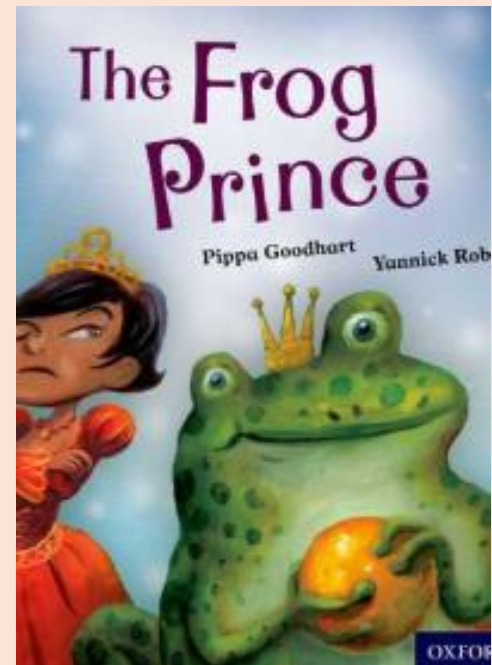


In Autumn 1 English we are learning...

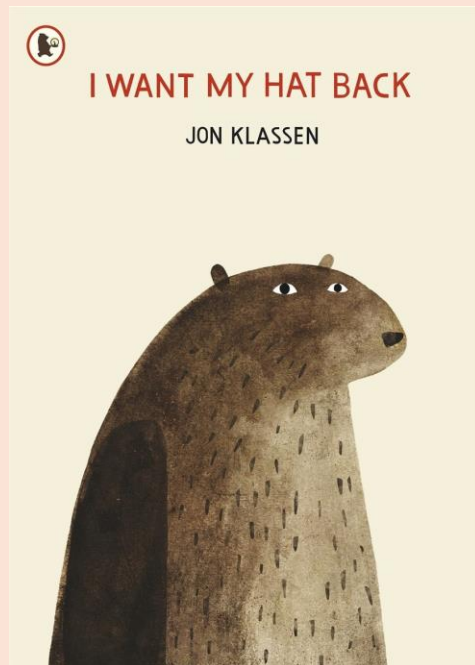
Key Vocabulary:

Capital letter	Sentences	Label	End	Subject
Full stop	Adjective	Beginning	Connective	Verb
Finger spaces	Story map	Middle	Noun	

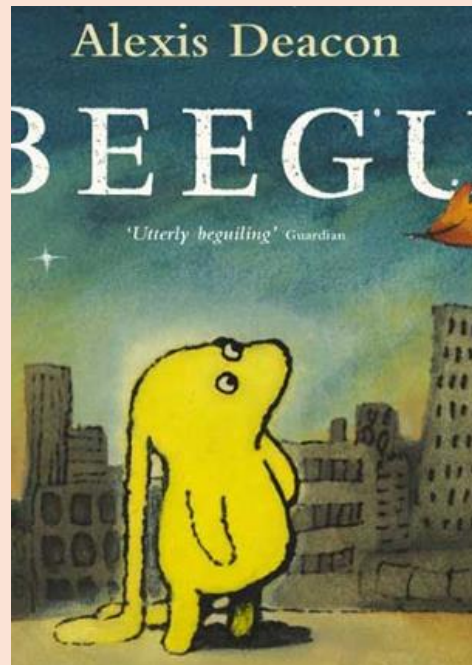
This English unit of work builds upon prior learning from Reception and the EYFS curriculum. Pupils revisit and extend their understanding of traditional tales and nursery rhymes while consolidating key early writing skills, including writing simple sentences and using capital letters, full stops and finger spaces correctly.



