



# Year 1 Autumn Planning 2025-2026



Subject	Planning		
<b>Religious Education</b>	<b>Branch 1 – Creation and Covenant.</b>  Children will learn that the revelation of creation is the first step towards the covenant (promises) God forges with his people. Children will consider how the world exists and how all that is came to be and learn about the Christian belief that all that exists comes from God, the Creator, who Christians call Father.		<b>Branch 2 – Prophecy and Promise.</b>  Children will develop an early understanding of the Christian belief that God showed us the full depth of his love by sending Jesus his Son. Children will journey through the life of Jesus following the Gospel of St Luke.
<b>English</b>	<b>Vehicle Text 1: Old Bear.</b> Writing Outcomes. <ul style="list-style-type: none"> <li>Narrative: Finding narrative.</li> <li>Letter: Message.</li> </ul> <b>Vehicle Text 2: Rapunzel.</b> Writing Outcomes. <ul style="list-style-type: none"> <li>Narrative: A traditional tale.</li> <li>Instructions: How to catch a witch.</li> </ul> <b>Reading for Pleasure:</b> Stories linked to the Vehicle Texts. Various familiar stories.		Revision of Reception spelling rules and <ul style="list-style-type: none"> <li>Leaving spaces between words.</li> <li>Joining words and clauses using 'and'.</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>Learning to spell common exception words.</li> <li>Forming lower case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters.</li> <li>Understand which letters belong to which handwriting families.</li> </ul>
<b>Maths</b>	<b>Daily Practice</b> <ul style="list-style-type: none"> <li>Retrieval – FB4.</li> <li>Counting from 1 to 100.</li> <li>Basic skills games.</li> </ul>	<b>Place Value</b> <ul style="list-style-type: none"> <li>Sort objects.</li> <li>Count objects.</li> <li>Represent objects.</li> <li>Count, read and write forwards from any number 0 to 10 in numerals and words.</li> <li>Count, read and write backwards from any number 0 to 10 in numerals and words.</li> <li>Count one more.</li> <li>Count one less.</li> <li>One-to-one correspondence to start to compare groups.</li> <li>Compare groups using language such as equal, more/greater, less/fewer.</li> <li>Introduce &lt;, &gt; and = symbols.</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Part-whole model.</li> <li>Write number sentences.</li> <li>Fact families – addition facts.</li> <li>Find number bonds for numbers within 10.</li> <li>Systematic methods for number bonds within 10.</li> <li>Number bonds to 10.</li> <li>Compare number bonds.</li> <li>Addition – adding together.</li> <li>Addition – adding more.</li> <li>Addition problems.</li> <li>Finding a part.</li> <li>Subtraction – taking away, how many left? Crossing out.</li> </ul>
	<b>Geometry</b> <ul style="list-style-type: none"> <li>Recognise and name 3-D shapes.</li> <li>Sort 3-D shapes.</li> <li>Recognise and name 2-D shapes.</li> <li>Sort 2-D shapes.</li> <li>Patterns with 3-D and 2-D shapes.</li> </ul>		



# Year 1 Autumn Planning 2025-2026



		<ul style="list-style-type: none"><li>• Compare numbers.</li><li>• Order groups of objects.</li><li>• Order numbers.</li></ul>	<ul style="list-style-type: none"><li>• Subtraction – taking away, how many left? Introducing the subtraction symbol.</li><li>• Subtraction – finding a part.</li><li>• Fact families – the 8 facts.</li><li>• Subtraction – counting back on a number line.</li><li>• Subtraction – finding the difference.</li><li>• Add or subtract 1 or 2.</li></ul>
	All maths will have reasoning and problem solving interwoven throughout the children's learning.		
Science	<p><b>The Human Body – Children can:</b></p> <ul style="list-style-type: none"><li>• Identify and name parts of the human body.</li><li>• Draw and label parts of the human body.</li><li>• Investigate and explore the five senses – sight, smell, taste, sound and touch.</li></ul> <p><b>Materials – Children can:</b></p> <ul style="list-style-type: none"><li>• Tell the difference between an object and the material from which it is made.</li><li>• Name a variety of everyday materials, including wood, plastic, glass, metal and fabric.</li><li>• Describe some everyday materials.</li><li>• Make groups of materials based on what they are like.</li><li>• Investigate which is the best material for a given purpose.</li></ul> <p><b>Seasonal Change (On-going) – Children can:</b></p> <ul style="list-style-type: none"><li>• Observe changes across the four seasons.</li><li>• Observe and describe weather associated with the seasons and how day length varies</li></ul>		
Computing	<p><b>Basic Computing Skills – Children will:</b></p> <ul style="list-style-type: none"><li>• Learn how to log in and shut down a computer accurately.</li><li>• Begin to understand the importance of a password.</li><li>• Develop keyboard and mouse skills.</li></ul>		
Spanish	<ul style="list-style-type: none"><li>• Name, feelings, where you live, age.</li><li>• Body and face parts.</li><li>• Tengo dos Ojos, head, shoulders – songs.</li><li>• All the colours/El Monstruo Verde – story.</li><li>• Numbers 1-20.</li></ul>		



