

Year 1 Curriculum Overview Autumn Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week15		
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills.							Consolidation and Assessment		On-going application of mental, communication, problem solving and reasoning skills.				On-going application of mental, communication, problem solving and reasoning skills.				
	<u>Place Value (within 10)</u> • To sort objects • To count objects • To count objects from a larger group • To represent objects • To recognise numbers as words • To count on from any number • To know 1 more / less than a number • To count backwards within 10 • To group by matching • To know fewer, more and same • To know less than, greater than and equal to • To compare numbers • To order objects and numbers • To look at the number line.									<u>Addition and Subtraction (within 10)</u> • To introduce parts and wholes • To know part-whole model • To write a number sentence • To know fact families – addition facts • To know number bonds within 10 • To understand systemic number bonds to 10 • To know addition is adding numbers together • To add number problems • To find a part • Subtraction – to find a part. • To look at fact families – the eight facts • To know that subtraction is take away/cross out/how many left? • To understand subtraction on a number line • To add or subtract 1 or 2.				<u>Shape</u> • To recognise and name 2D and 3D shapes • To sort 2D and 3D shapes • To look at 2D and 3D shape patterns				
ENGLISH	Introduction and Assessment • To write a recount using the past tense • To begin to explore the features of a sentence and form simple sentences.								HALF TERM	The Black Hat- Maia Walczack • To make predictions about a text • To describe a character using adjectives • To be able to use similes to describe the forest • To write a non-fiction fact file • To write instruction • To write a diary • To retell a story • To write an alternative ending • To write a book review.								
	Traditional tales • The Enormous Crocodile. • The Gingerbread Man • Hansel and Gretel • To discuss the sequence of events and recounted them using time connectives. • To be able to understand a sentence structure using capital letters, finger spaces and full stops. • To describe a character and setting. • Descriptive writing of characters and settings.									Possible writing outcomes • Information text and instructional texts • Narrative writing • Diary writing • Recount of a story.								
	Poetry • To read and write poetry based on fruit using the senses • Dictionary work • To be able to use a dictionary and understand alphabetical order.									Oracy • Feelings Freeze Frame & Hot-Seating • Creative Vocabulary Sharing • Retelling the story • Soundscape & Descriptive Talk								
	Possible writing outcomes • Narrative writing • Recount of a story • Poetry writing																	
SCIENCE	Oracy - Talk Partners - Echo games and rhymes - Retelling story.									Seasonal Changes • To observe changes across the four seasons			Materials • To distinguish between an object and the material from which it is made					
	Humans • To identify, name, draw and label the basic parts of the human body • To say which part of the body is associated with each sense																	

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	Star scientist – Linda Buck.		To observe and describe weather associated with the seasons and how day length varies	- To identify and name a variety of everyday materials , including wood, plastic, glass, metal, water and rock - To describe the simple physical properties of a variety of everyday materials - To compare and group together a variety of everyday materials on the basis of their simple physical properties.			
			Star scientist – Helen Willetts and Michael Fish	Star scientist – Ole Kirk Christiansen.			
HISTORY		<u>Childhood Then and Now</u> - To be able to identify and describe similarities and differences between my own childhood and a grandparent’s childhood. - To be able to describe similarities and differences between my home and different types of homes and explore and discuss how interiors have changed over time. - To be able to identify and describe similarities and differences between the toys we play with now and toys played with in different eras and the toys they liked to play with. Children will look at different crazes that have hooked children’s interest. They will find out about recent crazes as well as historical ones. They will be encouraged to discuss their experiences of different crazes. - To be able to identify and describe similarities and differences between clothes today and changing fashions for children’s clothes from Victorian times to the modern day. Children will be encouraged to think about how practical the clothes worn would be for different activities. They will identify similarities and differences between the clothes. - To be able to identify and describe similarities and differences between our own experience of school and what schools were like in different eras. They will compare how they have changed and think about how they are the same while looking at historical photographs. - To be able explore how leisure activities have changed over time. What does the class like to do for fun, while they find out which activities were popular in the past.					
GEOGRAPHY	<u>What is it like here?</u> - Locate the school on an aerial map - To describe the places that we go often and rarely, and what we see on the way to school - To understand what is near to school, far away from school and to gain a sense of place - Create a simple map - To investigate our playground and design ways to improve it.						
ART	Portraits - To introduce self- portraits (difference between styles and regular portraits – other people) - To appreciate different styles of portraits, including abstract - To understand colour mixing and shades – challenge (can you make skin colour paint?) - To use colour mixing skills to colour self-portrait accurately - To complete a portrait of a friend using colour, texture and shape – wet on wet, watercolour, brusho, play with texture and medium - Use a variety of tools and techniques including the use of different brush sizes and types when painting - Talk about and show their own ideas in their artwork - Experiment with and select the correct tools and materials appropriate to the technique and topic - To use other materials e.g clay, mixed media to create portraits - Say what they broadly think of their artwork and the artwork of others. Artists: Picasso, Sandra Silberzweig, David Bailey (Photographer)						