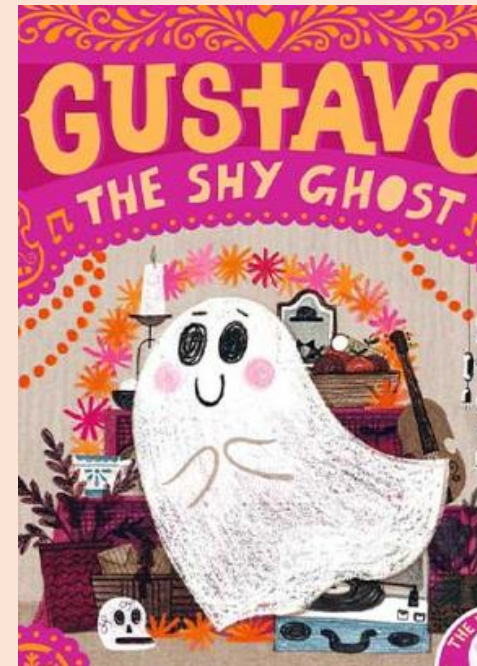
One Week



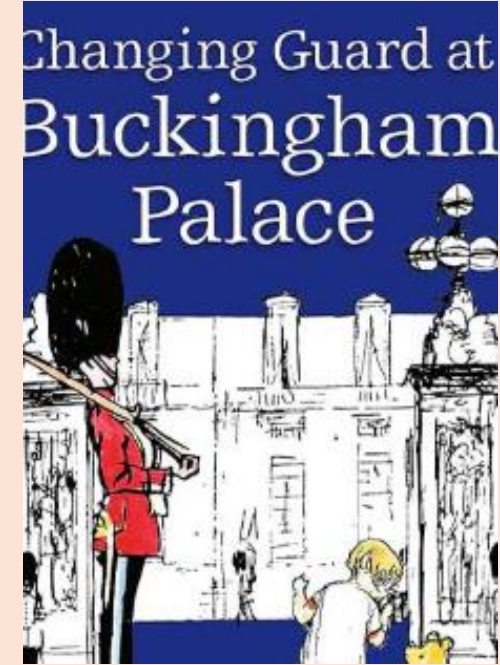
One Week



Two Weeks



Two Weeks

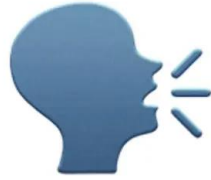


Two Weeks

Oracy

Learn to:

- Use appropriate volume
- Use appropriate facial expression
- Use appropriate tone to support delivery
- Use rising intonation when asking a question
- Engage readers by using adjectives to describe
- Take turns and respond appropriately to the ideas of others
- Begin to offer reasons for opinions
- Orally rehearse rhyming phrases from the poem
- Use appropriate rhythm and phrasing to mimic the cadence of a song



The four pillars

Grammar and Punctuation

Learn to identify and use:

- Capital letters and full stops
- Spaces to separate words
- Subject and verb within a sentence
- The pronoun 'I' as a subject
- The pronoun 'she' within a subject
- Simple adjectives
- The subject and verb in a sentence
- Use capital letters for proper nouns
- Use 'and' to join words



Writing

Learn to:

- Write lower and upper case letters of the alphabet, always in the right direction
- Use appropriate spacing between words
- Write a simple sentence with a subject and verb
- Use adjectives to describe an object giving more detail
- Write a sentence with subject, verb and adjective
- Identify the subject within a sentence
- Identify the verb within a sentence
- Write sentences with a subject and verb
- Label an illustration
- Use labels to write a sentence, ensuring that proper nouns have capital letters



Reading

Learn to:

- Identify the beginning, middle and end of stories
- Discuss the characters' feelings and make links between the story and their own experiences
- Discuss characters and motives
- Infer characters actions and motivations with guidance
- Discuss the eponymous hero of the picture book and the significance and uniqueness of the title
- Discuss the characters feelings, tracing how they develop the narrative
- Begin to make predictions about what might happen in the story based on what they have read
- Discuss predictions, taking turns to share ideas and listen to the ideas of others
- Begin to identify the rhyming pattern used in the poem.
- Discuss how and why the author uses repetition of rhyming phrases
- Link what they have read to their learning in history

In Autumn 1 Maths we are learning...

