



**Year Group: One**

**Value Focus: Respect**

**AUTUMN TERM 2 School Year 2025-2026**

**RRS:** Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**British Values:**  
Mutual respect and tolerance, Individual liberty

|                                | Week 9<br>3 <sup>rd</sup> November 2025                                                                                                                                                                                                                                                                                                   | Week 10<br>10 <sup>th</sup> November 2025                                                                                         | Week 11<br>17 <sup>th</sup> November 2025                                                                                                                                                                                              | Week 12<br>24 <sup>th</sup> November 2025                                                                             | Week 13<br>1 <sup>st</sup> December 2025                                                                                                                                                                  | Week 14<br>8 <sup>th</sup> December 2025                                                                                       | Week 15<br>15 <sup>th</sup> December 2025                                                                                                                                                                       |
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| <b>Whole School Events</b>     | HT Coffee Morning and Parent Open Morning (5 <sup>th</sup> )<br><br>TBPs Got Talent (7 <sup>th</sup> )                                                                                                                                                                                                                                    | Anti-Bullying Week<br>Armistice Assembly (11 <sup>th</sup> )<br>Y2,5,6 NSPCC Workshops<br>E1 Pupil Parliament (14 <sup>th</sup> ) | Teaching and Learning Review Days (18 <sup>th</sup> -20 <sup>th</sup> )<br>Data Deadline                                                                                                                                               | Inset Day (24 <sup>th</sup> )<br>RWI Development Day                                                                  | PPMs                                                                                                                                                                                                      | MTP meetings Spring 1<br>Pick and Mix<br>Y5 Swimming<br>Display Deadline                                                       | Y5 Swimming<br>KS2 Carol Concert (15 <sup>th</sup> )<br>EYFS Nativity (16 <sup>th</sup> )<br>Christmas Lunch (17 <sup>th</sup> )<br>KS1 Christmas show (18 <sup>th</sup> )<br>Parties/Disco (19 <sup>th</sup> ) |
| <b>Enrichment</b>              | Janet Singing sessions (6 <sup>th</sup> )                                                                                                                                                                                                                                                                                                 | Janet Singing sessions (13 <sup>th</sup> )                                                                                        |                                                                                                                                                                                                                                        | Y1,2,3 Pantomime (26 <sup>th</sup> )<br>Y4,5,6 Pantomime (27 <sup>th</sup> )                                          | E1 Carol Concert (3 <sup>rd</sup> am)                                                                                                                                                                     | Y4 Fireside Tales trips (11 <sup>th</sup> )                                                                                    | Y6 Fireside Tales (18 <sup>th</sup> )                                                                                                                                                                           |
| <b>Class Read (Story time)</b> | 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.<br><a href="#">0. Whole School Recommended Reading Lists</a><br>Choose texts from Recommended Reading List<br><b>Class reads: What makes me a me? Gingerbread Man Standing up to racism</b> |                                                                                                                                   |                                                                                                                                                                                                                                        |                                                                                                                       |                                                                                                                                                                                                           |                                                                                                                                |                                                                                                                                                                                                                 |
| <b>English Reading</b>         | <b>The Storm Whale</b><br>Focus on the poem for summarising and the core text for retrieval                                                                                                                                                                                                                                               | <b>The Storm Whale</b><br>Focus on the core text for inference and the news article for a personal response                       | <b>The Owl and the Pussy Cat</b><br>Focus on the information text for summarising and the core text for retrieval and prediction                                                                                                       | <b>The Owl and the Pussy Cat</b><br>Focus on the core text for inference and information text for a personal response | <b>Aesop's Fables - The Boy who Cried Wolf</b><br>Focus on the core text for prediction and retrieval Focus on the narrative extract for sequencing                                                       | <b>Aesop's Fables - The Boy who Cried Wolf</b><br>Focus on the recount for inference and the core text for a personal response |                                                                                                                                                                                                                 |
| <b>Reading Outcomes</b>        | Know:<br>Question words can suggest what answer to look for<br>There can be more than one correct answer to an inference question<br>Be able to:<br>Use the question words to help determine what type of information to retrieve<br>Infer characters' thoughts and feelings                                                              |                                                                                                                                   | Know:<br>Poets use imaginative words to share ideas, feelings and stories<br>Inferences can be supported by personal experiences<br>Be able to:<br>Retrieve evidence to support a statement<br>Make an inference based on what we know |                                                                                                                       | Know:<br>Predictions can be made about a character's next action based on their past actions<br>Stories can teach the reader a lesson<br>Be able to:<br>Predict a character's action<br>Can infer actions |                                                                                                                                |                                                                                                                                                                                                                 |
| <b>English Writing</b>         | <b>Stories with familiar settings</b><br>Explicit teaching of the grammatical structures and text conventions required                                                                                                                                                                                                                    | <b>Stories with familiar settings</b><br>Structural understanding, planning and execution of extended task                        | <b>Stories with familiar settings</b><br>Opportunities to apply taught content and focused editing teaching                                                                                                                            | <b>Poetry (playing with language)</b><br>Explicit teaching of the grammatical structures and vocabulary building      | <b>Poetry (playing with language)</b><br>Planning and execution of extended task                                                                                                                          |                                                                                                                                |                                                                                                                                                                                                                 |
| <b>Writing Outcomes</b>        | Know<br>The component parts of a story                                                                                                                                                                                                                                                                                                    |                                                                                                                                   |                                                                                                                                                                                                                                        | Know                                                                                                                  |                                                                                                                                                                                                           |                                                                                                                                |                                                                                                                                                                                                                 |

