



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in  
all its fullness!'** John 10:10  
**'Achieving great things through  
learning and growing together in a  
love-filled Christian family'**

## Year 1 Autumn 1 2025-26 Curriculum Overview

### English

#### **Narrative: Lost and Found by Oliver Jeffers**

##### **Key Vocabulary**

**characters, events, capital letters, full stops, opening, middle, ending, sequence, author, predict, story.**

##### **Key Learning**

Read accurately by blending sounds in unfamiliar words.

Make predictions based on what has been read and recall specific information in fiction texts.

Identify and discuss the main events and characters in stories.

Orally retell familiar stories in a range of contexts e.g role play, storytelling.

Say and write simple sentences which make sense.

Separate words with spaces and re-read every sentence to check if it makes sense.

Use punctuation to demarcate simple sentences (capital letters and full stops).

Compose and sequence our own sentences to write short narratives.

#### **Non-Chronological Reports: Animals**

##### **Key Vocabulary**

**conjunction, non-chronological report, question marks, title, contents page, labelled diagram, facts.**

**Key Learning:**

Explain clearly our understanding of what is read to us and recall specific information in non-fiction texts.

Locate parts of text that give particular information.

Compose and sequence our own sentences to write short non-fiction texts.

Use the joining word and to link words and clauses.

Identify and use question marks.

Compose and sequence our own sentences to write short non-fiction texts (information texts).

**Poems on a theme: Weather****Key Vocabulary**

nouns, adjectives, plural, poem, rhyme, repetition, recite, finger spaces.

**Key Learning:**

Make singular nouns plural using 's' and separate words with spaces.

Orally plan and rehearse ideas.

Write in different forms with simple text type features (poems with simple structures)

Listen to and discuss a range of poems.

Recognise and join in with language patterns and repetition.

Enjoy and recite poems by heart.

**Maths****Place Value (within 10)****Key Vocabulary**

count, sort, less, more, forwards, backwards, zero, one, two, three, four, five, six, seven, eight, nine, ten, compare, equals, greater than, less than, first, second, third, fourth, fifth

**Key Learning**

Count, read and write both forwards and backwards from any number (1-10)

Find one more or one less than a number.

Compare groups and numbers using both mathematical language and symbols.

Order groups and numbers.

Understand and use ordinal numbers (1st, 2nd, 3rd...)

Use a number line to count forwards and backwards.

**Addition to 10****Key Vocabulary**

**addition, add, zero, one, two, three, four, five, six, seven, eight, nine, ten, equals, symbol, number bonds, part-whole, fact families, parts, whole, number sentences, partition, represents, pattern.**

**Key Learning**

Represent a number using two parts and a whole.

Find addition facts using fact families.

Find and compare number bonds to 10.

**Religious Education (RE)****Harvest****Key Vocabulary**

**Harvest Festival, celebrate, thankfulness, Sukkot, Christian, Jewish, charities, Sukkah.**

**Key Learning**

Talk about how my school celebrates Harvest.

Think about ways I can help others.

Say what I feel about some of the things we talked about during the harvest festival project.  
Talk about the ways in which the Jewish festival of Sukkot is celebrated.

## Science

### **Animals**

#### **Key Vocabulary**

Reptile, amphibian, mammal, bird, fish, species, carnivores, herbivores, omnivores, vertebrates, warm-blooded, cold-blooded.

#### **Key Learning**

Know the main animal groups.

Learn about the differences between animal groups.

Know different animal diets.

Understand and describe the difference between wild animals and pets.

Explain the characteristics of an animal.

### **Weather and Seasons**

#### **Key Vocabulary**

January, February, March, April, May, June, July, August, September, October, November, December, Autumn, Winter, Spring, Summer, months, year, weeks, days, weather, seasons.

#### **Key Learning**

Order the months of the year and recognise seasons.

Spot the differences between the seasons.

Identify the types of clothing worn in different weather.

Identify the types of weather we have in the United Kingdom and record the daily weather in our area.

Explore how the weather affects our daily activities and different jobs.

## Geography

### **Weather and Seasons**

#### **Key Vocabulary**

**Time, Winter, Spring, Summer, Autumn, month, season, clothing, rain, snow, hot, cold, lightning, wind, temperature, thermometer, January, February, March, April, May, June, July, August, September, October, November, December.**

#### **Key Learning**

Order the months of the year and recognise seasons.

