Autumn 2 Overview 2025-2026

Year 1

Week	1	2	3	4	5	6	7
	03.11.25	10.11.25	17.11.25	24.11.25	01.12.25	08.12.25	15.12.25
History **How am I making History?**	**WALT:** Develop an understanding of personal chronology. **WILF:** I can order three photographs on a simple timeline. I can use vocabulary such as past, present and memory. I can discuss similarities and differences. **Resources:** Presentation: Daily routine. Two photographs of each child (as a baby, on their first day of school, or any other life events such as getting a new pet).	**WALT:** Explore how we remember events. **WILF:** I can talk about three memories. I can place one memory on a timeline. I can explain why memories such as an event or occasion are special. **Resources:** Presentation: Memory boxes. An example memory box with photographs and memories. Photographs of each child.	**WALT:** Explore how we remember events. **WILF:** I can recall four events celebrated throughout the year. I know three ways in which I celebrate my birthday. I can begin to recognise similarities and differences between how people celebrate events. **Resources:** Presentation: How are special events remembered? Presentation: Months of the year. Presentation: How do you celebrate your birthday? A piece of card for each child with their birth date written on it.	**WALT:** Find out what childhood was like for our parents and grandparents. **WILF:** I can ask questions about the past. I can compare the past to today. **Resources:** Presentation: Childhood in the past	**Trip** Portland Basin Museum 9:15am departure - returning at 2:15pm	**WALT:** Compare childhood now with childhood in the past. **WILF:** I can think of one similarity between childhood now and childhood in the past. I can think of one difference between childhood now and childhood in the past. **Resources:** Presentation: Similarities and differences. Link: Kapow Primary Timeline	**WALT:** Identify that some things change and some things stay the same. **WILF:** **I** can use relevant vocabulary to describe what I have found out. I can think of three ideas about myself to add to the time capsule. I can discuss possible changes in the future. **Resources:** Presentation: Time capsules. A container, such as a large jar or bottle, suitable as a time capsule for storing items. Items for a time capsule, for example, coins, newspapers, school photographs, etc.
Science **Materials: Everyday Materials**	**WALT:** **Knowledge** To identify everyday materials. **Working scientifically** To sort objects into groups based on the materials they are made from. **WILF:**	**WALT:** Recognise the difference between objects and materials. **WILF:** I can name objects. I can identify the material an object is made from. I can explain the	**WALT:** Describe the properties of materials. **WILF:** I can recall that property refers to how a material can be described. I can describe the properties of everyday materials.	**WALT:** **Knowledge:** To group materials based on their properties (absorbency). **Working scientifically** To make observations and record data. **WILF:** **Knowledge**	**WALT:** **Knowledge** To group materials based on their properties (waterproofness). **Working scientifically** To plan a test and suggest what might happen. **WILF:** **Knowledge**	**WALT:** **Knowledge** Group materials based on their properties (toughness). **Working scientifically** To answer questions based on results. **WILF:**	

	Knowledge I can name everyday materials. I can identify the materials different objects are made from. **Working scientifically** I can sort objects into groups. **Resources:** Presentation: Messy bedroom. Presentation: Everyday materials. Materials box containing 30 everyday objects made from various materials. 5 PE hoops.	difference between objects and materials. **Resources:** Presentation: Odd one out. Presentation: Trampoline. Materials box containing 30 everyday objects made from various materials.	I can recognise that objects are made from materials which suit their purpose. **Resources:** Presentation: Properties of materials. Presentation: Mixed up materials. 1 tea towel. Materials box containing 30 everyday objects made from various materials. A selection of textured materials for task two	I can name the properties of materials. I can sort materials into groups based on their properties. **Working scientifically** I can describe and record what I notice. **Resources:** Materials box containing 30 everyday objects made from various materials Equipment for the absorbency experiment (per group of six): 1 shallow tray; 1 teaspoon, 5 ml measuring spoon or 5 ml syringe; 6 pre-cut material squares. Access to water.	I can suggest ways to test the properties of materials. I can make a prediction. **Working scientifically** I can recognise when my prediction does not match the results. **Resources:** Equipment for the practical activity (per group of six): 6 plastic cups or yoghurt pots; 6 elastic bands; 6 pre-cut material squares. 1 teaspoon, 5 ml measuring spoon or 5 ml syringe.	**Knowledge** I can describe how materials respond to pulling and tearing. **Working scientifically** I can use my observations to answer questions. I can recognise if a test is fair. **Resources:** Presentation: Odd one out. Sticky tack. 6 different materials for testing toughness. 2 PE hoops. Materials box containing 30 everyday objects made from various materials.	
Design and Technology (Structures- constructing windmills)	**WALT:** Assess our existing knowledge of Windmill Structures. **WILF:** Complete a quiz to assess your current knowledge and understanding of DT Windmill Structures. **Resources:** Assessment	**Design** **WALT:** Create a stable Structure. **WILF:** I can find the centre of an object. I can puncture a hole. I can add weight to a structure. **Resources:** Presentation: Types of windmill. Presentation: A stable structure. Design criteria checklist. Example of a completed windmill. Paper cups . Modelling dough/ Bluetack.	**Assemble** **WALT:** To use tools and equipment accurately to make part of a structure. **WILF:** I can hold scissors correctly. I can begin to estimate equal distances. I can cut carefully. I can fold to make the shape of a structure. **Resources:** Presentation: Wind power. Presentation: Cutting carefully. Example of a completed windmill. Scissors (one each). Paper cups.	**Assemble** **WALT:** To join parts of a structure. **WILF:** I can widen a hole. I can join parts together. I can attach a supporting structure. I can test a structure. **Resources:** Presentation: Windmill history. Presentation: Attaching the sails. Design criteria Checklist. Example of a completed windmill. Bendy straws. Modelling clay/ bluetack. The children's bases. The children's sails.	**Test and evaluate/Endpoint assessment** **WALT:** To evaluate a structure. **WILF:** I can test my windmill. I can make my design better. I can decorate my windmill for the user. **Resources:** Presentation: Windmill evaluation. An outside space. Coloured pens or pencils. The children's windmills. Design criteria checklist.		