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|                              | To check their writing for sense<br>Be able to<br>Sequence sentences to tell a story<br>Use adjectives to describe a familiar setting                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                        | A synonym is a word that means the same as or similar to another word<br>Be able to<br>Identify examples of rhyme and alliteration<br>Words with the same sound at the start alliterate<br>Use examples of synonyms and near synonyms in sentences                                                                        |                                                                                                                                                                                                                                                    |  |  |
| VGPS                         | <b>Introduce:</b><br>Capital letters and full stops<br>Regular plural noun suffixes –s or –es<br>Joining words and joining clauses using <i>and</i><br><b>Revisit:</b><br>Capital letters for names and for the personal pronoun I                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                    |  |  |
| Spoken Language Expectations | <ul style="list-style-type: none"><li>• Listen and respond to adults and their peers</li><li>• Ask questions to extend their understanding and knowledge</li><li>• Use relevant strategies to build their vocabulary</li><li>• Articulate opinions</li><li>• Give descriptions, narratives for different purposes, including for expressing feelings</li><li>• Maintain attention and participate in collaborative conversations</li><li>• Speak audibly</li><li>• Participate in discussions, performances, role play, improvisations</li></ul> |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                    |  |  |
| Maths                        | <b>Geometry: Shape</b><br><br>Recognise and name common 2-D shapes, including: rectangles (including squares), circles and triangles<br><a href="#">Shaping It</a> , <a href="#">What's Happening?</a> , <a href="#">Jig Shapes</a> , <a href="#">Always, Sometimes or Never? KS1</a> , <a href="#">Overlaps</a> , <a href="#">Three Squares</a> <ul style="list-style-type: none"><li>- Counting up number of shapes in a given image</li><li>- Identify half of a given shape</li></ul> <a href="#">NCETM Shape</a>                            | <b>Number: Place Value (within 20)</b><br><br>Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number <ul style="list-style-type: none"><li>- Present and position 1-20 in context of 100 square</li><li>- Count on a number line with intervals in ones</li><li>- Always model positioning the equals sign on both</li></ul> | <b>Number: Place Value (within 50) Including multiples of 2, 5 and 10</b><br><br>Count in multiples of twos, fives and tens <ul style="list-style-type: none"><li>- Use the <a href="#">NCETM Y1 Money planning document</a></li></ul> | <b>Measurement: Money</b><br><br>Recognise and know the value of different denominations of coins and notes <ul style="list-style-type: none"><li>- Use the <a href="#">NCETM Y1 Money planning document</a></li><li>- Working from counting in 2s, 5s and 10s, build to showing how money can be used to count</li></ul> | <b>Geometry: Shape Repeat</b><br><br>Recognise and name common 2-D shapes, including: rectangles (including squares), circles and triangles<br><br>Recognise and name common 3-D shapes including: cuboids (including cubes), pyramids and spheres |  |  |