4 Weeks' learning

Place Value (Within 10 and 20)

- *To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number*
- *To count, read and write numbers to 100 in numerals*
- *To read and write numbers to 20, in words.*
- *To identify one more and one less than a given number*
- *To show an understanding of tens and units through practical activities*
- *To say how many tens and units there are in two-digit numbers and say the value of each digit*
- *To compare and order numbers using an understanding of place value*
- *To fill in missing numbers on a number line*

2 Weeks' learning

Addition and Subtraction within 10 and 20

- *To read, write and interpret mathematical statements involving addition, subtraction and equals signs*
- *To revisit number bonds to 10*
- *To learn number bonds to 20*
- *To solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations*
- *To begin to use a number line to solve addition and subtraction problems*
- *To begin to use a hundred square to solve addition and subtraction problems*
- *To find missing numbers in addition number sentences*
- *To find missing numbers in subtraction number sentences*

In Autumn 1 Science we are learning...

Key Vocabulary:	Seeds
Plant	Roots
Flower	Soil
Tree	Buds
Leaf	Branches
Summer	Evergreen
Trunks	Autumn
Spring	Stems
Winter	Blossom



8 weeks of learning

Our Learning Objectives

- To identify common plants
- To describe the features of plants
- To say where plants grow
- To identify and name the main parts of a plant
- To explain the function of different plant parts
- To identify trees that lose their leaves (deciduous trees)
- To identify trees that keep their leaves all year round (evergreen trees)
- To identify and name the parts of a flower
- To describe the features of flowers
- To identify what plants need to grow
- To describe how plants grow and change over time
- To observe plant growth over time
- To identify different fruits
- To investigate fruits and find their seeds
- To observe and describe fruits closely

Key Knowledge

- What is that plant?
- What part is that?
- Is it evergreen?
- What is that flower?
- How do plants grow?
- Where do fruits come from?

In Autumn 1 History we are learning...

8 Weeks of learning time.

Key Vocabulary:

King

Queen

Princess

Prince

Royal family

Serve

War

Coronation

Why do we still remember Queen Elizabeth 11 today?

- She served her country for many years;
- She lived through important historical events;
 - She helped during the war;
 - She became a symbol of continuity.



Our Learning:

Princess Elizabeth as a child.
Elizabeth during the war.
Elizabeth's coronation.
Elizabeth helping others.

In Autumn 1 Geography we are learning about living in cities

8 weeks of learning time

Key Vocabulary:

City
Durham
Sunderland
Newcastle
United Kingdom
Countries
Northern Ireland
Scotland
England
Wales



By the end of this topic, pupils will:

- Know more about the cities around us, including Durham, Sunderland and Newcastle.
- Ask and answer questions about the cities where we live.
- Use maps and photographs to find out more about our local area.
- Explore how people and the environment interact in our cities.
- Name, label and talk about the countries that make up the United Kingdom.
- Share what we have learned about our local area and the wider United Kingdom.



In Autumn 1 Computing we are learning about computing systems and networks – technology around us

