
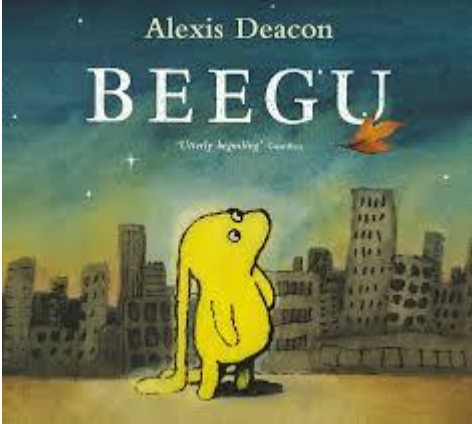


Year 1 – Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p style="text-align: center;">Friendships</p> <p>In this unit children use <i>The Cloudspotter</i> by Tom McLaughlin and <i>Imaginary Fred</i> by Oliver Jeffers to share their ideas about making friends and justify their opinions about the activities they enjoy doing alone, with a partner.</p> <p>Grammar focus: Write, leaving spaces between words.</p>	<p style="text-align: center;">Friendships</p> <p>They learn how to write correctly punctuated statements about activities they enjoy doing. They orally prepare and write questions to find out information about new friends, discovering new information about people familiar to them.</p> <p>Grammar focus: Use capital letters for the names of people, places, days of the week, etc.</p>	<p style="text-align: center;">Information Texts</p> <p>Read a fictional story about a machine (a robot) and contrast it with a non-fiction information text on the same thing. Notice the features of information texts and also how these are read/accessed.</p> <p>Grammar focus: Write, leaving spaces between words.</p>	<p style="text-align: center;">Information Texts</p> <p>The features of a standard information text, including labels captions, contents, glossary, etc. are visited and noted. Children read a non-fiction text with a different structure and compare the two.</p> <p>Grammar focus: Use capital letters for the names of people, places, days of the week, etc</p>	<p style="text-align: center;">Poems with Pattern and Rhyme</p> <p>Children take part in skipping and chanting poems, exploring rhythm and repetition. They compose their own verses, experimenting with patterns and language.</p> <p>Grammar focus: Write, leaving spaces between words.</p>	<p style="text-align: center;">Poems with Pattern and Rhyme</p> <p>Children showcase their own chorus in performance, building confidence in speaking and creative expression.</p> <p>Grammar focus: Use capital letters for the names of people, places, days of the week, etc</p>
Maths	<p style="text-align: center;">Addition and Subtraction within 10</p> <p>Children build on their learning about writing number sentences by looking at addition fact</p>	<p style="text-align: center;">Addition and Subtraction within 10</p> <p>Children begin to formalise the idea of addition as bringing two or more parts together</p>	<p style="text-align: center;">Addition and Subtraction within 10</p> <p>Children are formally introduced to the subtraction symbol for the first time. children focus on</p>	<p style="text-align: center;">Addition and Subtraction within 10</p> <p>Children look at subtraction on a number line for the first time. Children use the method of “counting back” to find the answers to</p>	<p style="text-align: center;">Geometry</p> <p>Children start by looking at 3-D shapes, as these are tangible shapes that they can touch and feel to help understand their</p>	<p style="text-align: center;">Geometry</p> <p>Children use both 2-D and 3-D shapes to complete and make simple patterns, focusing on different shapes, sizes and colours.</p>

