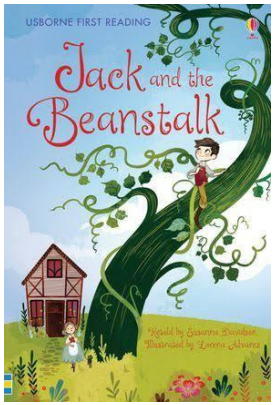
Year 1 & 2	Autumn Term 2026-2027

English

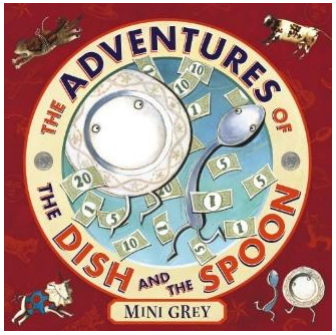
Writing – Autumn 1

Text: Jack and the Beanstalk (retell a story)
Genre: Narrative (Traditional Tale)
Purpose: Entertain
Audience: Younger Children (Pre-School)
SPAG:



- Capital letters for names and the beginning of sentences. Finger spaces. Full stops.
- Adjectives (simple noun phrases e.g. *the giant beanstalk, the angry giant*).
- Using 'and' to join words and simple ideas.
- Sentence sequencing using First, Next, Then, Finally.
- Past tense verbs (went, climbed, found, ran).
-

Text: The Adventures of the Dish and the Spoon
Genre: Narrative (story ending)
Purpose: Entertain
Audience: Children (Reception)
SPAG:



- Capital letters, full stops and finger spaces.
- Using 'and' to join ideas.
- Adjectives to describe characters and settings.
- Past tense verbs.
- Simple conjunctions (*and, because* where appropriate).
- Editing for capital letters, full stops and spacing.

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Text: The Way Back Home
Genre: Narrative
Purpose: Entertain (describe the moon setting)
Audience: Children (Year 3)
SPAG:

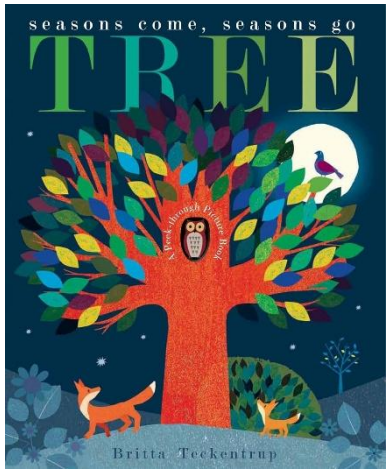
- Capital letters, full stops and finger spaces.
- Adjectives to describe nouns (e.g. *dark sky, rocky moon*).
- Expanded noun phrases using two simple adjectives (e.g. *the cold, grey moon*).
- Using 'and' to join adjectives or ideas.
- Using 'because' to explain ideas (e.g. *The moon was quiet because nobody lived there.*).
- Editing for capital letters, full stops, spacing and sentence sense.



Writing – Autumn 2

Text: The Tree
Genre: Non-Chronological Report
Purpose: Inform (facts about Autumn)
Audience: Children (Reception)
SPAG:

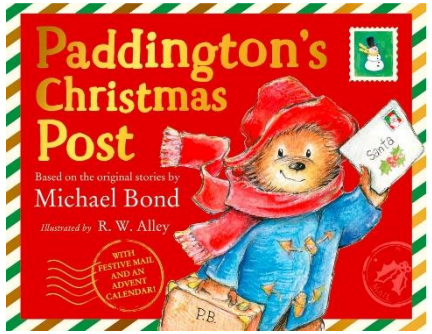
- Capital letters, finger spaces, full stops.
- Simple present tense (*Leaves fall.*).
- Expanded noun phrases (*bright orange leaves*).
- Commas in a list.
- Join ideas using and.
- Simple adjectives.
- Organise facts under simple headings.
- Conjunctions and, because, when, if.



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Text: Paddington's Christmas Post
Genre: Narrative
Purpose: Entertain (story re-tell)
Audience: Children (Pre-School)
SPAG:

- Capital letters, full stops and finger spaces.
- Retelling events using simple sentences.
- Past tense verbs
- Use expanded noun phrases to describe characters/settings (*the busy Christmas post office*).
- Use time conjunctions (*first, next, then, after that*).
- Adjectives to describe Paddington, characters and settings.
- Joining ideas using and.
- Using story vocabulary.
- Sequence events clearly.
- Adverbs to describe actions (*quickly, carefully, excitedly*).



Text: Coming Home By Micheal Morpurgo
Genre: Narrative
Purpose: Entertain (story re-tell)
Audience: Children (Reception)
SPAG:

- Capital letters, full stops and finger spaces.
- Retelling events using simple sentences.
- Past tense verbs
- Use expanded noun phrases to describe characters/settings.
- Use time conjunctions (*first, next, then, after that*).
- Adjectives to describe characters and settings.
- Joining ideas using and.