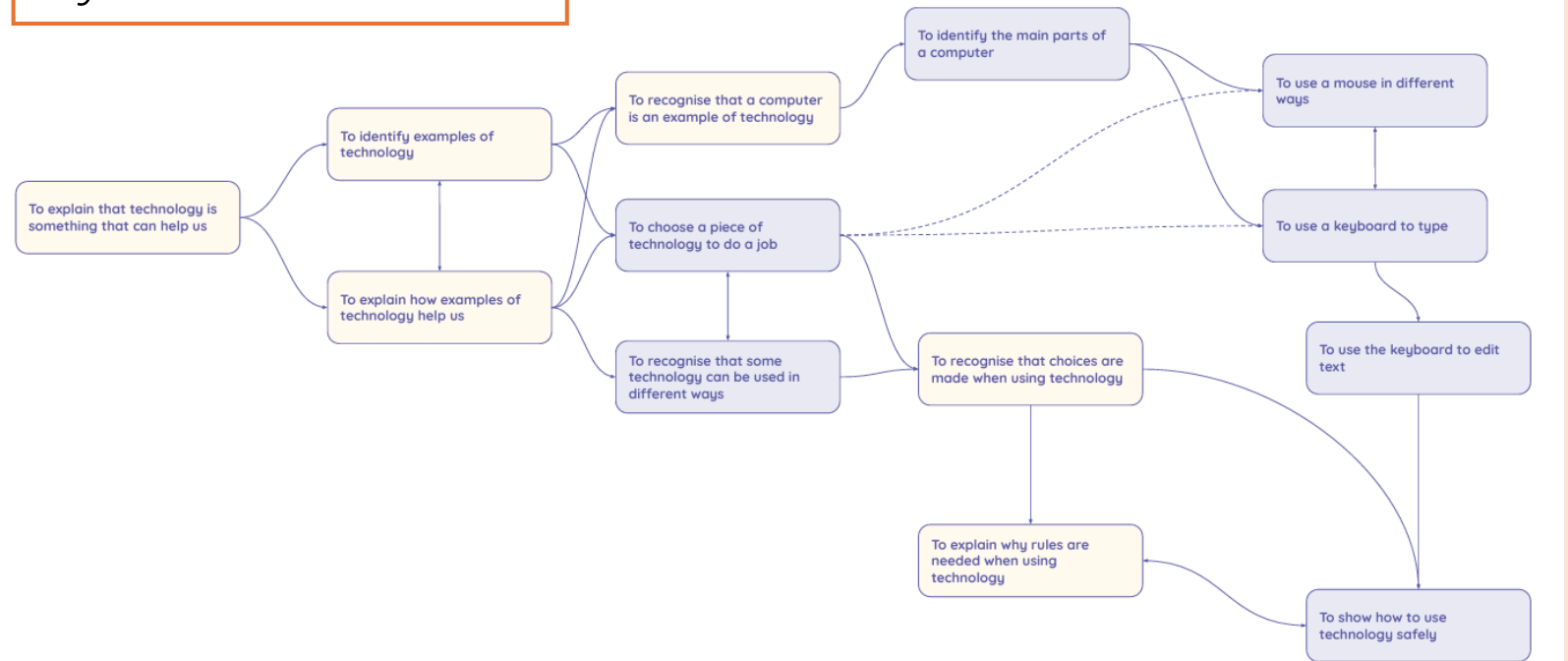
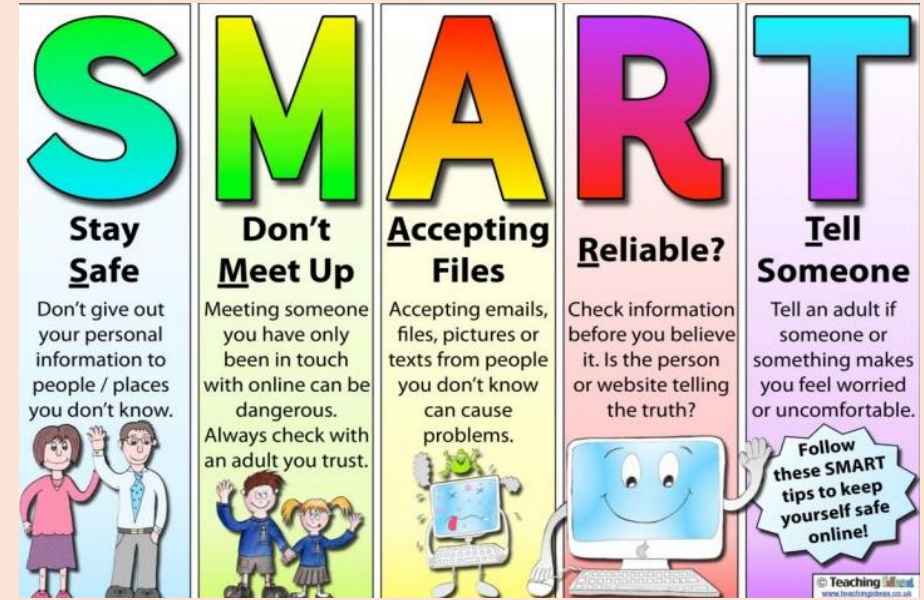
8 weeks of learning time

Key Learning:

Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make them feel uncomfortable.

