create a messy map. I can begin to use directional language to describe the location of features.</p> <p>Resources: Audio: Alien landing. Presentation: Retrieval pyramid. Presentation: Different maps. A plan of the classroom</p> | <p>WALT: locate key features of the playground.</p> <p>WILF: I can identify four features in the school grounds. I can use a simple map to identify these features. I can begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location.</p> <p>Resources: Quiz: Aerial views. Presentation: Playground map. Presentation: Directional language. A simple map of the school grounds.</p> | <p>WALT: draw a simple map.</p> <p>WILF: I can draw three features on a map. I can use simple shapes or symbols. I can use directional language to describe the location of features.</p> <p>Resources: Presentation: 3, 2, 1. Photographs of a teddy bear in three different locations in the school grounds.</p> | <p>WALT: investigate how we feel about our playground.</p> <p>WILF: I can explain how I feel about three areas of the playground. I can complete a questionnaire to express my opinion. I can summarise the results of a survey.</p> <p>Resources: Presentation: Range of answers. Presentation: Playground questionnaire. Presentation: Playground features.</p> | <p>WALT: create a design to improve our playground.</p> <p>WILF: I can draw a design to improve three areas of the playground. I can use the results from the survey to think of ideas for my design.</p> <p>Resources: Presentation: Which symbol? Presentation: Can we make our playground even better? Map of the playground</p> | <p>**Trip** Didsbury Walk 1:15pm departure Back to School for 2:45</p> |



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| | | class name on (see Wrapping up). String and pins to attach to the aerial photograph of Earth (see Wrapping up). Enlarged, colour aerial photograph of the local area, including the school and grounds. Enlarged, aerial photograph of Earth with the UK visible | identifying only doors and windows. A variety of maps for each table group. Objects for each table group to use to make messy maps. Felt tip pens. A camera or device to take photographs. | Clipboards Pencils | Rectangles drawn onto the playground with chalk. Coloured chalk A camera or tablet A compass. Children's maps from Lesson 3. Approximately eight teddy bears or small toys (one per group of four children). | Sticky notes. A camera or tablet. A simple map of the playground showing three features | | |
| Science Forces and Space (Seasonal Changes) | | <p>WALT: identify how the weather changes across the four seasons.</p> <p>WILF: I can name the four seasons. I can name the twelve months of the year. I can describe the expected weather patterns for each season.</p> | <p>WALT: identify events and activities that take place in different seasons.</p> <p>WILF: I can name the four seasons. I can suggest appropriate clothing to wear in different weather conditions. I can sort activities and events into the correct seasons.</p> | <p>WALT: recognise how trees change across the four seasons.</p> <p>WILF: I can name the four seasons in order. I can describe the appearance of a tree's leaves in each season. I can ask simple questions about my observations.</p> | <p>WALT: Knowledge: To recognise that daylight hours change across the four seasons.</p> <p>Working scientifically: To record data in a pictogram.</p> <p>WILF: Knowledge: I can recall which seasons have the most and fewest daylight hours.</p> <p>Working scientifically: I can gather and record data. I can complete a pictogram. I can use a pictogram to answer questions.</p> | <p>WALT: Knowledge: To observe changes across the four seasons.</p> <p>Working scientifically: To gather and record data about how seasons change over time.</p> <p>WILF: Knowledge: I can describe changes that take place in different seasons.</p> <p>Working scientifically: I understand that a thermometer measures temperature. I can record data about the</p> | <p>WALT: plan and carry out a weather report.</p> <p>WILF: I can label the capital cities of each country in the UK. I can describe seasonal weather in the UK. I can suggest ways to prepare for different weather conditions.</p> | <p>WALT: plan and carry out a weather report.</p> <p>WILF: I can label the capital cities of each country in the UK. I can describe seasonal weather in the UK. I can suggest ways to prepare for different weather condition.</p> |



