Year One Autumn Term 2026 – Curriculum Overview

SUBJECT	1st Half Term	2nd Half Term
English	**Text: *Jasper's Beanstalk* by Nick Butterworth** **Purpose: To inform and instruct.** Children will create simple labels, lists, captions and instructions. They will learn to organise information clearly so that their writing is easy for the reader to understand and follow. **Compositional choices:** Use a title to hook the reader's interest and to know what the writing might be about. Use labels or captions to show the reader something they might not know about. **Sentences:** A reader needs spaces between words so that they can understand and follow the writing. A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb). **Word level & punctuation:** Start a sentence with a capital letter and end it with a full stop. **Text: *Puffin Peter* by Petr Horáček** **Purpose: To entertain through a simple narrative.** Children will explore how stories have characters, settings and events. They will talk about and rehearse their ideas before writing their own simple stories. **Compositional choices:** Use pictures or illustrations to help the reader see what you are writing about in their mind. **Sentence level:** Use spaces between words so that the reader can understand and follow the writing. Know that a sentence is an idea about a person or thing (noun) with action, thought or feeling. **Word level & punctuation:** Understand that a reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins. **<u>List Poems</u>** **Text: *'Purple is…' Anonymous*** **Purpose:** Children will write to entertain by creating list poems, learning which words or phrases best fit a topic. **Compositional choices:**	**Texts: A range of traditional tales** **Purpose: To entertain through narrative.** Children will explore familiar traditional tales, noticing repeated phrases, story patterns and memorable characters. They will use these features to help them create and write their own simple stories. **Compositional choices:** Use a title to hook the reader's interest and to know what the writing might be about **Sentence level:** A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb). Know that writers can join words together with 'and' to make connections between things (e.g. *I ate fish and chips*). **Word level & punctuation:** Start sentences with capitals and end with full stops. Use capitals for names to show proper nouns. Careful choice of nouns and verbs help the reader to create a picture in their minds. **Text: *Gruffalo Crumble* by Julia Donaldson** **Purpose: To instruct.** Children will write simple recipes and instructions, learning to organise information clearly so that the reader can follow each step. **Compositional choices:** Speak to the reader directly, using 'you' if you need to tell them or ask them to do something. **Sentence level:** To know that writers can join words together with 'and' to make connections between things (e.g. *I ate fish and chips*) **Word level & punctuation:** Start a sentence with a capital letter and end it with a full stop.

Year One Autumn Term 2026 – Curriculum Overview

<table>
<tr><td></td><td>Use pictures or illustrations to help the reader see what you are writing about in their mind.
Punctuation and words
Children will include adjectives to describe a noun helping the reader to create a more specific picture in their mind.</td><td></td></tr>
<tr><td></td><td colspan="2">Reading
Children will be encouraged to read widely and often, both at home and at school, with a strong emphasis on developing a love of reading and reading for pleasure.
Read a wide range of stories, poems and non-fiction texts with increasing accuracy, fluency and expression
Talk about what they have read, answering questions, making predictions and explaining new vocabulary
Develop a love of reading and use words, ideas and sentence patterns from books to support their own writing
Phonics and Spelling
Children will continue to follow Little Wandle Letters and Sounds Revised, applying their phonics knowledge to both reading and spelling
Use their phonics knowledge to read unfamiliar words and become increasingly accurate and fluent readers
Apply their phonics knowledge to spelling, alongside learning common exception words.
Write sentences from dictation and increasingly apply their spelling knowledge independently in their own writing
Handwriting
Handwriting will be taught regularly and explicitly to help children develop accurate, fluent and legible writing
Form lower-case letters, capital letters and digits correctly
Develop consistent letter size, orientation and spacing between words
Develop fluent, comfortable handwriting and begin to join letters when they are ready</td></tr>
<tr><td>Maths</td><td>Throughout this term in Year One the children will develop their mathematical understanding through practical activities, pictures, objects and numbers. They will learn to explain their thinking, make connections and solve problems, developing confidence and enjoyment in mathematics. Key target will be to:

Place Value (within 10)
Children will develop a secure understanding of numbers to 10.
Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
Identify and represent numbers using objects and pictorial representations including the number line
Use the language of: equal to, more than, less than (fewer), most, least
Compare numbers using and = signs
Read and write numbers from 1 to 20 in numerals and word</td><td>This will be achieved by:
Reading, writing and interpreting mathematical statements involving addition (+), subtraction (–) and equals (=) signs
Representing and using number bonds and related subtraction facts within 20
Adding and subtracting 1-digit and 2-digit numbers to 20, including zero
Geometry (Shape)
Children will explore and describe common 2D and 3D shapes.
Recognise and name common 2-D and 3-D shapes, including: 2-D shapes for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
Describe and compare shapes using mathematical vocabulary.
Sort and identify shapes according to their properties and recognise shapes in everyday objects.</td></tr>
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Year One Autumn Term 2026 – Curriculum Overview