Key Vocabulary:

Technology	Edit
Computer	Text
Responsibility	Mouse
Safe	Computer
Keyboard	



In Autumn 1 PE we are learning...

8 weeks of learning time

Key Learning in Multi Skills:

- To throw a ball/ beanbag with accuracy*
- To show an awareness of space*
- To catch a ball/ beanbag with some control*
- To observe, describe and copy what others are doing.*
- To work collaboratively with a partner*

Key Vocabulary:

Throw
Catch
Roll
Kick
Pass
Bounce
Aim
Target
Accuracy
Control
Agility
Balance
Coordination
Direction
Observe
Teamwork

Key Learning in Fundamental Movements:

- To perform a variety of movements*
- To learn to control equipment using feet and hands*
- To understand the space around them*
- To consolidate their knowledge of ABC (agility, balance and coordination)*

Moving our bodies



running



jumping



balancing



skipping



throwing



catching



kicking



rolling

Using equipment

Space around us



space



personal space



around



pathway

ABC – Agility, Balance and Coordination



agility



balance



coordination



change direction

Working together



partner



team



take turns



encourage

Equipment we use



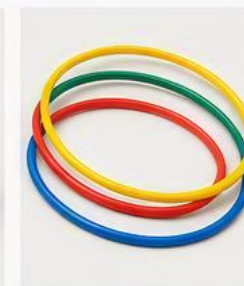
ball



beanbag



cones



hoops



In Autumn 1 Art we are learning about Queen Elizabeth 11 portraits 8 weeks of learning time

Our Key Learning:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Vocabulary:

2D shape,	horizontal,
3D shape,	lightly,
Abstract,	line,
chalk,	mark making,
charcoal,	observe,
circle,	pastel,
continuous,	printing,
cross-hatch,	shade,
diagonal,	shadow,
dots,	straight,
firmly,	texture,
form,	vertical,
wavy	



In music we are learning about rhythm notation and brahams 8 weeks of learning time

- ***Key Learning:***

Name crotchet and minim notes

Name semibreve.

Compose a rhythm

Name dotted minims.

Compose and perform a rhythm

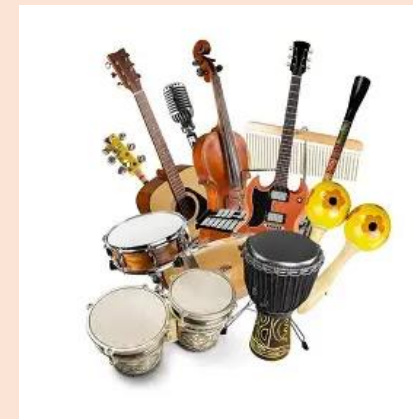
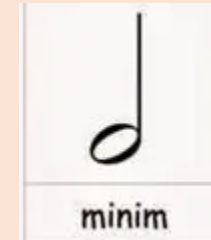
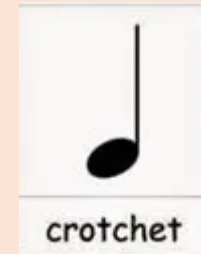
Learn about Brahms.

Find the pulse to music.