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SRE/ PSHE	<u>First ½ term – settling in to KS1</u> • To establish more independent routines and learn how to move on from the EYFS to Key Stage 1 • To identify and use words to name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. To communicate these feelings to others and recognise how others show feelings or how they are feeling • To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something • To listen to other people and play and work cooperatively. Children develop simple strategies to resolve conflict between friends. <u>Cross-Curricular with Science – Human Body and Senses</u> • To explain ways of keeping clean and understand some areas that they can look after themselves in. E.g. dressing themselves • To understand the need for keeping their teeth clean • To understand the need for rest and sleep. <u>Cross-Curricular with English – The Dark</u> • To know who, how and when to ask for help with their feelings • To find ways of feeling positive if they find something scary. <u>British Values</u> • Democracy assembly plus follow-up work <u>Mental Health</u> • To learn that everyone communicates differently and recognise how others show feelings or how they are feeling. • To recognise what they are good at. • To be aware of how similar/different they are to others and what they have in common. • To be able to describe their unique qualities and strengths and those of others. • To learn about what happens when things get lost or change. They should be able to express how they feel when they lose something or something changes <u>NSPCC – Speak Out, Stay Safe</u> • To recognise what is fair and unfair, kind, and unkind, right, and wrong. • To learn the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises. • To learn what ‘privacy’ means and the importance of respecting others’ privacy. • To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond. <u>Awareness Days</u> Jeans for Genes Week – 14th – 20th September 2026 Black History Month World Mental Health Day – 10th October	<u>Anti-Bullying Week</u> • To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something • To learn that there are different types of teasing and bullying and that these are wrong and unacceptable • To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond. <u>School Trip To The Local Park / Road Safety Week</u> • To identify where in the locality they feel less safe and why. (e.g. canal, river, pond, railway, roads) • To say where and when it is safe to cross the road • To know to walk with a grown up and hold hands when walking near a road. • To know to wear a car seat/seatbelt in a car • To identify what things might be harmful to them in the local environment. <u>Cross-Curricular with Geography – Deforestation</u> • To be aware of some basic things that people can do to improve or harm the local community and environment. <u>Awareness Days</u> Anti-Bullying Week – 10th – 14th November Christmas Appreciation Remembrance Day Road Safety Week

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MENTAL HEALTH AND WELLBEING	Module 1 Meet your Brain Children will learn: - Where their brain is in their body and what it looks like. - That our brain helps us to control our body, manage our emotions and solve problems. - That our brain has 3 main parts, and it works best when they work together. - The 3 parts are called Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex. - That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. - That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. - That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.		Module 2 Celebrate Children will learn: - What Character Strengths are and how they make us unique and special. - About the 5 Character Strengths and what they mean: 1. Love and Kindness 2. Bravery and Honesty 3. Exploring and Learning Teamwork and Friendship 4. Love of Life and Our World - How the best way to learn more about your strengths is to notice them. - That our Character Strengths are like superpowers and, when we use them, it helps us to be our best and feel happy. - That it is nice to tell other people when they use their Character Strengths, as it makes them feel good.
	FRENCH Dans Le Jungle (In The Jungle) • To recognise, recall and remember up to 7 jungle animals in French • To recognise, recall and remember a short phrase for each jungle animal in French • To learn to listen attentively to, understand and participate actively in a French song about animals that may live in the jungle.		Sous L’Ocean (Under the Sea) • To recognise and recall 7 sea creatures in French • To recall numbers 1-5 more easily in French.
JS	Chagim: Rosh Hashanah • To know the bracha to light RH candles • To know we say the shehechyanu bracha on Rosh Hashanah • To know we ask Hashem for a Shana Tova Umetuka • To begin to understand the relevance of prayer on Rosh Hashanah • To recognise some simanim of Rosh Hashanah • To make a Rosh Hashanah card for their families • To know the three basic shofar notes • TO know which animals can be used for shofarot. Chagim: Yom Kippur • To know the simple story outline of Yonah knowing the basic names and places involved • To know we read the story of Yonah on Yom Kippur at mincha • To know simple do’s and don’ts for Yom Kippur. Chagim: Succot /Shemini Atzeret/Simchat Torah • To know we turn the etrog upside down after the bracha • To know we say al netilat lulav when we shake the Arba Minim • To know we don’t shake the lulav on Shabbat • To be able to copy key basic brachot needed for Succot • To know a succah becomes our home for a week • To know we begin praying for rain on Shemini Atzeret • To know why rain is so important for us and we want it to come as a bracha • To know we finish reading the Torah on Simchat Torah and begin all over again. Hebrew reading		Chagim: Chanukah • To know we eat fried foods on Chanukah • To know we light the chanukiah by the window to publicise the miracle • To know we play with the sevivon on Chanukah and know the letters on it • To know people, give money or presents on Chanukah • To know the shamash is not in line/at the same height as the other lights • To know we say three brachot on night one and two on the other seven nights of Chanukah • To be able to recite the first bracha independently • To make a Chanukiah. Parasha • Chayei Sara- How we show kindness to people and animals. • Toldot -Recognising we are all good at something • Vayetze- showing gratitude • Vayigsh -forgiveness Hebrew reading • To learn and consolidate letters kaf to tav • To teach the final letters • To learn and consolidate the chirik, kubutz, cholam, shuruk and shva vowels. Topic- Shabbat • To know we make Kiddush before we eat on Friday night and Shabbat and how we carry this out • To learn the actions needed for the Havdalah brachot • To learn senses relating to actions for Havdalah • To know we wish each other Shavua tov after Havdalah

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	• To learn and consolidate letters alef to yud • To learn and consolidate the kamatz, patach, tzayreh and segol vowels. Parasha • Bereishit – creation, saying thank you for what we have • Noach – kindness. • Lech Lecha- inviting guests Topic -Shabbat • To recognise Shabbat is a special day that we celebrate each week • To know the basic order of events on Shabbat • To recognise some basic do’s and don’ts of Shabbat To know what we need for our Shabbat table. General Knowledge Songs • Days of the week in Hebrew (linked to English) • Aleph Bet Song		To know the items needed to make Havdalah. General Knowledge Songs • Months of the Year • 5 books of the Torah
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