



Livingstone Road
Primary Federation

Together We Can
Learn Laugh Dream Grow

Autumn 2 Overview Year 1

2024/25

	Week 1 4.11.24	Week 2 11.11.24	Week 3 18.11.24	Week 4 25.11.24	Week 5 2.12.24	Week 6 9.12.24	Week 7 16.12.24
Reading	Poo at the Zoo By Steve Smallman	I am a Tiger By Karl Newson	The Mole Who Knew It Was None of His Business By Werner Holzwarth and Wolf Erlbruch	You Can't Take an Elephant on a Bus By Patricia Cleveland-Peck	Little Kids First Big Book of Animals By National Geographic	Little Kids First Big Book of Animals By National Geographic	Little Kids First Big Book of Animals By National Geographic
Writing	Poo at the Zoo Identify the features of a diary entry	Poo at the Zoo To write a simple sentence To use 'and'	Poo at the Zoo To write a simple sentence To use 'and' To write a diary entry	Little Kids First Big Book of Animals Identify the features of a fact file	Little Kids First Big Book of Animals To use the suffix -ing	Little Kids First Big Book of Animals To write a fact file	Monty the Penguin To write a persuasive letter to Santa To use capital letters for names and places
Maths	Addition and Subtraction (within 10)					Shape Geometry	Consolidation
Science	To identify and name parts of the human body.	To label parts of the human body.	To identify parts of the body linked to each sense.	Use my senses to compare different textures, sounds and smells.	Observe seasonal features (weather, leaves on trees, length of day, temperature and clothes).	Investigate whether people with longer arms have longer legs.	Investigate whether people with longer arms have longer legs.

Humanities	To know the location of Great Britain on a map and a globe. Geography	To know the names and locations of countries of Great Britain. Geography	To know the names and location of capital cities of Great Britain. Geography	To know the names and locations of the seas surrounding Great Britain. Geography	To know the characteristics of the capital cities of Great Britain. Geography	To recognise and describe the human and physical features of Great Britain. Geography	To recognise and describe the human and physical features of Great Britain. Geography
RE	To know the Christians believe that God created the world in seven days. To know that Christians believe God created light and dark	To know that Christians believe on the second day, God created the sky.	To know that Christians believe on the third day, God created land, sea, rivers and lakes.	To know that Christians believe on the fourth day, God created trees and plants.	To know that Christians believe on the fifth day, God created the sun, moon and stars.	To know that Christians believe on the sixth day, God created the animals and humans. To know that on the seventh day Christians believe God created the Earth.	To apply my knowledge of the creation story.
Art/DT	I know key facts about Piet Mondrian, Bridget Riley and Paul Klee.	I can experiment with the way I hold my tools to create different lines.	I can create lines in different ways, using a variety of methods.	I can create different effects using different lines and describe them.	I can evaluate an artist's work and use it to inspire my own piece.	I can use my knowledge of lines to create a piece inspired by my chosen artist's work.	I can use my knowledge of lines to create a piece inspired by my chosen artist's work.
Music	I know that we can clap or tap the syllables of words and make patterns with them.	I know that we can clap or tap the syllables of words and make patterns with them.	I know how to respond to changes in tempo.	I know how music can represent different toys.	I know how music can represent different toys.	I am learning how to sing a cumulative song and add instruments to create sound effects.	I am learning how to sing a cumulative song and add instruments to create sound effects.
PE	Dance - To know how to copy and repeat actions (weight on hands, balance). Throwing and Catching – To know	Dance - To know how to copy and repeat actions (weight on hands, balance). Throwing and Catching – To know	Dance - To know how to change the direction of their actions. Throwing and Catching – To know how to position my	Dance - To know a simple choreographic device to create a sequence. (Canon)	Dance - To know how to put a sequence of actions together. Throwing and Catching – To Catch and bounce a ball.	Dance - To begin to improvise independently to create a simple dance.	Dance - To begin to improvise independently to create a simple dance.

	how to throw underarm.	how to throw a ball underarm at a given target.	hands to be able to catch a ball with control.	Throwing and Catching - To catch and bounce a ball.		Throwing and Catching - To know how to throw and catch in varied environments.	Throwing and Catching - To know how to throw and catch in varied environments.
RHE	I can already discuss what I already know about relationships.	To know that differences make us special and unique.	To have an awareness of what the term bullying means and how it may affect people's feeling.	To know how to recognise when I or someone else feels lonely and what to do.	To know how to make new friends.	I can apply my knowledge to demonstrate that I know why difference should be celebrated.	I can apply my knowledge to demonstrate that I know why difference should be celebrated.
Computing	To know what a given command will do.	To know how directions and instructions can be given and acted out.	To know what 'forwards' and 'backwards' commands do in a sequence.	To know what the four direction commands do within a sequence.	To know how a simple program is planned.	To know how a simple program is planned.	To know that more than one solution to a problem can be found in a program.

LivingScore