Create a dance to accompany music

Perform on tuned and untuned percussion accompanying Hungarian

Dance no.5 as an ensemble



Key Vocabulary:

Beat

Pulse

Rhythm

Crotchet

Minim

Dotted minim

Semibreve

Compose

Perform

Percussion

Tuned

Untuned

Ensemble

Composer

Brahms

Year 1 R.E. – Branch 1 – Creation and Covenant - Approximately 6 weeks of learning time

Learning sequenced under each lens			
Hear	Believe	Celebrate	Live
The Creation story in Genesis 1:1 4, 24-26 The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'. Laudato Si – an introduction to the ideas it presents.	Christian belief that all that is good comes from God. Prayer is a way to draw closer to God God as our Father God's love and care for humanity is experienced through the beauty and order of Creation.	Praying is a way people draw closer to God As a community, the Church prays the Creed and the Our Father to pray to God and worship him.	God wants us to love and care for the world because the world is God's gift to us. Caring for the world is one of the ways we love and care for each other. How a community in another part of the world cares for Creation.



CREATION AND COVENANT

Lessons	
H2	Creation and Covenant uncovered
H3	Creation and Covenant to explore
1	The Creation story
2	Genesis
3	Christian prayer
4	The Our Father
5	Visible and invisible
6	Wonders of Creation
7	Beauty and order in Creation
8	Finding God in Creation
9	Inspired by Creation
10	A Creation Litany
11	Dominion – responsibility
12	Our 'common home'
13	Laudato Si'
14	Living out Laudato Si'
15	A postcard of thanks
H1	Creation and Covenant discovered

Expected Outcomes

Understand

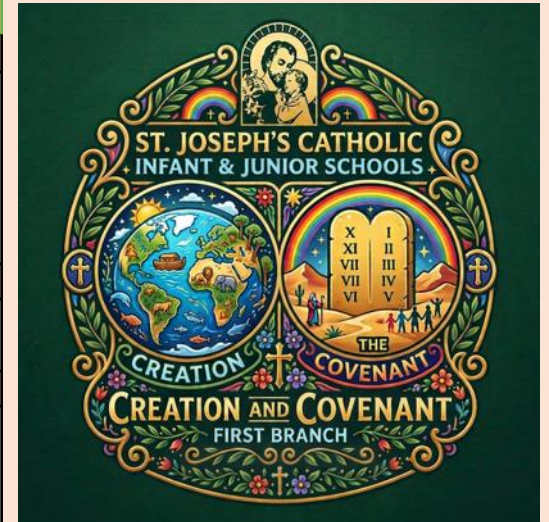
- U1.1.1 Recognise that the story of Creation in Genesis 1:1-4, 24-26, is an ancient, prayerful, poetic reflection on God's world and retell this story in any form.
- U1.1.2 Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth
- U1.1.3 Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of creation.
- U1.1.4 Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.
- U1.1.5 Know that Pope Francis wrote a letter, called Laudato Si', about the gift of Creation and the importance of taking care of the world as it is everyone's home.
- U1.1.6 Recognise that prayer is a way of drawing closer to God

Discern

- D1.1.1 Talking about how God's gift of Creation is expressed through the scriptures and diverse creative and artistic representations , e.g., through art, music, or poetry and talk about their responses.
- D1.1.2 Talking about why caring for God's world matters for them and their local community.

Reflect

- R1.1.1 Reflecting on what the words of the Our Father and the opening words of the Creed say to them.
- R1.1.2 Reflecting on different ways to pray.
- R1.1.3 Listening to stories from different communities and their experiences about how they care for the world
- R1.1.4. Talking about how they can care for God's world.



RHE approximately 8 weeks of learning time

Our Units:

- U1: I am unique
- U2: Girls and boys
- U3: Clean and healthy
- U4: Lifestyles
- Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:



Key Vocabulary:

- Grief
- Death
- Democracy
- Liberty
- Respect
- Contribution
- Responsibility
- Law
- Consequences
- Body parts

Key Learning:

Pupils will begin the year by recapping our school mission and vision and considering the ways they can show this through their choices and interactions with others.

Within the autumn term, pupils will begin to learn about the five Fundamental British Values and will be taught RHE in conjunction with the DfE's 2026 guidance.

Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Children will understand that they are unique and give examples of some of the things which are special about them.

In addition to this, they will further their understanding of equality and diversity through studying other faiths.