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|  | <p>Recognise and name common 3-D shapes including: cuboids (including cubes), pyramids and spheres</p> <p><a href="#">Power Maths</a><br/> <a href="#">NCETM Maths Planning Resources</a><br/>           NRich: <a href="#">Shaping It</a>, <a href="#">What's Happening?</a>, <a href="#">Jig Shapes</a>, <a href="#">Always</a>, <a href="#">Sometimes or Never?</a>, <a href="#">KS1</a>, <a href="#">Overlaps</a>, <a href="#">Three Squares</a><br/>           Books: Bear in a Square (Stella Blackstone), The Silly Story of Goldie Locks and the Three Triangles (Grace Maccarone)</p> | <p><i>sides of the calculation</i></p> <p>- <i>Use a range of concrete and pictorial resources to represent given amounts.</i></p> <p><a href="#">NCETM Composition of numbers to 20</a></p> <p>Count, read and write numbers to 20 in numerals and words<br/> <a href="#">Count the Digits</a>, <a href="#">What's in a Name?</a></p> <p>Given a number, identify one more and one less<br/>           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</p> <p><b>Solve one step problems</b> that involve addition and subtraction using concrete objects and pictorial representations and missing number problems</p> |  | <p>in these as well.</p> |  |  |  |
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|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">Robot Monsters</a> , <a href="#">Dotty Six</a> , <a href="#">All Change</a> , <a href="#">Making Sticks</a> , <a href="#">Eightness of Eight</a><br><a href="#">Power Maths</a><br><a href="#">NCETM Maths Planning Resources</a><br>NRich: <a href="#">Biscuit decorations</a> , <a href="#">Same length trains</a> , <a href="#">Grouping goodies</a> , <a href="#">Making sticks</a> ,<br>Books: Monster Math (Grace Maccarone), A Fair Bear Share (Stuart J Murphy) |                                        |                                         |                          |                        |  |
| Maths Vocabulary   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                        |                                         |                          |                        |  |
| Maths Basic Skills |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                        |                                         |                          |                        |  |
| Science            | <b>Animals including humans</b> ( <a href="#">Spitalfields Farm trip</a> )<br>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br>• identify and name a variety of common animals that are carnivores, herbivores and omnivores<br>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                        |                                         |                          |                        |  |
|                    | What is an animal?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | What types of animals are there?                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What is similar and what is different? | What does food tell us about an animal? | What makes me an animal? | What senses do I have? |  |
|                    | T2: blood, senses, young, feathers, fur, scales<br><br>T3: mammal, amphibian, reptile, herbivore, carnivore, omnivore                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                        |                                         |                          |                        |  |

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| Enrichment                                                                                   | Janet Singing sessions (6 <sup>th</sup> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Janet Singing sessions (13 <sup>th</sup> )                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Y1,2,3 Pantomime (26 <sup>th</sup> )<br>Y4,5,6 Pantomime (27 <sup>th</sup> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | E1 Carol Concert (3 <sup>rd</sup> am)    | Y4 Fireside Tales trips (11 <sup>th</sup> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Y6 Fireside Tales (18 <sup>th</sup> )                                                                                                                                                                           |
| Foundation Subjects (Blocked)<br>• History<br>• Geography<br>• RE<br>• PSHE<br>• Art<br>• DT | <b>Geography</b><br>Continents<br>Oceans<br>Countries of the UK<br><br><b>National Curriculum:</b><br>- name and locate the world's seven continents and five oceans<br>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br><br><b>CUSP outcomes:</b><br>• What are the 7 continents of the world? Where will we find them?<br>• What are the 5 oceans of the world? Where will we find them?<br>• What are the 7 continents and 5 oceans of the world? Where are they? Practise saying, locating, identifying and retrieving continents and oceans<br>• What are the four countries of the United Kingdom? Where will we find them?<br>• What are the capital cities of the four countries of the United Kingdom? Where will we find them?<br>• What seas surround the United Kingdom? - Remember countries and capital cities. Retrieve continents and oceans |                                                                                                                                   | <b>PSHE</b><br><b>Keeping/Staying Safe</b><br><br><b>Baseline Topic</b><br>During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying safe.<br><br><b>Road Safety</b><br>understand why it is important to stay safe when crossing the road<br>be able to recognise a range of safe places to cross the road<br>understand the differences between safe and risky choices<br>know different ways to help us stay safe<br><br><b>Being Responsible</b><br><br><b>Baseline Topic</b> | DT Project on a Page<br><b>Food- Preparing fruit and vegetables</b><br><br><b>Designing</b><br>Design appealing products for a particular user based on simple design criteria.<br>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.<br>Communicate these ideas through talk and drawings.<br><br><b>Making</b><br>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.<br>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.<br><br><b>Evaluating</b><br>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.<br>Evaluate ideas and finished products against design criteria, including intended user and purpose.<br><b>Technical knowledge and understanding</b><br>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.<br>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eat well plate. |                                          | <b>1.1 &amp; 1.2 Who is Christian/ Muslim and what do they believe?</b> (compare and contrast, refer to sacred books Unit 1.4)<br>• Talk about some simple ideas about Christian beliefs about God and Jesus<br>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means<br>• Talk about issues of good and bad, right and wrong arising from the stories<br>• Ask some questions about believing in God and offer some ideas of their own<br>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah<br>• Re-tell a story about the life of the Prophet Muhammad<br>• Recognise some objects used by Muslims and suggest why they are important<br>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. |                                                                                                                                                                                                                 |