	Addition and Subtraction **Children will begin to develop their understanding of addition and subtraction.**	
	The children will be given opportunities to make rich connections across mathematical ideas to develop **fluency**, **mathematical reasoning** and competence in **solving problems**. They will also apply their mathematical knowledge to science and other subjects.	
Science	**<u>Animals, seasons and plants</u>** This term we will be studying animals, seasons and plants. Throughout this time the children will be 'Plant Detectives,' where they will identify and name, describe and compare, for example, flowers and trees in their local environment. The children will make observations of animal life in the school grounds, investigate the variety of birds that visit a school-based feeding station and learn about caring for different animals over time. The children will experience 'our changing world', as they observe the effects that changing seasons and weather have on them and on the world around them. They will use their senses as they consider what clothing they should wear in different weather conditions and during different seasons of the year. They will carry out seasonal 'scavenger hunts' to collect evidence of the changing seasons and use that evidence to answer science questions.	
	Pupils will work scientifically by: ● Asking simple questions and recognising that they can be answered in different ways ● Observing closely, using simple equipment ● Performing simple tests ● Identifying and classifying ● Using their observations and ideas to suggest answers to questions ● Gathering and recording data to help in answering questions	
SUBJECT	**1st Half Term**	**2nd Half Term**
Art & Design or Design and Technology	**<u>Art & Design - Self portraits</u>** The children will be taught how to make self-portraits which communicate ideas about themselves & their special interests. They will be introduced to gallery quality images of children in drawings, paintings and photographs along with artists' self-portraits to develop ideas about how they will portray themselves. Artists from diverse times and backgrounds will include Gwen John, Diego Rivera and Faith Ringgold. The children will be helped to investigate a range of drawing materials & techniques and learn how to mix and use colour in a painting.	
Computing Taught by Mrs Giggle	**<u>An Introduction Purple Mash & Online Safety</u>** The children will learn how to log in safely to the Purple Mash platform and will be taught why that is important. They will discover how to create an avatar and to find out what this is and how it is used. The children will explore creating a range of pictures and learn how to add their own names and text labels to them. They will start to understand the idea of 'ownership' of creative work through the process of saving their own	**<u>Sorting & grouping</u>** Offline, the children will be taught how to physically sort and collate a selection of different items using a range of different criteria. Once confident in their skills the children will move online to the Purple Mash platform where they will learn how to sort items into three clearly defined groups using specific criteria. The children will explore the criteria of

Year One Autumn Term 2026 – Curriculum Overview

	documents to the My Work area and understand that this is their own private space.	shape, colour and size during their practical investigations. They will progress to sorting activities that include more than one criterion.
Geography **History**	**<u>Geography – Seasons and the weather</u>** In this geography unit the children will learn to name and order the months and seasons of the year. They will be taught to identify and describe the differences between the types of weather they may experience in the different seasons within context of the United Kingdom. The children will also be taught how to recognise the ways in which the weather can affect their local environment. Through a class based practical experiment they will identify, record and evaluate daily weather patterns.	**<u>History – My family history</u>** In this history unit the children will learn how to order historic photographs correctly on a simple timeline. They will explore how to use the terms 'before' & 'after' when discussing their own personal timelines. We will ask the children to talk about three of their own memories and place one of them on a timeline. In this context we will encourage the children to explain why memories are special and name four events that they celebrate throughout the year. In a special activity we will ask the children to add three ideas to a time capsule about themselves.
Music Taught by Mrs Giggle	**<u>Musical Beats</u>** Through the theme of 'Numbers' the children will explore the concept of musical beats. They will develop a sense of steady beat using movement, body percussion and instruments. The children in Year One will also investigate pitch within the topic of animals. They will be taught to develop a sense of pitch through movement, voice and instruments. They will be shown how to identify contrasts of high and low pitches and create animal chant sounds and sequences.	**<u>Nativity</u>** The second half of the term will be dedicated to learning the songs for the nativity and performing to an audience.
PE	**<u>Ball skills: hands</u>** The children will develop the ball control skill of bouncing (dribbling) in addition to exploring different ways of sending (passing) the ball to a partner on their team. In an active game context, they will learn the importance of keeping the ball away from opposing defenders by moving into different spaces or alternating their speed and direction to avoid interception. **<u>Ball skills: feet</u>** The next step in our ball skills unit will focus on learning different ways of using feet to move with a ball. The children will find out what happens when they kick a ball using different parts of their feet and will begin to understand how best to control a ball.	**<u>Games for Understanding</u>** The children in Year One will learn the basic principles of attack within a sports game context. They will find out what 'attacking' means and why players attack during a game such as tag rugby. The children will practise running and staying in a given space and develop the skills of changing direction (dodge) and keeping away from the defenders. A key skill will be learning to play fairly and abide by the rules of the game. **<u>Dance – the Zoo</u>** The focus of the learning will be responding to the stimulus of big animals using a range of different, controlled movements showing character expression. The children will learn how to control and co-ordinate their bodies to perform movements that represent large creatures. They will learn the importance of listening to and observing others' ideas and build up resilience, enabling them to independently think of and demonstrate their own ways of moving.

Year One Autumn Term 2026 – Curriculum Overview

PSHE	**<u>My Healthy Self and Connecting with Others</u>** The children will learn how to maintain and support both their physical health and mental wellbeing. They will be taught about recognising and naming a range of emotions, as well as identifying facial and body clues linked to feelings. The children will also spend time considering what makes them and others special. They will learn how friends, family and classmates can help and support each other in their daily lives. Concluding the terms teaching the children will be taught how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm.
RE Taught by Mrs Giggle	**<u>Creation Stories & Festivals of Light</u>** This term we read, role-play and discuss the Christian, Muslim and Jewish creation stories. In Year 1, we will also visit the church to celebrate the festivals of Harvest and Christmas. The children will also look at different festivals of light including Diwali and think about their feelings when in darkness and light.