



Autumn 1 Overview 2025-2026

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 class name on (see Wrapping up). String and pins to attach to the aerial photograph of Earth (see Wrapping up).</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 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.</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. Clipboards Pencils.</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. 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).</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. Sticky notes. A camera or tablet. A simple map of the playground showing three 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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| | | Enlarged, colour aerial photograph of the local area, including the school and grounds. Enlarged, aerial photograph of Earth with the UK visible. | A camera or device to take photographs. | | | | | |
| 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>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.</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>Resources: Presentation: Seasonal activities. 1 doll, puppet or teddy bear. Suncream and sunglasses. 4 sheets of A3 paper.</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>Resources: Presentation: How do trees change? Sticky notes. A4 white paper (one each). Brown felt tip pens/ Paint trays . Autumn Paints.</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>Resources: Presentation: Odd one out. Presentation: Seasonal mornings. Whiteboards and pens. Yellow colouring pencils. A3 paper</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 temperature in different seasons. I can compare data collected over time.</p> <p>Resources: Presentation: Missing words. Whiteboards and pens. Various thermometers to hand out to the children (e.g. digital, traditional glass, forehead strips.</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>Resources: Presentation: Sun safety. Presentation: Weather report. Devices for recording video Weather report map.</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>Resources: Presentation: Sun safety. Presentation: Weather report. Devices for recording video Weather report map.</p> |



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| | | | | | | 3 transparent containers of water of different temperatures (iced water, room-temperature water and hot tap water). 4 thermometers (to measure the outside temperature and the temperature of the containers of water). Colouring pencils. | | |
| Art and Design (Drawing: make your mark) | | <p>WALT: Assess our existing knowledge of drawing.</p> <p>WILF: Complete a quiz to assess your current knowledge and understanding of Art.</p> <p>Resources: Assessment</p> | <p>WALT: Know how to create different types of lines.</p> <p>WILF: I can describe the lines in the work of an artist and in my own work. I can understand that there are different types of lines and can experiment with different resources to create them. I can 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> <p>Resources: Presentation: Exploring Line. Chalk. Black Sugar Paper.</p> | <p>WALT: Explore line and mark making to draw water.</p> <p>WILF: I can use drawing materials to make different lines and marks reflecting what I can hear in music. I know there are many different ways of drawing lines, that they feel different to make, and that they look different. I can add plants and creatures to bring art to life. I can evaluate my art and the work of others using the language I have learnt.</p> <p>Resources: Presentation: Can you name the lines? A roll of white paper or lining paper. A range of materials: HB pencils and softer pencils (2B or 3B), coloured pencils,</p> | <p>WALT: Draw different media.</p> <p>WILF: I can draw around a variety of shapes. I know that my shapes can overlap. I can experiment with a variety of different media in this piece. I can say which medium I prefer and why.</p> <p>Resources: 2D shapes to draw around. A variety of drawing media, e.g. pencils; crayons; felt pens; biros; pastels; charcoal.</p> | <p>WALT: Develop an understanding of mark-making.</p> <p>WILF: I can experiment with different marks and use marks to show texture. I can understand the importance of looking carefully and closely when I am drawing. I can use one type of drawing tool in lots of different ways.</p> <p>Resources: Presentation: Mark Making. Objects for the children to draw, for example, a soft toy, fruit, shells or feathers. Black drawing or handwriting pens for each child.</p> | <p>WALT: Apply an understanding of drawing materials and mark making to draw from observation.</p> <p>WILF: I can look carefully at an object to identify shapes, lines and textures. I can control a pen/pencil to create different types of lines. I can use a range of drawing tools to create different marks. I can layer different materials to experiment creating effects.</p> <p>Resources: Presentation: Guess the mark! Drawing pens or pencils. Whiteboard and pens (optional, see Recap and recall). Cardboard cut into 20cm squares with a hole through the</p> | |



