



Livingstone Road
Primary Federation

Together We Can
Learn Laugh Dream Grow

Autumn 1 Overview Year 1

2023/24

Paddington's Journey

	Week 1 04/09	Week 2 11/09	Week 3 18/09	Week 4 25/09	Week 5 02/10	Week 6 09/10	Week 7 16/10
Reading	Reading A Bear called Paddington By Michael Bond	Reading A Bear called Paddington By Michael Bond	Reading A Bear called Paddington By Michael Bond	Reading A Bear called Paddington By Michael Bond	Reading Paddington's London Treasury By Michael Bond	Reading Paddington's London Treasury By Michael Bond	Reading Paddington's London Treasury By Michael Bond
Writing	Assessments CVC writing frames	A Bear called Paddington To write a simple sentence.	A Bear called Paddington To write a simple sentence.	A Bear called Paddington To write a simple sentence.	A Bear called Paddington To write a simple sentences using a descriptive word.	A Bear called Paddington To write simple sentences - retelling the story (T4W) GD- capital letters and full stops	A Bear called Paddington To write simple sentences- retelling the story (T4W) GD- capital letters and full stops
Maths	Assessments- ordering, counting, writing Geometry, positional language including ordinal numbers	Numbers to 10, finding patterns Sorting and counting objects	Representing an amount Recognising numbers as words	One more and one less with numbers to 10.	Greater than and less than with numbers to 10		Using a number line to find more than and less than
Science	Team and ethos building activities	Animals including humans To identify and name parts of the human body.	Animals including humans To label parts of the human body.	Animals including humans To learn about the different senses.	Animals including humans To identify parts of the body linked to each sense.	Animals including humans To use our knowledge of sense to sort objects and items.	

Humanities	Team and ethos building activities	Changes in living memory To discuss physical differences between then and now	Changes in living memory To know the activities we can do now that we couldn't before.	Changes in living memory To know how to place events in chronological order.	Changes in living memory To place objects in chronological order	Changes in living memory To know how I have grown and changed from a baby.	Changes in living memory To know how I have grown and changed from a baby.
RE		Judaism- Key beliefs To know that Jewish people believe in God.	Judaism- Key beliefs To know the key beliefs of the Jewish faith.	Judaism- Key beliefs To know that the Jewish Holy book is called the Torah.	Judaism- Key beliefs To know the Ten commandments	Judaism- Key beliefs To know how Jewish people show respect to the Torah.	Judaism- Key beliefs To know the key beliefs of the Jewish faith.
Art/ DT		Cook I know how to grow vegetables from seed.	Cook I know where food comes from.	Cook I know what a healthy diet looks like.	Cook I know what makes a good sandwich	Cook I can apply my knowledge of healthy diets to plan a sandwich.	Cook I know how to create and evaluate my sandwich
Music		Pulse, rhythm and performance I know the correct posture needed to sing.	Pulse, rhythm and performance I know how to project my voice.	Pulse, rhythm and performance I know what the beat is.	Pulse, rhythm and performance I know how to clap a steady beat.	Pulse, rhythm and performance I know what an ensemble is.	Pulse, rhythm and performance To sing a song as part of an ensemble.
PE		Dance To know how to copy and repeat actions (jump, hop).	Dance To know how to copy and repeat actions. (Jump, hop).	Dance To know how to vary the speed of their actions.	Dance To know a simple choreographic device (working in	Dance To know how to put a sequence of actions together	Dance To perform a group dance.

		<p>Multi-skills</p> <p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Multi-skills</p> <p>To throw underarm.</p>	<p>Multi-skills</p> <p>To throw underarm to a target.</p>	<p>unison and mirroring) to create a sequence</p> <p>Multi-skills</p> <p>To be able to catch</p>	<p>Multi-skills</p> <p>To be able to catch</p>	<p>Multi- Skills</p> <p>To demonstrate throwing and catching in isolation and in varied environments</p>
RHE/PSHE	Team and ethos building activities	<p>RHE - Living in the Wider World</p> <p>I can discuss what I already know about living in the wider world.</p> <p>Safety Curriculum</p> <p>Keeping positive relationships in my community</p>	<p>RHE - Living in the Wider World</p> <p>To know my rights and responsibilities as a member of the class.</p> <p>Safety Curriculum</p> <p>Keeping positive relationships in my community</p>	<p>RHE - Living in the Wider World</p> <p>To know I need to make the class safe for everybody.</p> <p>Safety Curriculum</p> <p>Keeping positive relationships in my community</p>	<p>RHE - Living in the Wider World</p> <p>To recognise the choices I make and understand the consequences.</p> <p>Safety Curriculum</p> <p>Keeping positive relationships in my community</p>	<p>RHE - Living in the Wider World</p> <p>To know about things I can do to help look after my environment.</p> <p>Safety Curriculum</p> <p>Keeping positive relationships in my community</p>	<p>RHE - Living in the Wider World</p> <p>I can apply my knowledge to demonstrate how my actions affect other in my class.</p> <p>Safety Curriculum</p> <p>Keeping positive relationships in my community</p>
Computing		<p>Digital Literacy— Technology Around Us</p> <p>Know examples of technology and how they can help.</p>	<p>Digital Literacy— Technology Around Us</p> <p>Know the parts of a computer.</p>	<p>Digital Literacy— Technology Around Us</p> <p>Know the different ways to use a mouse.</p>	<p>Digital Literacy— Technology Around Us</p> <p>Know the ways to use a keyboard to type on a computer</p>	<p>Digital Literacy— Technology Around Us</p> <p>Know the ways a keyboard can be used to edit text.</p>	<p>Digital Literacy— Technology Around Us</p> <p>E-Safety: Know the rules for using technology responsibly.</p>