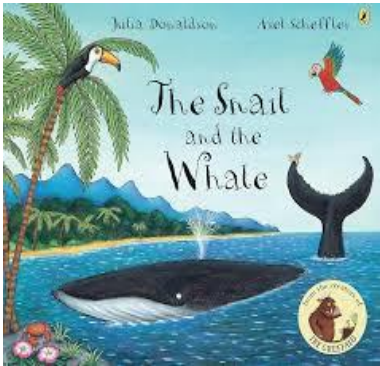



## Year 1 – Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p><b>Stories in familiar settings</b>  <b>Knuffle Bunny</b> by Mo Willems.            Children relate the story to their own experience and then think about the main characters in their family story. They sequence the story and retell it, and produce their own drawn/oral version.</p> <p><b>Grammar focus:</b>            Write, leaving spaces between words.</p>	<p><b>Stories in familiar settings</b>            Knuffle Bunny and the idea of losing a favourite toy provides the stimulus for children’s extended writing – the produce a similar story using writing frames and a story map.</p> <p><b>Grammar focus:</b>            Use capital letters for the names of people, places, days of the week, etc.</p>	<p><b>Labels, lists and signs</b>  <b>Not a stick</b> by Antoinette Portis. Use book to stimulate imaginations. At the end of the unit children write descriptive labels about a variety of sticks. They also label pictures and write lists of the uses of the stick.</p> <p><b>Grammar focus:</b>            Write, leaving spaces between words.</p>	<p><b>Labels, lists and signs</b>            Children read sentences, then sort jumbled words to create sentences. They read signs and then discuss bossy language, creating suitable signs to accompany ordinary objects and how to use them.</p> <p><b>Grammar focus:</b>            Use capital letters for the names of people, places, days of the week, etc.</p>	<p><b>Songs and repetitive poems</b>            Children explore and discuss poems about squishy, squelchy worms and identify key features.</p> <p><b>Grammar focus:</b>            Write, leaving spaces between words.</p>	<p><b>Songs and repetitive poems</b>            Children write their own worm poems and then craft their list poems about the things they love and hate.</p> <p><b>Grammar focus:</b>            Use capital letters for the names of people, places, days of the week, etc.</p>
<b>Maths</b>	<p><b>Place Value within 10</b>            Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. Sorting enables children to consider what is the same about all the objects in one set and</p>	<p><b>Place Value within 10</b>            Children count on from any number while staying within 10. For example, they may be given a starting number of 4 and asked to continue “5, 6, 7, 8, 9, 10”. Ten frames and number tracks are useful</p>	<p><b>Place Value within 10</b>            Children compare numbers of objects. Ensure that children have clear understanding of new vocabulary such as “fewer”, “more” and “same”. They practise using the words in a variety of contexts in the same way that they need to practise working with</p>	<p><b>Place Value within 10</b>            Children build on their learning from earlier in the block to compare pairs of numbers within 10. Children also use their knowledge of representing numbers using objects to help them identify which of a pair of numbers is</p>	<p><b>Place Value within 10</b>            Children are introduced to a number line for the first time. Children recap counting from zero to 10 forwards when labelling a number line and can also practise counting backwards if they read from right to left.</p>	<p><b>Addition and Subtraction within 10</b>            Children begin to think about parts and wholes and are introduced to the part-whole model and addition symbol (+). Children then build on their learning of writing number sentences to addition facts.</p>

	how they differ from the objects in other sets.	tools to support children with this concept.	numbers in a variety of contexts	greater or less than the other.		
<b>Science</b>	<p align="center"><b>Are all leaves the same?</b></p> <p>Children explore the differences between leaves by closely observing and describing them. They develop their observational and descriptive skills by describing a leaf for a partner to draw, learning that while all trees have leaves, their structures vary widely.</p> <p align="center"><b>Do pine cones know it's raining?</b></p> <p>Children investigate how pine cones respond to different weather conditions by observing changes over time. They learn that pine cones close in wet weather and open in dry conditions to help disperse seeds.</p>		<p align="center"><b>How do leaves change?</b></p> <p>Children investigate how leaves change over time by collecting and observing them at different stages of decomposition. They learn that leaves from deciduous and evergreen trees go through a natural cycle of growth, maturity, death, and decomposition, with changes occurring seasonally or as part of a tree's renewal process.</p>		<p align="center"><b>What's in a bud?</b></p> <p>Children investigate the structure of buds by carefully dissecting them to examine the layers and contents of buds. They learn that buds contain undeveloped shoots, leaves, or flowers and predict how buds on twigs kept in water will develop over time.</p>	
<b>Guided Reading</b>	<p align="center"><b>THE SNAIL AND THE WHALE</b></p> 			<p align="center"><b>Where the Wild Things Are</b></p>  <p align="center">STORY AND PICTURES BY MAURICE SENDAK</p>		

	<p><i>The Snail and the Whale</i> supports children in exploring themes of adventure, friendship, and problem-solving through its engaging rhyming narrative and expressive illustrations. The story follows a tiny sea snail who dreams of seeing the world and embarks on an incredible journey by hitching a ride on a humpback whale. As they travel across vast oceans, they encounter breathtaking sights, until the whale finds itself stranded, and the snail must use her ingenuity to help her friend. This teaching sequence encourages children to interpret and respond to the text, discuss settings, characters, and events, and develop their vocabulary. Through sequencing events and writing short recounts, children build confidence in storytelling, using the book as a model to craft their own narratives about adventure and friendship.</p>	<p><i>Where the Wild Things Are</i> takes children on an imaginative journey, exploring themes of adventure, emotion, and self-discovery. This teaching sequence encourages children to develop empathy for characters, make connections to their own experiences, and engage in creative responses through role-play and artwork. Through discussion, they explore the power of imagination and the emotions within the story, using these ideas to compose poetry, write in role, and create their own narratives. The book provides an excellent model for developing descriptive language, understanding fantasy settings, and working on characterisation, helping children to craft their own imaginative stories.</p>
<b>Topic</b>	<b>SCHOOL DAYS</b>	
	<p>In the School Days project, children will have the opportunity to take part in a traditional Victorian class and will learn about the differences between schooling in the Victorian era and schooling today.</p>	<p>They will learn about objects found in a Victorian classroom and how they were used and compare with their own school experience at Harmony Primary School.</p>
<b>Art &amp; DT</b>	<b>STREET VIEW</b>	
<b>PSHE</b>	<b>WHAT IS THE SAME AND DIFFERENT ABOUT US?</b>	
	<p>Children explore artwork depicting streets and buildings, focusing on the vibrant, playful style of American pop artist James Rizzi.</p>	<p>They experiment with bold colours, patterns, and exaggerated shapes to capture the energy of urban landscapes.</p>
	<p>Using Rizzi's work as inspiration children bring their own street scene to life.</p>	

	<p>In this unit, children explore their likes and dislikes, as well as the things they are good at. They learn what makes them special and understand that everyone has different strengths.</p>	<p>Children discover how their personal features and qualities make them unique. They also explore similarities and differences with others and recognize what they have in common.</p>	<p>Children learn the correct names for different body parts. They also develop an understanding of personal privacy and the importance of respecting boundaries.</p>
<p><b>PE</b></p>	<p><b>ATHLETICS</b></p>		
	<p>In Year 1 PE, children learn to run at different speeds, recognising the differences between walking, jogging, and sprinting as they move along a variety of pathways, such as curved and straight. They begin to develop the correct technique for jumping as high and as far as possible, exploring different types of jumps and landings while focusing on landing safely. They also create simple jump sequences to share with a partner or group, responding to feedback to improve their movements.</p>		