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- Using story vocabulary.
- Sequence events clearly.
- Adverbs to describe actions (*quickly, carefully, excitedly*).

Mathematics

Year 1

Place Value (within 10)

This term, the children will begin their maths learning by developing a secure understanding of numbers to 10. They will explore numbers in practical, hands-on ways using objects, pictures and mathematical equipment to build confidence and understanding.

Throughout this unit, children will learn to:

- sort and count objects accurately
- represent numbers in different ways
- recognise and read number words
- count forwards and backwards within 10
- find one more and one less than a given number
- compare groups using the language *more than*, *fewer than* and *the same as*
- compare and order numbers;
- use the mathematical symbols **<**, **>** and **=**
- begin to use number lines to show the order of numbers.

Our focus is on helping children develop a deep understanding of what numbers represent, rather than simply counting by rote. We encourage children to explain their thinking, spot patterns and use mathematical language confidently.

Year 2

Place Value (within 100)

This term, the children will build on their understanding of numbers by exploring place value within 100. They will use practical resources, pictures and mathematical equipment to develop a secure understanding of tens and ones and to explain their mathematical thinking.

Throughout this unit, children will learn to:

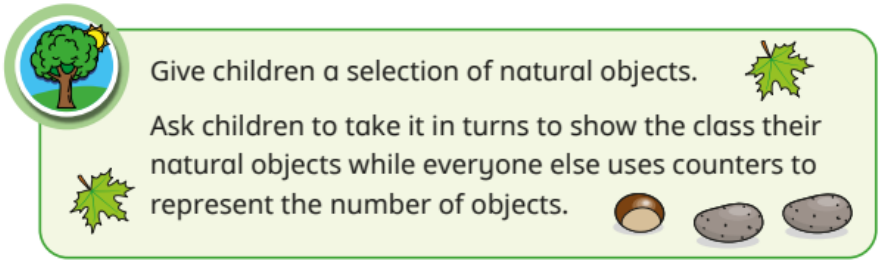
- count, read and write numbers to 100 in numerals and words
- recognise the value of each digit in a two-digit number
- represent numbers in different ways using place value charts, part-whole models and number lines
- partition numbers into tens and ones in a variety of ways
- compare and order numbers and groups of objects
- use the mathematical symbols **<**, **>** and **=** correctly
- estimate where numbers belong on a number line
- count confidently in 2s, 3s, 5s and 10s.

Our focus is on helping children develop a deep understanding of how our number system works. They will be encouraged to use mathematical vocabulary, explain their reasoning and solve problems by representing numbers in different ways.

Year 1 & 2	Autumn Term 2026-2027

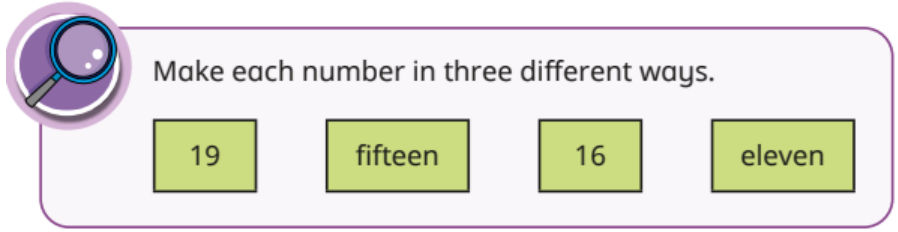
How you can help at home

- Count everyday objects such as toys, fruit or steps.
- Practise counting forwards and backwards to 10.
- Ask questions such as, "What is one more than 6?" or "What is one less than 9?"
- Compare two groups of objects and talk about which has more, fewer or if they are the same.
- Look for numbers in the environment and encourage your child to read and recognise them.



How you can help at home

- Practise reading and writing numbers to 100.
- Count forwards and backwards from different starting numbers.
- Encourage your child to spot groups of tens and ones in everyday situations.
- Compare numbers by asking, "Which number is greater?" or "Which is smaller?"
- Practise counting in 2s, 5s and 10s, and challenge your child to count in 3s.
- Look for numbers in the environment and discuss their value, for example house numbers, prices or bus numbers.



Science Autumn 1 *Introduction to plants*

Unit outcomes:

- Identify plants and their features.
- Recall some of the roles that flowering plant parts have.
- Name some trees and their parts.
- Identify similarities and differences between deciduous and evergreen leaves.
- Recall that seeds and bulbs come from plants.

Geography *What is it like here?*

Unit outcomes:

- Locate three features on an aerial photograph of the school and know the name of the country and village,

History *How am I making history?*

Unit outcomes:

- Order three photographs correctly on a simple timeline.
- Use the terms 'before' and 'after' when discussing their timelines.
- Talk about three memories and place one of them on a timeline.