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| | | Resources: Presentation: Odd one out. Presentation: Seasons. Small tree branches White card strips (approximately 30 – see Main event). A4 card (white, grey, blue and yellow). Scissors (one each). String. Masking tape. | Resources: Presentation: Seasonal activities. 1 doll, puppet or teddy bear. Suncream and sunglasses. 4 sheets of A3 paper | Resources: Presentation: How do trees change? Sticky notes. A4 white paper (one each). Brown felt tip pens/ Paint trays . Autumn Paints. | Resources: Presentation: Odd one out. Presentation: Seasonal mornings. Whiteboards and pens. Yellow colouring pencils. A3 paper | temperature in different seasons. I can compare data collected over time. | Resources: Presentation: Sun safety. Presentation: Weather report. Devices for recording video Weather report map | Resources: Presentation: Sun safety. Presentation: Weather report. Devices for recording video Weather report map |
| Art and Design (Drawing: make your mark) | | WALT: assess our existing knowledge of drawing. | WALT: know how to create different types of lines. | WALT: explore line and mark making to draw water. | WALT: to draw different media. | WALT: to develop an understanding of mark-making. | WALT: apply an understanding of drawing materials and mark making to draw from observation. | |
| | | WILF is for you to: Complete a quiz to assess your current | WILF is for you to: -describe the lines in the work of an | WILF: is for you to: -use drawing materials to make | WILF is for you to: -draw around a variety of shapes. | WILF is for you to: -experiment with different marks and | WILF is for you to: -look carefully at an object to identify | |



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| | | knowledge and understanding of Art. | <p>artist and in my own work.</p> <ul style="list-style-type: none"> -understand that there are different types of lines and can experiment with different resources to create them. -hold a pencil and chalk in different ways to -experiment with the line I create and work in the style of a modern artist | <p>different lines and marks reflecting what I can hear in music.</p> <ul style="list-style-type: none"> -know there are many different ways of drawing lines, that they feel different to make, and that they look different. -add plants and creatures to bring art to life. -evaluate my art and the work of others using the language I have learnt. | <ul style="list-style-type: none"> -know that my shapes can overlap. -experiment with a variety of different media in this piece. -say which medium I prefer and why. | <p>use marks to show texture.</p> <ul style="list-style-type: none"> - understand the importance of looking carefully and closely when I am drawing. -use one type of drawing tool in lots of different ways. | <p>shapes, lines and textures.</p> <ul style="list-style-type: none"> -control a pen/pencil to create different types of lines. -use a range of drawing tools to create different marks. -layer different materials to experiment creating effects. | |
| <p>Music Keeping the Pulse (My Favourite Things)</p> | | | <p>WALT: demonstrate an understanding of pulse using parts of the body.</p> <p>WILF: I can sway to the pulse. I can tap a pulse. I can clap a sound pattern.</p> <p>Resources:</p> | <p>WALT: keep a pulse and show a sound pattern using bodies and voices</p> <p>WILF: I can keep the pulse with my body. I can sing a sound pattern while keeping a steady pulse. I keep the pulse without using my voice.</p> <p>Resources:</p> | <p>WALT: explore using a thinking voice to show the pulse.</p> <p>WILF: I can point to the pulse while speaking a sound pattern. I can show I am using my thinking voice by not speaking while keeping the pulse.</p> <p>Resources:</p> | <p>WALT: play short rhythms in time with the pulse.</p> <p>WILF: I can read and interpret simple sound patterns. I can use a percussion instrument to play simple sound patterns. I can keep the pulse while playing a sound pattern.</p> <p>Resources: Untuned instruments</p> | <p>WALT:demonstrate an understanding of pulse through performance.</p> <p>WILF: I can use my body to show the pulse. I can use my thinking voice to keep the pulse. I can use an instrument to play a pattern.</p> <p>Resources: Untuned Instrumens</p> | Performance |
| <p>P.S.H.E Living in the wider world: British</p> | Circle time | WALT: learn about class rules and British Values. | WALT: learn about coins and notes and where money comes from. | WALT: learn about the environment, at home and around the world. | WALT: learn about the people in my life that care for me and love me. | WALT: learn about the similarities and differences between | WALT: learn about the similarities between boys and girls. | Circle time |