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| | | | | chalks, pastels, oil pastels. Music on the theme of water. | | | middle (one per pupil). Sketchbooks or A4 paper or large paper or alternative drawing surface. Your chosen drawing objects. A still-life arrangement set up in the classroom. Various drawing media: charcoal, chalk, oil pastels, erasers. | |
| Music Keeping the Pulse (My Favourite Things) | | | WALT: Demonstrate an understanding of pulse using parts of the body. WILF: I can sway to the pulse. I can tap a pulse. I can clap a sound pattern. Resources: Audio: Name game backing track. Audio: Name game example track. Audio: Pulse keeping 1. Audio: Pulse keeping 2. | WALT: Keep a pulse and show a sound pattern using bodies and voices. 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. Resources: Audio: Name game backing track. Audio: Pulse keeping 1. Audio: Pulse keeping 2. | WALT: Explore using a thinking voice to show the pulse. 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. Resources: Presentation: Heart Map. Audio: Pulse keeping 1. Audio: Pulse keeping 2. | WALT: Play short rhythms in time with the pulse. 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. Resources: Presentation: Rhythms. Audio: Pulse keeping 1. Audio: Pulse keeping 2. Untuned instruments. | WALT: Demonstrate an understanding of pulse through performance. 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. Resources: Presentation: Pulse and Sound. Audio: Pulse keeping 1. Audio: Pulse keeping 2. Untuned instruments | Performance |
| P.S.H.E Living in the wider world: British values; money; the environment R.S.E | Circle time | WALT: Learn about class rules and British Values. WILF: Identify British Values; Recognise good and bad classroom behaviour; Explain why it is important to have rules; | WALT: Learn about coins and notes and where money comes from. WILF: Recall the value of notes and coins; describe where money comes from; | WALT: Learn about the environment, at home and around the world. WILF: Describe what is meant by the environment; Recognise that environments around | WALT: Learn about the people in my life that care for me and love me. WILF: Identify the important relationships in my life and those that provide love. | WALT: Learn about the similarities and differences between themselves and other people. WILF: Identify similarities and differences in people | WALT: Learn about the similarities between boys and girls. WILF: Describe similarities and differences between ourselves and others. | Circle time |



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| | | Demonstrate how my class celebrates British Values through our class rules. | describe how money makes me feel | the world have similarities and difference; List ways we can help care for the environment | Describe a family and understand that all families are special and different. Recognise the different ways that people care for us and how we can care for them in return. | Recognise that we are all equal and that it is acceptable to be different. Respect and value difference | Name the main parts of the body. Name body parts including male and female genitalia. | |
| PE indoor (Gymnastics) | | WALT: Explore travelling movements. WILF: Use different body parts to travel on. Use high and low levels to travel. Resources: 12 cones | WALT: Develop and combine travelling movements. WILF: Use different body parts to travel on. Use high and low levels to travel. Resources: Mats. Hoops. | WALT: Develop quality when performing links and shapes. WILF: Squeeze your muscles to make them feel hard and tense when in a shape. Resources: Basic Shapes Signs. Mats. | WALT: Develop quality when linking shapes. WILF: Squeeze your muscles to make them feel hard and tense when in a shape. Resources: Basic Shapes Signs. Mats. Benches. Beam. | WALT: Develop stability and control when performing balances. WILF: Be as still as a statue in your balance. Hold your balance for 5 seconds. Squeeze your muscles so they feel hard. Resources: Basic Shapes Signs. Mats. Benches. Beam. | WALT: Link gymnastic actions to create a sequence. WILF: Use a starting and finishing position. Use jumps, balances and travelling movements in your sequence. Resources: Basic Shapes Signs. Mats. Benches. Beam. Agility table. | WALT: Link gymnastic actions to create a sequence. WILF: Use a starting and finishing position. Use jumps, balances and travelling movements in your sequence. Resources: Basic Shapes Signs. Mats. Benches. Beam. Agility table. |
| PE outdoor (Fundamentals) | | WALT: Explore balance, stability and landing safely. WILF: Look ahead when you land. Show hoping and jumping movements with soft bent knees. Resources: Base stations. Benches. Hoops. Hurdles. | WALT: Explore how the body moves differently when running at different speeds. WILF: Keep a steady breath. Move your arms faster to help you to move forward quickly. Run on the balls of your feet. Resources: Cones | WALT: Explore changing direction and dodging. 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. Resources: Cones. Bands. | WALT: Explore jumping, hopping and skipping actions. 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. Resources: Cones. Hop/ Jump videos. | WALT: Explore co-ordination and combination jumps. WILF: Bend your knees to jump and land. Count in time to the beat 1,2,3,4. Keep your body upright. Resources: Cones. Footspeed ladder. French skipping ropes. Hurdles. Rhyme sheet. | WALT: Explore combination jumping and skipping in an individual rope. WILF: Keep your body upright. Lift the rope over your head to your feet. Turn the rope from your wrists. Resources: Base stations. Skipping ropes. Skipping video. | WALT: Explore combination jumping and skipping in an individual rope. WILF: Keep your body upright. Lift the rope over your head to your feet. Turn the rope from your wrists. Resources: Base stations. Skipping ropes. Skipping video. |



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| Computing (Improving mouse skills) | | | WALT: 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: Chromebooks. Class Log in details. | WALT: 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: 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: 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: 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. | WALT: Continue 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. |
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