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- Recognise that seeds need water for growth.



Science Autumn 2 Forces and space: Seasonal changes

Unit outcomes:

- Name the four seasons in order and describe the typical weather in each.
- Name some activities and events in the four seasons.
- Describe the appearance of a tree's leaves in each season.
- Recall that summer has the most daylight hours and winter has the least daylight hours.
- Record data about the temperature across the four seasons.
- Label a map of the UK with capital cities and seasonal weather symbols.



town or city in which they live.

- Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- Recognise four features in the school grounds using a map.
- Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- Draw a design to improve three areas of the playground using the results from the survey.



- Explain why memories are special and name four events that they celebrate throughout the year.
- Think of three ways they celebrate their birthday.
- Ask a visitor one question about childhood in the past.
- Know a similarity and a difference between childhood now and in the past.
- Add three ideas to a time capsule about themselves.
- Use key vocabulary to compare the present, the past and possible changes in the future.



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Computing: Computing systems and networks: Improving mouse skills

Unit outcomes:

- Use computers more purposefully
- Log in and navigate around a computer
- Drag, drop, click and control a cursor using a mouse
- Use software tools to create art on the computer



Art and Design: Drawing – Exploring Line and Shape

Unit outcomes:

- Identify that some shapes are organic.
- Connect lines to create shapes.
- Use and recognise different types of lines when drawing shapes.
- Identify basic shapes in everyday objects and artwork.
- Talk about what they like or dislike in a piece of artwork.
- Use shapes to draw a face.
- Use different pressures to make a colour lighter or darker.
- Choose lines and shapes inspired by Brianna McCarthy's artwork.



Religious Education

Autumn 1 – Christianity - What do stories from religious traditions teach about God? What can we learn from other stories?

Autumn 2 – Judaism - What do stories from religious traditions teach about God? What can we learn from other stories?







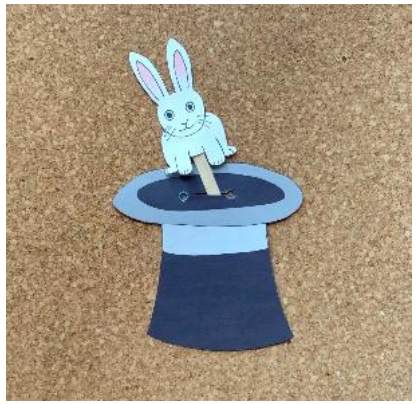


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Design and Technology Mechanisms – Making a Moving Story Book

Unit outcomes:

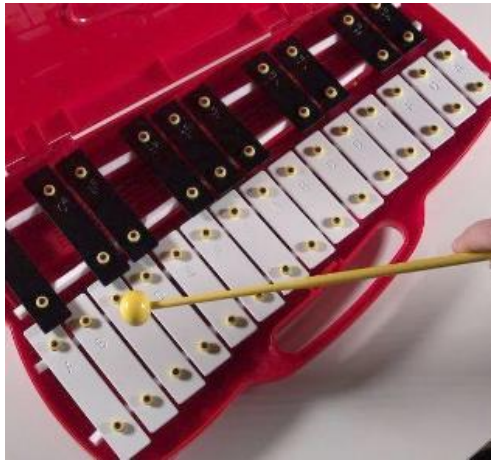
- Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make.
- Clearly label drawings to show which parts of their design will move and in which direction.
- Make a picture that meets the design criteria, with parts that move purposefully as planned.
- Evaluate the main strengths and weaknesses of their design and suggest alterations.



Music My favourite things: keeping the pulse.

Unit outcomes:

- Clap the rhythm of their name in time to the pulse.
- Sway or tap in time to the pulse.
- Sing a rhythm in time with the pulse.
- Copy rhythms based on word patterns using an instrument.
- Keep the pulse while playing a rhythm on an instrument.
- Follow instructions during a performance.



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Personal and Social, Health Education (PSHE)

Unit outcomes:



- Describe what makes them special.
- Notice what makes others special.
- Identify how families show love and care.
- Name places and people that help them feel safe.
- Identify a trusted adult.
- Name the qualities of a good friend.
- Choose kind, polite ways to solve disagreements.
- Explain how speaking kindly and politely can make people feel.
- Demonstrate kind and respectful behaviour whilst working in a group.

Physical Education

- **Agility, Balance & Coordination:** Developing confidence in moving, stopping, balancing and changing direction.
- **Dribbling:** Learning to control a ball using hands and feet.
- **Hitting:** Developing hand-eye coordination and control when striking objects.
- **Kicking:** Building confidence and control when passing and aiming with the feet.

Children will develop these fundamental skills through fun, active games and activities.