Identify the types of weather experienced in different seasons in the United Kingdom.

Identify aspects of the weather and how this affects the local environment.

Identify the types of clothing worn in different weather.

Identify and record daily weather patterns.

Explain how the weather affects different jobs.

## Art and Design

### **Landscapes using different media**

#### **Key Vocabulary**

**Figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones.**

#### **Key Learning**

Talk about landscapes using different media.

Identify the key features of a landscape.

Explore different textures.

To paint using different tints and shades.  
To reproduce and apply an artist's colour range to their own work.  
To create details using controlled painting and other materials and objects.

## Physical Education (PE)

### **Gymnastics**

#### **Key Vocabulary**

**Egg roll, pencil roll, tuck jump, star jump, travel, hop, skip, run, jump, crawl, sequence, perform, apparatus, balance, movement**

#### **Key Learning**

To demonstrate travelling actions.  
To demonstrate different types of jumps.  
To demonstrate different types of rolls.  
To create and perform a sequence.  
To use apparatus to perform a sequence.

### **Fundamental Skills**

#### **Key Vocabulary**

**Underarm, overarm, throw, catch, hop, skip, bounce, run, kick, roll**

#### **Key Learning**

To demonstrate underarm and overarm throwing.  
To demonstrate hopping and skipping.  
To demonstrate catching and bouncing a ball.  
To demonstrate running and jumping.  
To demonstrate kicking and rolling a ball.

## Personal, Social and Health Education (PSHE)

### **Me and My Relationships**

#### **Key Vocabulary**

Rules, safe, responsibility, work together, listening, feelings, body language, emotions, safe, support, behaviour, hurt, help, heal, friendship, making up.

#### **Key Learning**

Understand that classroom rules help everyone to learn and be safe.

Demonstrate attentive listening skills.

Suggest simple strategies for resolving conflict situations.

Give and receive positive feedback and experience how this makes them feel.

Recognise how others might be feeling by reading body language/facial expressions.

Identify a range of feelings.

Identify how feelings might make us behave.

Suggest ways of dealing with different kinds of hurt.

Identify simple qualities of friendship.

Suggest simple strategies for making up.

## Computing

### **iCommunicate-iSkills**

#### **Key Vocabulary**

Computer, information technology, software, hardware, applications, system, responsibility, icons, users, E-safety

#### **Key Learning**

Understand what computers and digital devices are.

Recognise the different types of technology found in school.

Practice typing skills and become more confident with typing simple words and sentences.  
Recognise different technologies and where they can be found.  
Understand the importance of internet safety and user profiles.

## Music

### **Songwriting with Glockenspiels**

#### **Key Vocabulary**

**Soundscape, melody, word board, rhyme, structure, repetition, percussion, instrumental, lyrics, theme, Glockenspiel, rewriting**

#### **Key Learning**

Understand the fundamentals of songwriting.  
Understand why it is important to have a target market and identify a theme that suits their target market.  
Understand the process of re-writing.  
Develop a song to a melody they know.

## French

### **Greetings and Numbers**

#### **Key Vocabulary**

**Bonjour, salut, au revoir, un, deux, trois, quatre, cinq, sept, huit, neuf, dix, s'il vous plait, merci, oui, non, 'C'est combien?', 'Comment t'appelles tu?', 'Je m'appelle \_\_\_\_', 'Quel âge as-tu?', 'J'ai \_\_\_\_ ans'.**

#### **Key Learning**

Be able to use greetings and numbers by answering simple questions.



## Reminders and Homework

Children are expected to read a minimum of three times a week to support their developing phonetic knowledge.

They are also expected to practice reading and learning to spell the Year 1 common exception words (tricky words) at home. The expectation is that children can read and write all of these words by the end of Year 1. Two words will be glued into your child's reading record a week and uploaded to your child's Class Dojo portfolio for reference. It is also beneficial for your children to practice their 2's, 5's and 10 times tables at home.

**If the children are unable to complete homework at home, we will make time for the children in school so that they don't miss out.**

Banded books will be changed on **Monday and Wednesday**. Library books will be changed on a **Wednesday** only.

Our PE days for this half term will be **Monday and Wednesday**.

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery **must not** be worn in school either.

Children require a simple clear water bottle. Our school rule is for the bottle to be filled with water or flavoured water only. It should be a **clear liquid**.

Thankyou,

Miss Woods