



Curriculum Planner

Term: Autumn 1 2026

Year: 1

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
• Vocabulary focus for the term: History, Science, Religion and World View • Class reader and reading for pleasure • Artist of the month/Music of the month • Music from around the world • Influential scientists/inspirational careers • School council nominations • Weekly homework: Spelling and mathematics • Picture News: Collective worship • British value of the term	• Church school value of the term • Class collective worship book • Daily act of worship and range of visitors • Class reflection area • Visits to the Peace Garden • Litter picking on the playground • Class reflection area • Collective worship council nominations • Caring for our outdoor area	• Classroom routines and behaviour • Class charter • Daily fruit at snack time • Hot school meals – healthy choices and eating as a community • PE: Attack, defend, shoot • Rights Respecting Rules

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
• Daily Phonics, using Read, Write, Inc. scheme • Read, Write, Inc. Get Writing • Capital letters, finger spaces and full stops • Independent writing	Number: Place Value (within 10) • Sort objects • Count objects • Count objects from a larger group • Represent objects • Recognise numbers as words • Count on from any number • 1 more • Count backwards within 10 • 1 less • Compare groups by matching • Fewer, more, same	<u>Animals Including Humans</u> • Name and compare a variety of common mammals, birds and reptiles • Name and compare a variety of common fish and amphibians • Identify and sort carnivores, herbivores and omnivores • Say what is similar and different about animals • Identify, name and label parts of my body • Say which part of the body is associated with each sense

	• Less than, greater than, equal to • Compare numbers • Order objects and numbers • The number line Number: Addition and Subtraction (within 10) • Introduce parts and wholes • Part-whole model • Write number sentences • Fact families – addition facts • Number bonds within 10 • Systematic number bonds within 10 • Number bonds to 10 • Addition – add together • Addition – add more • Addition problems	<u>Working scientifically:</u> • Using observations and ideas to suggest answers to questions • Identifying and classifying
<u>Religion and world views</u> <u>What do stories from religious traditions teach about God?</u> • Know and understand that stories can have a hidden meaning. • Know and understand what the account of Moses as a special baby teaches Jewish people about G-d and human nature. • Know and understand what the New Testament teaches Christians about Jesus (Parables). • Summary, reflection and assessment.	<u>History</u> <u>Toys</u> • Find out about toys today • Explain how we can find out about the past • Find out about toys in the past • Use sources to help ask and answer questions • Compare similar toys from different times • Compare Victorian toys with modern toys • Use words relating to the passing of time	<u>Physical Education</u> <u>Attack, Defend, Shoot</u> • Hit a target • Defend a target • Roll and slide balls and beanbags • Shoot in a game and score points • Work with a partner to score points • Use attacking and defending skills
<u>Design and Technology</u> <u>Structures – Stable Structures</u> • To explore stability by balancing • To explore wide or narrow bases by building towers • To test a structure's stability with weight added in different places • To design a stable structure that meets the needs of a user • To use a variety of cutting and joining techniques to make a stable product.	<u>Music</u> <u>Charanga: Hey, You!</u> • Listen and appraise music • Playing instruments within a song • Improvisation using instruments • Composition • Share and perform learning • Music of the month	<u>PSHE/RSE</u> <u>Peace at Last</u> • I can explain why I need enough sleep • I can tell you some strategies to manage feeling tired. • I can tell you what helps me to get a good nights sleep. • I can tell some ways I can help myself when I feel fidgety • I can tell you why permission- seeking is important and I can say no when I'm asked to do something that feels wrong or uncomfortable

<u>Computing – Purple Mash</u>	<u>SMSC</u>	<u>Language of the Moment</u>
<u>Introduction to Purple Mash</u> • To login and create my own avatar on Purple Mash. • To open an activity and then save the work to the 'My Work' area. • To understand how to complete work in the 2Dos area in Purple Mash. <u>Creative Computing</u> • To use paint tools to draw a picture. • To create a jigsaw using a digital device and share it so that others can play. • To create a placing game in 2DIY. • To create images and use these to make a game.	Spiritual development • Reflect on their feelings and experiences • Use imagination and creativity • Reflect on values and beliefs • Respect different beliefs • Enjoy quiet reflection • Develop a sense of belonging in Year 1	Daily register greeting
	Moral development • Understanding right and wrong – behaviour • Understanding consequences - behaviour • Follow rules fairly – class rules charter • Respecting differences – class diversity • Showing kindness and cooperation • British Values • Collective worship values	
	Social development • Welcoming everyone into a new class – forming friendships • Working together • Developing communication skills • Understanding classroom rules	
	Cultural development • Language of the moment • Learning about different cultures and traditions • Respecting diversity • Explore different music and art from around the world • Right Respecting Rules • Understanding British values and community life • Appreciating stories from different cultures • Recognising and valuing their own identity • Show respect for different beliefs and viewpoints	

<u>Parental engagement:</u> Welcome Meeting Sharing learning online via the Facebook page Homework Reading bookmarks	<u>Visits and visitors:</u> Stay safe road safety visitor
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Celebration worship	
<u>Cultural Capital:</u> Daily Class reader. Cool down station/reflection area within the classroom. Golden mile and healthy school meals. Peace Garden available for reflection time at playtimes. Valuing the diverse culture and languages that the children bring, including language of the week. Artist/Composer of the month – famous artists/musicians/composers. Gardening opportunity in the outdoor area.	<u>Global Learning:</u> • Language of the month during registration. • Reading a range of books linked to different global themes. • Picture News Collective Worship – weekly. • Rights Respecting Rules.
<u>Caring for the environment and each other:</u> Recycling paper in the classroom. Litter picking around the school. Hand washing regularly and ensuring children know how to keep themselves safe physically and mentally. Looking after our outdoor area. Regularly planting and looking after the plants in the outdoor area. Feeding and providing water for the birds.	<u>Artificial Intelligence</u> Use of AI in history- what did toys used to look like? Talk to an AI child from 100 years ago (Twinkl)
	<u>Outdoor Learning</u> • Sorting numbers- numbers to 20, objects and animals • Home corner • Reading area • Water tray/ fine motor