Music **Traditional Music (UK) (& Non-traditional nativity music)**	**WALT:** Learn the rhythm and lyrics to a range of traditional and non-traditional nativity based music. **WILF:** Perform our nativity play for the school and parent community. Resources: Music and lyrics	**WALT:** Learn the rhythm and lyrics to a range of traditional and non-traditional nativity based music. **WILF:** Perform our nativity play for the school and parent community. Resources: Music and lyrics	**WALT:** Learn the rhythm and lyrics to a range of traditional and non-traditional nativity based music. **WILF:** Perform our nativity play for the school and parent community. Resources: Music and lyrics	**WALT:** Learn the rhythm and lyrics to a range of traditional and non-traditional nativity based music. **WILF:** Perform our nativity play for the school and parent community. Resources: Music and lyrics	**WALT:** Learn the rhythm and lyrics to a range of traditional and non-traditional nativity based music. **WILF:** Perform our nativity play for the school and parent community. Resources: Music and lyrics	**WALT:** Learn the rhythm and lyrics to a range of traditional and non-traditional nativity based music. **WILF:** Perform our nativity play for the school and parent community. Resources: Music and lyrics	Perform our naivety play for the school and parent community.
RE **Who is a Christian and what do they believe?**	**WALT:** Who is a Christian and what do they believe? **WILF:** Describe what they think about what Christians believe and think is important. Consider questions such as what Christians might believe and think is important; talk about some simple ideas about Christian beliefs about God and Jesus. **Resources:** Christian artefacts such as a children's bible, a cross or crucifix, a picture of a church, a nativity tableau, a picture of a priest or vicar, a picture of some Christians (make sure they are young, old and of various nationalities), a picture of a font, a picture of a person praying.	**WALT:** What do Christians believe about God? **WILF:** Talk about their own ideas about God; talk about some ways that Christians describe God and Jesus; talk about why God is important for Christian people; talk about some simple ideas about Christian beliefs about God and Jesus. **Resources:** Christian artefacts such as a children's bible, a cross or crucifix, a picture of a church, a nativity tableau, a picture of a priest or vicar, a picture of some Christians (make sure they are young, old and of various nationalities), a picture of a font, a picture of a person praying.	**WALT:** What does the Bible teach us about God? **WILF:** Listen to the story of Jonah. Act out part of the story. Suggest ideas about what the story of Jonah teaches Christians. **Resources:** The Story of Jonah. A range of different bibles.	**WALT:** Why is Jesus important to Christians? **WILF:** Understand that Jesus used parables as a way of teaching Christians about God, his love and forgiveness. Make links between 'The Lost Sheep' parable and what the parable teaches Christians. **Resources:** Ten pictures of different heroes; Good Samaritan story, Nick Butterworth and Mick Inkpen's the lost sheep story, paintings or stained glass images of the story.	**WALT:** What do the miracles of Jesus teach us about what is important to Christians? **WILF:** Talk about some simple ideas about Christian beliefs about God and Jesus; talk about issues of good and bad, right and wrong arising from the stories. **Resources:** Jesus and the ten Lepers story, feeding of the five thousand story.		

PE outdoor Forest Crew							
Computing Algorithms unplugged	**WALT:** Understand what an algorithm is. **WILF:** I can explain that an algorithm is a set of instructions. I know that these instructions sometimes need to be carried out in order. I know there can be more than one way to solve a problem. **Resources:** Presentation: What is an algorithm? Dressing up clothes and accessories, for example, scarves and hats. Whiteboards and pens. The doll and clothes pre-cut for the Activity: Doll and clothes for pupils needing extra support.	**WALT:** Follow instructions precisely to carry out an action. **WILF:** I can explain why an algorithm must be clear and precise. I can explain the problems a robot can have following our instructions. **Resources:** Presentation: Algorithm pictures. Program your teacher to make a jam sandwich Video Link. BBC Bitesize KS1 - What are computer bugs?	**WALT:** Understand that computers and devices around us use inputs and outputs. **WILF:** I can identify some input devices. I can identify some output devices. I can identify some devices that are both input and output devices. **Resources:** Presentation: Virtual assistants. BBC bitesize KS2 - What are input and output devices? Input and Output cards.	**WALT:** Understand and be able to explain what decomposition is. **WILF:** I can explain what decomposition is. I understand how decomposition allows you to solve a problem more easily. I can explain how we use decomposition in our everyday lives. **Resources:** Presentation: Step by step. BBC Bitesize Second level - What is decomposition? Blank comic strips. Colouring pencils.	**WALT:** Know how to debug an algorithm. **WILF:** I can spot bugs in algorithms. I can fix the error (debug it) and explain the problem it caused. **Resources:** Presentation: Debugging directions. BBC Bitesize Second Level - What is debugging? Algorithm bug cartoons.	**WALT:** Know how to debug an algorithm. **WILF:** I can spot bugs in algorithms. I can fix the error (debug it) and explain the problem it caused. **Resources:** Presentation: Debugging directions. BBC Bitesize Second Level - What is debugging? Algorithm bug cartoons.	