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|                   |                                                                                                                                  | <p>During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of being responsible</p> <p><b>Water Spillage</b><br/>know how you can help people around you understand the types of things you are responsible for know how and understand the importance of preventing accidents be able to recognise the differences between being responsible and being irresponsible</p> | <p>Know and use technical and sensory vocabulary relevant to the project.</p>                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Vocabulary</b> | <p><b>Tier 2</b><br/>Vast<br/>Azure<br/>Rotated<br/>expanse</p> <p><b>Tier 3</b><br/>Ocean<br/>Continent<br/>Polar<br/>atlas</p> | <p><b>Road Safety</b><br/>Community Discuss<br/>Choice Pedestrian Zebra<br/>Crossing Pelican<br/>Crossing Puffin Crossing<br/>Toucan Crossing Avoid<br/>Situation<br/>Risk<br/>Safe Imaginary</p> <p><b>Water Spillage</b><br/>Responsibility<br/>Responsible<br/>Accident<br/>Honesty<br/>Dishonest</p>                                                                                                                                                | <p>fruit and vegetable names, names of equipment and utensils</p> <p>sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard</p> <p>flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning,</p> <p>investigating tasting, arranging, popular, design, evaluate, criteria</p> | <p>Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred, creation story</p> <p>Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel</p> <p>Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid.</p> |
| <b>Computing</b>  | <b>Junior Jam</b>                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                     |

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| Music                                   | Junior Jam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                                                                 |                                                 |                                                 |                                                                              |                                          |
| Singing                                 | <a href="https://www.singup.org/singing-schools/quick-sings">https://www.singup.org/singing-schools/quick-sings</a><br><a href="https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867">https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867</a><br>T:\2. Curriculum Leadership\Singing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                                                                 |                                                 |                                                 |                                                                              |                                          |
| Spanish                                 | Junior Jam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                                                                 |                                                 |                                                 |                                                                              |                                          |
| PE                                      | <b><u>Hit, Catch, Run</u></b> <ul style="list-style-type: none"> <li>• Able to identify when a point has been scored and keep count of score</li> <li>• Can choose where to send the ball to maximise chance to score</li> <li>• Can make choices where to stand in the field to restrict runs scored</li> <li>• Catch a medium sized ball thrown over a short distance</li> <li>• Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency</li> <li>• Track balls and other equipment sent to them, moving in line with the ball to collect it</li> <li>• Run between bases to score points</li> <li>• Retrieve and return a ball to a base</li> <li>• Use a range of sending skills to put ball into space</li> <li>• Able to self-feed ball to hit off hand and strike ball off cone</li> <li>• Work collaboratively to score runs showing encouragement and support</li> <li>• Show awareness of teammates fielding positions to restrict runs in a simple game scenario</li> </ul> |                                 |                                                                 |                                                 |                                                 |                                                                              |                                          |
|                                         | batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |                                                                 |                                                 |                                                 |                                                                              |                                          |
| PSHE Weekly Reflection (Scheme Blocked) | Respect yourself – It's good to be me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Remembrance – Celebrating Peace | National Anti Bullying Week. Thomas Buxton is a bully free zone | Respect each other – honesty is the best policy | Respect yourself –Peer Pressure, do it your way | Respect each other - Do as you would be done by. How should we treat others? | Goodbye 2025- Another year older! Wiser! |
| P4C Skills                              | <b>P4C skills</b><br>Developing first thoughts.<br>Beginning to agree and disagree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                                                                 |                                                 |                                                 |                                                                              |                                          |
| P4C Enquiries                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | PSHE Anti-Bullying              |                                                                 | Curriculum                                      |                                                 | RE                                                                           |                                          |