

Year 1 – Penguins, Possums and Pigs – Autumn 1

Phonics

Set 2 Sounds

- Pupils are introduced to phonics through daily Read Write Inc. sessions
- Pupils are taught the following Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, ir, ou, oy
- Pupils learn the different ways these sounds are represented in written form
- Practise blending Set 2 sounds to read words accurately

Reading Words with Set 2 Sounds

- Pupils are taught to read words containing Set 2 sounds through structured decoding activities
- Practise sounding and blending to read words independently
- Apply phonics knowledge when reading words in isolation and within sentences
- Begin to read increasingly complex words with reduced reliance on sounding aloud

Building Speed with Set 1 Sounds

- Consolidate and build speed when reading words containing Set 1 sounds
- Particular focus is given to Word Time 1.6 – 1.7
- Participate daily speed-reading activities to strengthen automaticity and fluency
- Develop quicker recognition of known sounds to support smoother reading

Literacy

Focus texts

- Beegu
- Where the Wild Things Are

Poetry – Pattern and Rhyme

Maths

Number: Place Value within 10

- Count forwards and backwards from 0 to 10
- Read and write numbers from 0 to 10 in numerals and words
- Recognise and represent numbers using objects, pictures, and number lines
- Identify one more and one less than a given number
- Compare and order numbers within 10 using mathematical language (greater than, less than, equal to)
- Understand the composition of numbers to 10 using part-whole models
- Develop fluency through counting, matching, and grouping activities

Number: Addition and Subtraction within 10

- Understand addition as combining and adding more
- Understand subtraction as taking away, finding the difference, and comparing
- Use concrete objects, pictorial representations, and number lines to solve calculations
- Write and understand number sentences using +, -, and = symbols
- Recall related addition and subtraction facts within 10
- Solve one-step addition and subtraction problems in different contexts
- Explain methods and reasoning using mathematical language

Geometry: Shape

- Recognise and name common 2D shapes (circle, triangle, square, rectangle)
- Recognise and name common 3D shapes (cube, cuboid, sphere, cylinder, cone)
- Describe shapes using mathematical vocabulary related to sides, vertices, faces and edges
- Sort and compare shapes based on their properties
- Identify shapes in everyday objects and the environment
- Use shapes to create patterns and pictures

- Listen to, learn, and perform poems with rhythm, rhyme, and repeating patterns
- Identify rhyming words and patterned language in poetry
- Use spoken language to rehearse poetic language and experiment with sound
- Apply understanding of sentence structure using Grammasaurus characters
- Compose simple poems using repetition and rhyme
- Write sentences that make sense when read aloud
- Use capital letters and full stops accurately

Setting Descriptions

- Explore texts with clear and familiar settings
- Identify and discuss key features of a setting (location, weather, sensory detail)
- Use adjectives to add detail to nouns
- Extend simple sentences to create detailed descriptions
- Orally rehearse descriptions that are sequenced and meaningful
- Re-read writing to check clarity, grammar, and sense

Instructional Writing

- Identify the purpose and features of instructional texts
- Understand that instructions give commands or tell someone how to do something
- Use imperative (bossy) verbs in both spoken and written sentences
- Sequence instructions logically using ordered steps
- Write simple instructional texts for a clear purpose
- Apply capital letters and full stops accurately
- Use spoken language to explain, clarify, and rehearse instructions

Science

Animals including humans (Focus – The Bog Baby)

- Recognise and name a range of common animals and begin grouping them by simple features (e.g. fish, birds, mammals, amphibians, reptiles)
- Compare the Bog Baby's characteristics with real animals to understand what makes something a living creature
- Identify and label basic animal body parts and compare structures across different types of animals
- Identify and name parts of the human body and link them to the sense
- Explore how animals and humans grow and change, making connections with how the Bog Baby becomes unwell when not cared for properly
- Classify animals by what they eat (carnivore, herbivore, omnivore) and apply this understanding imaginatively to the Bog Baby
- Understand that animals, including humans, need food, water, and air to survive
- Talk about how to care for living things responsibly, reflecting on the message of The Bog Baby
- Develop confidence in asking simple scientific questions inspired by the story and real animals
- Practise observing closely, describing what they notice, and recording findings through drawings, labels, or simple groupings