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| values; money; the environment R.S.E | | <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>WILF: Recall the value of notes and coins; describe where money comes from; describe how money makes me feel</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>WILF: Identify the important relationships in my life and those that provide love. Describe a family and understand that all families are special and different. Recognise the different ways our that people care for us and how we can care for them in return.</p> | <p>themselves and other people.</p> <p>WILF: Identify similarities and differences in people Recognise that we are all equal and that it is acceptable to be different Respect and value difference</p> | <p>WILF: Describe similarities and differences between ourselves and others. Name the main parts of the body. Name body parts including male and female genitalia</p> | |
| PE indoor (Gymnastics) | | <p>WALT: explore travelling movements.</p> <p>WILF: Use different body parts to travel on. Use high and low levels to travel.</p> <p>Resources: 12 cones</p> | <p>WALT: develop quality when performing and linking shapes.</p> <p>WILF: Squeeze your muscles to make them feel hard and tense when in a shape.</p> <p>Resources: 15 mats, basic shapes pdf</p> | <p>WALT: develop stability and control when performing balances.</p> <p>WILF: Be as still as a statue in your balance.; hold your balances for 5 seconds; squeeze your muscles so that they feel hard.</p> <p>Resources: Beanbags x 30 , Cones - blue x 3 , Cones - yellow x 2 , Mats x 15</p> | <p>WALT: develop technique and control when performing shape jumps.</p> <p>WILF: Bend your knees when landing; keep looking straight ahead when landing.</p> <p>Resources: Beanbags x 16 , Cones x 12 , Hoops x 8 , Hurdles x 6 , Basic Shapes (PDF) , Star Jump (Video) , Straight Jump (Video)</p> | <p>WALT: develop technique in the barrel, straight and forward roll.</p> <p>WILF: Keep in the same shape throughout the roll.</p> <p>Resources: Beanbags x 4 , Hoops x 3 , Mats x 15 , Relay batons , Barrel Roll (Video) , Forward Roll (Video) , Rolls(PDF) , Straight Roll (Video) , Foam wedge</p> | <p>WALT: link gymnastic actions to create a sequence.</p> <p>WILF: Use a starting and finishing position; use rolls, jumps, balances and travelling movements in your sequence.</p> <p>Resources: Apparatus Set Ups KS1 (PDF) , Basic Shapes (PDF) , Ways to Travel (PDF) , Agility table , Agilitytrestle , Benches , Hoops , Mats</p> | |



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| PE outdoor (Fundamentals) | | <p>WALT: To explore balance, stability and landing safely.</p> <p>WILF: •Look ahead when you land. •Show hoping and jumping movements with soft bent knees.</p> <p>Resources: base stations, benches, hoops, hurdles.</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</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, bands</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, videos</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, footspeed ladder, french skipping ropes, hurdles, video, rhyme sheet.</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, skipping ropes, video.</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, skipping ropes, video.</p> |
| Computing (Improving mouse skills) | | | <p>WALT: To log in to a computer and access a website</p> <p>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</p> | <p>WALT: To develop mouse skills</p> <p>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</p> | <p>WALT: To use mouse skills to draw and edit shapes</p> <p>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</p> | <p>WALT: To draw a scene from a story using digital tools</p> <p>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</p> | <p>WALT: To create a self-portrait using digital techniques</p> <p>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.</p> | <p>WALT: Continue to create a self-portrait using digital techniques</p> <p>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.</p> |



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| | | | Resources: Home equipment sheet | Resources: Chromebooks Class Log in details | Resources: Shape detective sheet Chromebooks Class Log In details | Resources: Chromebooks Class Log in details | Resources: Chromebooks Class Log in details Mirrors | Resources: Chromebooks Class Log in details Mirrors |
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