	<p>families. Children recognise that the order of an addition sentence can be varied, and they begin to discover that addition is commutative.</p>	<p>to create a whole. This is a more formal way of looking at the learning they have covered earlier in this block. At this stage, the focus should be on bringing two parts together, rather than adding more.</p>	<p>the meaning of the subtraction symbol rather than having to identify missing values. They are given a completed part-whole model and write the related subtractions using the numbers in the part-whole model to start to build their understanding.</p>	<p>subtraction calculations. As they did when adding more, they start from the “first” number and then count back to find the answer.</p>	<p>identifying features. Children are required to name simple 3-D shapes such as cubes, cuboids, cylinders, pyramids, cones and spheres.</p>	<p>Children should be able to recognise the rule within a pattern and use this to continue it in any direction.</p>
Science	<p style="text-align: center;">Can you leap like a frog?</p> <p>Children explore the features and abilities of different animals and compare them to their own. They learn how certain traits help animals survive and how these characteristics are used to classify them into groups such as mammals, reptiles, amphibians, birds, and fish.</p>	<p style="text-align: center;">What can worms sense?</p> <p>Children investigate the senses of earthworms by conducting tests to observe their responses to light, touch, sound, and scent. They learn that while earthworms do not have eyes, ears, fingers, or a nose, they can still detect light and touch. They will learn that worms also sense vibrations from sound and respond to strong smells, which help them navigate their environment.</p>	<p style="text-align: center;">What is camouflage for?</p> <p>Children investigate how camouflage helps animals survive by searching for hidden paper butterflies. They analyse their results, observing that brightly coloured butterflies are easier to find while camouflaged ones remain hidden. From their findings, they conclude that camouflage is a key adaptation for avoiding predators.</p>			
Reading	<p style="text-align: center;">Where the Wild Things Are</p>  <p style="text-align: center;">WHERE THE WILD THINGS ARE</p> <p style="text-align: center;">STORY AND PICTURES BY MAURICE SENDAK</p>		<p style="text-align: center;">Beegu</p>  <p style="text-align: center;">Alexis Deacon BEEGU</p>			

	<p><i>Where the Wild Things Are</i> takes children on an imaginative journey, exploring themes of adventure, emotion, and self-discovery. This teaching sequence encourages children to develop empathy for characters, make connections to their own experiences, and engage in creative responses through role-play and artwork. Through discussion, they explore the power of imagination and the emotions within the story, using these ideas to compose poetry, write in role, and create their own narratives. The book provides an excellent model for developing descriptive language, understanding fantasy settings, and working on characterisation, helping children to craft their own imaginative stories.</p>	<p>Beegu is a poignant and beautifully illustrated story that explores themes of loneliness, kindness, and belonging through the eyes of a lost alien child. Stranded on Earth and separated from her parents, Beegu struggles to find acceptance in an unfamiliar world. The stark backgrounds and luminous illustrations highlight her isolation, while moments of warmth and connection offer hope. This teaching sequence encourages children to empathise with characters, interpret visual storytelling, and engage in meaningful discussions about inclusion and understanding. Through drama, poetry, storytelling, and artwork, children develop creative responses to the text, deepening their connection to Beegu's journey. The book serves as a powerful model for narrative writing, supporting children in developing their own characters, settings, and emotional storytelling.</p>
Topic	SCHOOL DAYS	
	Children will research Samuel Wilderspin, an important figure in the development of schooling for young children in the Victorian era, whose ideals are reflected in schooling today.	They will learn to describe the passage of time through study of past, present and future tense vocabulary.
Art & DT	STREET VIEW	
	Children use Rizzi's work as inspiration to bring their ideas to life by constructing a 3D mural. This project helps develop their artistic skills, creativity, and understanding of how art can represent the world around them.	Children explore different artistic techniques and materials to enhance their work.
		Children complete the unit by reflecting and evaluate their creations, discussing their choices and the impact of their designs.
PSHE	WHO IS SPECIAL TO US?	

	<p>In this unit, children learn about the different groups they belong to, including their family, school, friends, and clubs. They explore the people in their family and those who love and care for them, recognising the ways in which family members show love and support.</p>	<p>Through discussions and activities, children discover that while every family is unique, they also share common features. They learn about different aspects of family life, such as the things families do and enjoy together.</p>	<p>Children reflect on what makes their own family special while appreciating the diversity of others. Additionally, they understand the importance of speaking to a trusted adult, like their teacher, if something in their family makes them feel unhappy or worried.</p>
<p>PE</p>	<p>BALL SKILLS</p> <p>In Year 1 PE, , children learn to roll and stop a ball, bounce it with control while moving, and throw and catch with balance. They practise working with a partner, maintaining their balance while passing and receiving a ball. They develop skills in bouncing a ball to a partner, pitching a quoit sideways, and using a simple underarm throw. Children also begin to understand the importance of warming up before exercise and explore moving forwards and backwards through walking and running.</p>		