<u>Geography</u>	<u>Computing</u>	<u>Physical Education</u>	<u>Religious Education</u>
<u>Hot and cold areas of the world</u> - Locate the <i>North Pole</i>, <i>South Pole</i>, and the <i>Equator</i> on a world map or globe - Identify that areas near the Equator are typically <i>hot</i>, and areas near the poles are <i>cold</i> - Recognise simple features of <i>hot climates</i> (e.g. deserts, savannahs) and <i>cold climates</i> (e.g. Arctic, Antarctic) - Compare weather differences between hot and cold regions and relate them to clothing, daily activities and living conditions - Explore how animals adapt to hot and cold environments, linking climate to habitats - Begin to describe how people live in contrasting climates, noticing differences in homes, clothing, and transport - Name and identify <i>continents and oceans</i> relevant to the topic (e.g. Antarctica, Africa, Arctic Ocean) - Use simple geographical vocabulary such as <i>hot, cold, north, south, equator, map, globe, climate</i>	<u>Online Safety</u> - Learn what the internet is used for and recognise that it can be accessed on different devices - Understand that they should always tell a trusted adult if they see something online that makes them feel unsure, scared, or confused - Begin to recognise personal information (e.g. name, school, address) and understand that it must be kept private online - Learn the importance of using technology safely and respectfully, following simple rules - Know that passwords help to keep information safe and learn not to share them with others - Start to understand what is meant by <i>searching</i> online and that information on the internet can be true or untrue - Practice logging on safely and understand that their own work should be saved in their personal area - Begin to understand the importance of asking permission	<u>Locomotor skills</u> - Develop basic <i>locomotor</i> skills, including running, jumping, hopping, and travelling in different ways - Explore moving safely in a shared space, showing awareness of others and beginning to control their speed and direction - Pupils improve their <i>balance, coordination, and agility</i> through simple individual and group activities - Practise following simple sequences of movements and begin to copy, repeat, and vary actions - Respond to instructions and cues, learning to stop, start, and change direction with control - Begin to understand how their body feels during exercise and talk about how being active helps them stay healthy - Use simple equipment (e.g. balls, beanbags, cones) safely with increasing control - Work cooperatively with a partner, taking turns and showing positive sporting behaviour	<u>Christianity – God (Why do Christians say that God is a Father?)</u> - Learn that Christians believe in one God, who is loving, caring, and protective - Understand that Christians sometimes describe God as a Father because they believe he looks after people like a loving parent - Listen to and explore simple Bible stories that show God’s care (e.g. The Lost Sheep, The Prodigal Son) and discuss what these stories teach Christians about God - Recognise that the word <i>Father</i> is used as a metaphor to help Christians understand God’s nature, not because God is a human parent, but because God is seen as loving and guiding - Explore how Christians talk to God through prayer, often beginning with <i>Father</i>, and understand why this language is comforting to believers - Identify how Christians show that they trust God, for example through songs, prayers, and church worship

▪ Learn to use and interpret basic <i>maps, globes, and world atlases</i> to find hot and cold places ▪ Describe geographical features using simple observations from images, videos, and stories about different world environment	▪ before using someone else's work, images, or ideas ▪ Learn to identify trusted adults who can help keep them stay safe online (parents/carers, teachers) ▪ Build confidence in discussing how technology is used at home and in school, identifying safe and unsafe scenarios	▪ Start to develop confidence and enjoyment in physical activity through games, challenges, and movement tasks ▪ Reflect on their own performance, noticing what they found easy or difficult and what they can improve next time	▪ Reflect on their own experiences of being cared for and link these feelings to the idea of God's love in Christianity ▪ Learn key Christian vocabulary such as God, Father, love, care, prayer, Bible, Christian ▪ Begin to notice similarities and differences between their own feelings and ideas and those of Christians ▪ Express their own thoughts through drawing, speaking, drama, and simple written work about what it means to feel safe, loved, or cared for
<u>PHSE/RSE</u> <u>Me and my relationships</u> ▪ Identify the different people who care for them and describe how these people help make them feel safe, loved, and supported ▪ Learn what it means to be a good friend, including being kind, taking turns, sharing, and listening to others ▪ Begin to recognise and name a range of feelings (happy, sad, worried, angry) and understand that all feelings are okay, but not all behaviours are ▪ Explore simple ways to manage their feelings, including breathing strategies, talking to a trusted adult, or choosing a calming activity ▪ Practise using kind words and respectful behaviour when playing and working with others	<u>Music</u> <u>Menu Song</u> ▪ Learn to sing the <i>Menu Song</i> with increasing confidence, accuracy, and expression ▪ Explore how to keep a steady pulse while singing and moving to the music ▪ Begin to recognise changes in pitch (high/low), tempo (fast/slow), and dynamics (loud/quiet) within the song ▪ Practise echo-singing and simple call-and-response patterns inspired by the structure of the <i>Menu Song</i> ▪ Develop listening skills by identifying sounds and instruments used in the backing track or accompaniment		

▪ Learn how to ask for help when they feel unsure, unsafe, or upset, and identify adults they can talk to at home and school ▪ Understand what fair and unfair solutions look like and begin to solve small disagreements with adult guidance ▪ Learn how to keep themselves safe in everyday situations, including saying “no when something feels wrong or uncomfortable ▪ Explore what cooperation means and practise working with a partner or small group to complete simple tasks ▪ Understand that everyone is different and special, and begin to value similarities and differences within the class community	▪ Use basic classroom instruments (e.g. shakers, tapping sticks, tambourines) to play simple rhythms that fit the pulse of the song ▪ Begin to create their own short rhythmic patterns, linked to the idea of foods in the <i>Menu Song</i> (e.g. tapping syllables of food words) ▪ Explore how music can represent ideas and respond creatively through movement or actions		
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