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 2 2026-27
Curriculum Overview

English
Rapunzel by Bethan Woolvin **Key Vocabulary** **Story, narrative, plural, and, capital letters, finger spaces, full stops, sequence, traditional tales.** Writing Traditional Tale Sentences and Trap Sentences • To write narrative sentences. • To write instruction sentences. • Reinforce plural noun suffix -s and -es • Adding the suffix -er to verbs • Combining conjunctions to make sentences • Joining words and clauses using 'and' • Sequencing sentences to form short narratives • Build on separation of words in sentences. • Build on using capital letters at the start of sentences and for proper nouns. • Build on using full stops at the end of a sentence.
Maths

Addition and subtraction within 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, subtract, take away

Key Learning

- To subtract a single digit number from another number less than 11.
- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
- To represent and use number bonds and related subtraction facts within 10.
- To add and subtract 1-digit and 2-digit numbers to 10, including zero.
- To solve simple addition and subtraction problems.

Geometry (Shape)

Key Vocabulary

Shape, 2-D, 3-D, patterns, sort, square, triangle, rectangle, circle, oval, curved, straight, sides, corners, pentagon, hexagon, cube, cuboid, triangular prism, pyramid, cylinder, sphere, faces, vertices, edges

Key Learning

- Recognise and name 2-D and 3-D shapes.
- Sort 2-D and 3-D shapes.
- Make and complete patterns with 2-D and 3-D shapes.

Religious Education (RE)

Creation - What do people believe about how the world began?

Key Vocabulary

God, Creation, Genesis, pollution, world, environment, Allah, Brahma

Key Learning

- Understand that Christians, Hindus and Muslims believe that God created the world.
- The belief that God is the creator is rooted in scriptures.
- Talk about the beliefs shared by Christians, Hindus and Muslims.
- Retell the creation stories they have heard

Christmas-Why do we give and receive gifts?

Key Vocabulary

Gift, Wise Men, Magi, Jesus and promise

Key Learning

- Talk about the feelings associated with giving and receiving gifts and to talk about giving gifts that are not objects.
- To retell the nativity story in two parts, a) the shepherds and b) the wise men.
- To know that Christians believe that Jesus is God's gift to the world and the Wise Men (Magi) visited Mary, Joseph and Jesus after Christmas.
- To know that Christians believe that the gift of Jesus shows God's love and care for the world and they believe Jesus is God's son the promised Messiah.

Science

Animals (continued)

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.

History

How have toys changed?

Key Vocabulary: artefact, century, decade, different, evidence, historian, living memory, memory, modern, now, past, present, remember, sequence, similar, source, special

Key Learning

- To discuss a favourite toy using language related to the past.
- To ask questions about toys in the past.
- To make comparisons between toys in the past and present.

- To know that everyday objects have changed as new materials have been invented.
- To know some inventions that still influence their own lives today.
- To sequence artefacts from different periods of time.
- To identify changes between teddy bears today and those from 100 years ago.
- To describe how toys have changed over time.

Design Technology

Mechanisms: Making a moving storybook

Key Vocabulary

Adapt, assemble, design, design criteria, input, mechanism, model, sliders, test

Key Learning

- Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make.
- Clearly label drawings to show which parts of their design will move and in which direction.
- Make a picture that meets the design criteria, with parts that move purposefully as planned.
- Evaluate the main strengths and weaknesses of their design and suggest alterations.

Physical Education (PE)

Gymnastics (continued)

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-Tri Throlf

Key Vocabulary

Underarm, side gallop, travel, overarm, target, tactic, roll.

Key Learning

To demonstrate an underarm throw with some accuracy.
To demonstrate a side gallop.
To demonstrate rolling an object throw with some accuracy.
To show a simple tactic in a game.
To demonstrate an overarm throw with some accuracy.
To demonstrate sending an object three different ways with some accuracy.

Personal, Social and Health Education (PSHE)

Keeping Safe

Key Vocabulary

rest, grow, energy, routine, nervous, worried, anxious, scared, safe, unsafe, acceptable, unacceptable, comfortable, uncomfortable, illness, harmful, helpful, liquid, tablet, inhaler, injection, substances.

Key Learning

- To recognise the importance of sleep in maintaining a healthy, balanced lifestyle.
- To recognise emotions and physical feelings associated with feeling unsafe.
- To identify people who can help them when they feel unsafe.
- To understand and learn the PANTS rules.

- To name and know which parts should be private.
- To explain the difference between appropriate and inappropriate touch and understand that they have the right to say "no" to unwanted touch.
- To understand how to stay safe online.
- To understand that medicines can sometimes make people feel better when they're ill.
- To explain simple issues of safety and responsibility about medicines and their use.
- To recognise the range of feelings that are associated with loss.

Computing

iProgram-iCode

Key Vocabulary

Computer, algorithm, coding, repeats, conditional, function

Key Learning

To learn to program simple shapes on the app Kids Coding.

To understand how to write in steps and be able to demonstrate when writing code.

To be able to use code to solve problems.

Music

Steel Pans Lite -L1

Key Vocabulary

Steel pan, pannists, calypso, reggae, mambo, tamboo bamboo, flick, roll, scale, bossa nova, rhythm, key, percussion

Key Learning

- Explore the steel pan and learn the correct terms for its different parts

- Practise the up-down, flick hit and roll.
- Learn about the genre Calypso and its ties to carnival.
- Listen to Reggae music and try to ascertain some of the main musical characteristics.
- Learn a song to play as a whole class.
- Use a range of different percussion instruments.
- Perform more complex songs.

French

Colours and Animals

Key Vocabulary

Bonjour, bonsoir, bonne nuit, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, rouge, vert, bleu, orange, violet, jaune, rose, marron/brun, noir, blanc, gris, le chien, le lapin, le cochon d'inde, le cheval, la vache, le cochon, le mouton, 'C'est quelle couleur?', 'C'est…','Comment ça va?' 'Très bien', 'ça va bien', 'Comme ci, comme ça', 'ça va mal', 'Quel âge as-tu?' 'J'ai_____ans'.

Key Learning

Revise greetings and say what their name is.
Numbers 11-20.
Names of colours.
Revise how to ask and answer 'how old are you?
Learn the names of animals.

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 each 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 **Wednesday and Friday..** Library books will be changed on a **Wednesday** only.

Our PE days for this half term will be **Tuesday 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