

 Year Group: 1	Value Focus: Contribute	AUTUMN TERM 1 School Year 2026-2027
RRS Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.		British Values: Democracy, Individual liberty, The rule of law

	Week 1 30 th August 2026	Week 2 7 th September 2026	Week 3 14 th September 2026	Week 4 21 st September 2026	Week 5 28 th September 2026	Week 6 5 th October 2026	Week 7 12 th October 2026	Week 8 19 th October 2026
Whole School Events	Monday Holiday Tuesday INSET	Establishing Week 2 Welcome Meetings Elections Curriculum Newsletters Home RRSA Buzz Day (Fri)	Job Centre and Clubs start	Tennis Coaching Photo Day	Parents Evening National Poetry Day	Parents' Evenings Year 3 to Horniman	Attendance Focus Fortnight	Attendance Focus Fortnight Attendance Reward
Curriculum Monitoring	Establishing Week	Planning	Presentation	RWI	Planning	Writing/Kinetic Letters	Maths	Books of Wonder (RE & P4C)
Enrichment (Trips/Visits)			Parliament Trip Tennis Coaching	Y6 Junior Citizens	BHM Year 6 Junior Citizen Y6/Y7 Picnic	H'Man -Year 3	Year 6 Residential	Year 5 Residential
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. Texts from previous year groups should be revisited - Curriculum Texts (CUSP).xlsx Pumpkin Soup Squirrels who squabbled It's a no money day							
English Reading	ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		Beegu (x3 lessons) Focus on the core text and a nonchronological report for prediction and retrieval	Beegu (x2 lessons) Focus on the core text for inference and a job application form for beginning to understand themes and personal response		Where the Wild Things Are (x3 lessons) Focus on the leaflet for summarising and the core text for retrieval and sequencing	Where the Wild Things Are (x2 lessons) Focus on the poem for inference and the core text and the poem for a personal response	
Reading Outcomes	ELG: Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs;		Know: A prediction needs to be based on what has happened so far Inference means making a conclusion from clues given Be able to:		Flexible week – ensure EYFS and Beegu reading outcomes are secure	Know: The difference between an author and an illustrator The meaning of words can be inferred from the context Be able to:		Flexible week – ensure Where the Wild Things Are reading outcomes are secure

	- Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Use information from pictures to make a prediction Infer a character's feelings and their character from pictures			Retrieve information from pictures Summarise text into an image		
English Writing	ELG: Writing - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Poetry (pattern and rhyme) (x3 lessons) Identifying pattern and rhyme in poems	Setting descriptions (x 2 lessons) Explicit teaching of the grammatical structures and vocabulary building	Setting descriptions (x 3 lessons) Planning and execution of extended task	Instructional Writing (x3 lessons) Explicit teaching of the grammatical structures and text conventions required	Instructional Writing (x2 lessons) Execution of extended task	
Writing Outcomes		Know: Rhyme adds musicality to poems Patterns in poems give poems rhythm Be able to: Recognise words that rhyme Count syllables in words	Know: A setting is the place where the action takes place Features of a setting description Be able to: Choose vocabulary to describe a setting Say a sentence aloud before writing it	Know: The features and layout of instructional writing How to write a set of instructions for something they have made Be able to: Use imperative verbs to write command sentences Use a numbered list to order steps in their writing		Flexible Week Ensure Autumn 1 writing outcomes are secured	
VGPS	Introduce: Capital letters and full stops Regular plural noun suffixes –s or –es Joining words and joining clauses using <i>and</i> Revisit: Capital letters for names and for the personal pronoun I						
Spoken Language Expectations	• Listen and respond to adults and their peers • Ask questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary						

	• Articulate opinions • Give descriptions, narratives for different purposes, including for expressing feelings • Maintain attention and participate in collaborative conversations • Speak audibly • Participate in discussions, performances, role play, improvisations		
Maths	Begin counting on and back to 100 using games NCETM Counting within 100 Begin identifying coins as amounts and their purpose, always presenting it through context Sequence the days of the week, go through regularly with the children each school day	Number: Place Value (within 10) Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number • <i>Count on a number line with intervals in ones</i> • <i>Use a range of concrete and pictorial resources to represent given amounts.</i> NCETM Composition of 0 to 5 NCETM Composition of 6 to 10 Count, read and write numbers to 10 in numerals and words Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Robot Monsters, Dotty Six, All Change, Making Sticks, Eightness of Eight NCETM Maths Planning Resources Power Maths NRich: Writing digits, Shut the box, Dotty Six, What's in a name? Books: One Child One Seed (Kathryn Cave); Handa's Hen (Eileen Brown), Ten Seeds (Ruth Brown), Ten Black Dots (Donald Crews), How Scary (Bernard Lodge), My Granny Went to Market (Stella Blackstone)	Number: Addition and Subtraction (within 10) Represent and use number bonds and related subtraction facts within 10 • <i>Present and position 1-10 in context of 100 square</i> • <i>Use a tens frame to show bonds to 10 relationships</i> • <i>Always model positioning the equals sign on both sides of the calculation</i> • <i>Use a range of concrete and pictorial resources to represent given amounts.</i> NCETM Introduction of addition and subtraction concepts NCETM Strategies within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equal (=) signs How Do You See it?, What Could It Be?, 2,4,6,8 • Begin building up to missing number calculations within context of bonds to 10 Add and subtract one digit numbers to 10, including 0 Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems NCETM Maths Planning Resources Power Maths Unit 2; Power Maths Unit 3; Power Maths Unit 4 NRich: One Big Triangle, Number Lines, Weighted numbers,

