



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 2025-26 Curriculum Overview

English

Stories with repetitive patterns (The Gruffalo)

Key Vocabulary

characters, events, capital letters, full stops, finger spaces, question marks, opening, middle, ending, story, repetition, conjunction

Key Learning

- Identify and discuss the main events and the main characters in stories.
- Recall specific information in fiction texts.
- Make basic inferences about what is being said and done.
- Use the joining word 'and' to link words and clauses.
- Say, and hold in memory whilst writing simple sentences which make sense.
- Separate words with spaces.
- Re-read every sentence to check that it makes sense.
- Use punctuation to demarcate simple sentences with capital letters and full stops.
- Identify and use question marks.
- Use capital letters for names of people.

Recount

The Great Fire of London

Key Vocabulary

Recount, chronological order, full stops, capital letters, time conjunctions, finger spaces

Key Learning

- Read accurately by blending sounds in unfamiliar words and recall specific information in non-fiction texts.
- Explain clearly their understanding of what is read to them and locate parts of the text that give particular information
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how
- Write simple sentences that can be read by themselves and others.
- Use question marks and punctuation to demarcate simple sentences with capital letters and full stops.
- Use capital letters for names of people and places.
- Discuss their writing with adults and peers and read aloud their writing audibly to adults and peers.

Poems based on a theme- Fire

Key Vocabulary

nouns, adjectives, proper noun, poem, rhyme, repetition, recite, finger spaces

Key Learning

- Listen to a range of poems at a level beyond that at which they can read independently
- Recognise and join in with language patterns and repetition.
- Read words containing -ed endings.
- Use patterns and repetition to support oral retelling.
- Enjoy and recite rhymes and poems by heart.
- Give opinions and support with reasons.
- Separate words with spaces.
- Write in different forms with simple text type features - *poems with simple structures*. ■ Read aloud their writing audibly to adults and peers.

- Use capital letters for names of places.
- Add suffixes to verbs where no spelling change is needed to the root word e.g. *help – helped, helper, helping*.

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)

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, including humans: All About Me

Key Vocabulary

Head, body, brain, pupil, ear, sound, tongue, taste.

Key Learning

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Identify the basic parts of the eye and their functions.
- Know that ears help us tell the direction sound is coming from.
- Understand that sound is made up of vibrations.
- Understand why our sense of taste is important.

- Understand that our sense of touch can identify different textures.
- Understand that we can smell many different flavours.

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

What effect did the Great Fire have on the people and the city of London? (Events beyond living memory)

Key Vocabulary

Samuel Pepys, Pudding Lane, fire-break, rats, bakery, King Charles II, diary, primary source, secondary source

Key Learning

- To recognise the distinction between past and present.
- To make simple observations about different people, events, beliefs and communities.
- To identify some similarities and differences between ways of life at different times.
- To retell some events from beyond their living memory which are significant nationally or globally.
- To retell using sources to answer simple questions about the past.
- To retell simple stories or events from the past.

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 Tholf

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

Introduction to Singing

Key Vocabulary

Breathing, diaphragm, posture, diction, call and response, scales, movement, pitch

Key Learning

The importance of warm-up and cool down.

Know the fundamentals of singing such as posture, breathing properly and diction.

Know some vocal techniques, such as singing scales and using call and response.

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 **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