# Year 1 Autumn Planning 2025-2026



<b>History</b>	<b>Gunpowder Plot – Children can:</b> <ul style="list-style-type: none"><li>• Talk about some of the key events and people involved in the Gunpowder Plot.</li><li>• Explain why the Gunpowder plot happened.</li><li>• Sequence the main events of the Gunpowder Plot.</li><li>• Discuss how the Gunpowder Plot has had an impact on national life in the present day.</li></ul>
<b>Geography</b>	<b>Seasons and Weather (This topic will be ongoing across the year) – Children will:</b> <ul style="list-style-type: none"><li>• Explore UK weather patterns.</li><li>• Observe seasonal weather and compare how the weather is different from other seasons.</li><li>• Focus on similarities and differences between contrasting environments.</li></ul> <b>Our Local Area – Children will:</b> <ul style="list-style-type: none"><li>• Explore the area local to our school.</li><li>• Identify features of land use around the school.</li><li>• Use simple locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map.</li><li>• Use aerial photographs and plan perspectives to recognise landmarks.</li><li>• Use simple fieldwork and observational skills to study the geography of our surrounding area.</li></ul>
<b>Music</b>	<b>Get Set 4 Music.</b>
<b>Art</b>	<b>Andy Goldsworthy – Children can:</b> <ul style="list-style-type: none"><li>• Use the names of tools, techniques and elements they use in their artwork.</li><li>• Use a variety of materials and explore different textures.</li><li>• Can say what they like about other people's artwork.</li><li>• Explore shape and repeating patterns.</li><li>• Draw things I have seen or imagined using lines.</li><li>• Recreate pieces in the style of a famous artist and discuss their work.</li></ul>
<b>Design Technology</b>	<b>Wheels and Axles - Children can:</b> <ul style="list-style-type: none"><li>• Plan and design.</li><li>• Design useful, pleasing products for themselves and others based on a design brief.</li><li>• Can assess their ideas and products against a design brief.</li><li>• Use simple tools and materials to make products.</li><li>• Make structures by joining simple objects together.</li><li>• Use wheels and axles in a product.</li></ul>



# Year 1 Autumn Planning 2025-2026



<b>PE</b>	<b>Fundamental Skills – Children will:</b> <ul style="list-style-type: none"><li>• Explore balance, stability and landing safely.</li><li>• Explore how the body moves differently when running at different speeds.</li><li>• Explore changing direction and dodging.</li><li>• Explore jumping, hopping and skipping actions.</li><li>• Explore co-ordination and combination jumps.</li><li>• Explore combination jumping and skipping in an individual rope.</li><li>• Understand the role of defenders and attackers.</li><li>• Recognise who to pass to and why.</li><li>• Move towards goal with the ball.</li><li>• Support a teammate when playing in attack.</li><li>• Move into space showing an awareness of defenders.</li><li>• Stay with a player when defending.</li></ul>	Specialist tennis coaches will be taking a session each week with both classes.
<b>PSHE</b>	<b>All Around Us – Children will:</b> <ul style="list-style-type: none"><li>• Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• Understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability.</li><li>• Learn about things they can do to help look after their environment.</li><li>• Understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability.</li><li>• Learn about things they can do to help look after their environment.</li><li>• Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• Learn about what rules are, why they are needed, and why different rules are needed for different situations.</li><li>• Understand how they can contribute to the life of the classroom and school.</li></ul>	
<b>RSHE</b>	<b>Physical</b> <ul style="list-style-type: none"><li>• To recognise how I am cared for and kept safe in my family.</li><li>• We recognise that all families no matter how they are made up are different and that members of our families are individual people.</li><li>• We must also understand how to respect each other's differences and celebrate how individuals are similar in some ways and different in many ways from one another.</li></ul>	
<b>Enrichment weeks</b>	<ul style="list-style-type: none"><li>• Culture Week – TBC.</li><li>• Black History Month</li><li>• Anti-bullying Week.</li><li>• Mental Health Day.</li><li>• Remembrance Sunday.</li></ul>	



# Year 1 Autumn Planning 2025-2026



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• St Wilfrid 14<sup>th</sup> October.</li></ul> |
|--|---|