Maths Vocabulary	count, forwards, backwards, number, before, after, coin, pence, day, week	number, numeral, digit, count, forwards, backwards, more, less, equal, number line, represent, compare, group, one more, one less	addition, subtraction, add, subtract, plus, minus, equals, number bond, tens frame, total, altogether, difference, part, whole, calculation					
Maths Basic Skills		Name numbers in order to 10 and compare two numbers by saying which is more or less. Recognise quantities, without counting, up to 5 (subitise). Know the days of the week.	Say 1 more than a given number up to 10. Partition numbers to 5 into 2 groups. Know the days of the week.	Recall number bonds of numbers 0-10, including partitioning facts. Know some odd and even numbers to 10. Know the days of the week.	Recite number names in order to 20. Automatically recall doubles facts up to 5+5. Know the days of the week.	Know the number bonds up to 10 (Y1) Automatically recall doubles facts up to 5+5. Know the days of the week.	Know the number bonds up to 10 (Y1) Know some odd and even numbers to 10. Know the days of the week.	Know the number bonds up to 10 (Y1) Know the days of the week Partition numbers to 5 into 2 groups.
Science		<u>Seasonal Change</u> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies <u>Previous learning (EYFS):</u> The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					<u>Plants</u> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees <u>Previous learning (EYFS):</u> The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	

						Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
		What are the four seasons?	What's the weather like in Autumn, Winter, Spring and Summer?	Why does day become night?	What are the parts of a plant?	What are wild plants and where do you find them? What are garden plants and where do you find them?	What makes a tree? What types of tree are there? (Trees that live around my school)	What's the difference between trees?

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Enrichment (Trips/Visits)							Year 6 Residential	Year 5 Residential
Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE - Music	PSHE Keeping/Staying Healthy Baseline Topic During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying healthy. Washing Hands understand why we need to wash our hands know how germs are spread and how they can affect our health be able to practise washing your hands	PSHE Relationships Baseline Topic During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of relationships. Friendship understand how to be a good friend be able to recognise kind and thoughtful behaviours understand the importance of caring about other people's feelings be able to see a situation from another person's point of view	History Changes within living memory Local Walk to be organised <u>National Curriculum:</u> Study changes within living memory, revealing aspects of change in national life <u>Cusp Objectives:</u> How have I grown and changed in my life? What is it like around here? - a study to see and notice the features of your community with a focus on shops What are the shops in my community? - Select, organise and explain what you know. What were shops like in the past? How have shops changed? - talk about shops in the local community a long time ago. How are shops different today than a long time ago?		Music Oak Academy Year 1 Lessons in unit Start with singing: finding my singing voice 1. My singing voice 2. Singing echo songs 3. Singing call and response songs 4. Call and response singing games 5. Singing and identifying echo and call and response 6. Feeling the pulse and playing the beat Key vocabulary to emphasise - singing voice - echo - call - response - pulse - beat - steady beat - perform			

	know the differences between healthy and unhealthy choices							
Vocabulary	Washing Hands Healthy Unhealthy Germs	Friendship Relationship Love Security Stability Disagree	Tier 2 Toddler Timeline Present Compare memory Tier 3 Community Tills Supermarket Customer bakery	Tier 2 drawing pressure orientation response stroke linework Tier 3 cross-hatching texture monochrome contrast medium / media stippling				
Computing to be Taught as PPA	Oak Academy Year 1 Digital Painting	Painting using computers	Using lines and shapes to create digital pictures	Creating digital pictures in the style of an artist	Choosing the right digital painting tool	Using the paintbrush tool to	Comparing computer art and painting	Comparing computer art and painting

	https://vimeo.com/556549163/756b720f0e							
P.E. Russell – 6,4,2 Leira – 3 CTs – 1,5	Gymnastics • Use words such as rolling, travelling, balancing, climbing • Decide which supporting concepts and actions to add to their sequence • Safely move and carry basic gym equipment such as mats and benches • Recognise like actions and link them together • Perform simple gymnastic actions and shapes • Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping • Make their body tense, relaxed, stretched and curled • Perform in unison and canon • Move on, off and over object with confidence • Communicate with a partner to create short sequence							
	Vocabulary rolling, travelling, balancing, climbing, jumping, sequence, shape, stretch, curl, partner							
PSHE Weekly Reflection (Scheme Blocked)	Making a good first impression: good manners, appearance and positive attitude.	Ready to Learn	Mind Your Manners	Be included	Play your part; do your bit.	Talents- everybody's got one.	All different, all equal	Respect Yourself – It's good to be me!
P4C Skills	Setting ground rules. Sharing first thoughts.							
P4C Enquiries		Year 1 Enquiry 1		Year 1 Enquiry 2		Year 1 Enquiry 3		