

# Year 1 Autumn Two Curriculum Overview 2025 - 2026

**Topic: Traditional Tales & Toys:** Heroes & heroines from stories & real life

**Key Texts:** A variety of Traditional Tales from around the world

**Key Dates:**

<p><b>Mon 3<sup>rd</sup> Nov:</b> Inset Day</p> <p><b>Wed 12<sup>th</sup> Nov:</b> Fairy Tale Dress up Day</p>	<p><b>Fri 14<sup>th</sup> Nov:</b> Maths Workshop</p>	<p><b>Road Safety Week</b></p> <p><b>Wed 19<sup>th</sup> Nov:</b> Reading workshop</p> <p><b>Fri 21<sup>st</sup> Nov:</b> Children in Need</p>	<p><b>Mon 24<sup>th</sup> Nov:</b> Young V&amp;A Trip</p> <p><b>Tues 25<sup>th</sup> &amp; Wed 26<sup>th</sup> Dec:</b> Turquoise Parent Meetings</p> <p><b>Thurs 27<sup>th</sup> Dec:</b> Yellow class Parent Meetings</p>	<p><b>Tues 2<sup>nd</sup> Dec</b> Yellow class Parent Meetings</p>	<p><b>Design &amp; Technology Week</b></p> <p><b>Winter walk</b></p> <p><b>Fri 12<sup>th</sup> Dec</b> Seasonal Fair</p>	<p><b>Tues 16<sup>th</sup> Dec:</b> Christmas Assembly</p> <p><b>Fri 19<sup>th</sup> Dec:</b> School finishes at 1.30pm</p>
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Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (Week 7 – Seasonal Activities)
<b>Literacy/ S&amp;L/ Drama/ Writing</b>	<p><u>Retelling The Enormous Turnip</u> Drama: I can act out a simple story I can write simple sentences I can use alliteration</p>	<p><u>Dress up Day</u> S&amp;L: I can explain which fairy tale character I am and why I can make good attempts at spelling using my phonic knowledge</p>	<p><u>Retelling Little Red Riding Hood</u> Drama: I can act out a simple story I can write more than one sentence I can read my writing back to an adult confidently</p>	<p><u>3 Billy Goats Gruff (Can they change the ending?)</u> S&amp;L: I can say my ideas before I write it I can use my ideas to write a simple narrative</p>	<p><u>Instructions</u> S&amp;L: I can follow instructions I can order instructions</p>	<p><u>Assessment: Write own instructions</u> I can write my own instructions</p>
<b>Literacy/ Little Wandle Phonics</b>	<p><b>Week 1 Graphemes:</b> ur/ir bird igh/ie pie oo/yoo/ue blue rescue</p>	<p><b>Week 2 Graphemes:</b> oa/o go igh/l tiger ai/a paper</p>	<p><b>Week 3 Graphemes:</b> ai/a-e shake igh/i-e time oa/o-e home</p>	<p><b>Week 4</b> ee/e-e these oo/yoo/ ew chew new ee/ie shield or/aw claw</p>	<p><b>Week 5</b> Grow the code: igh/ie/i-e ai/ay a a-e ee/e ie e-e ea</p>	<p><u>Little Wandle</u> Assessment week</p>

	yoo/u unicorn <b>New Tricky Words:</b> Their people oh your	ee/e he <b>New Tricky Words:</b> Mr Mrs Ms ask	oo/yoo/ u-e rude cute <b>New Tricky Words:</b> could would should our	<b>New Tricky Words:</b> house mouse water want	oo/yoo/ew u-e u ue <b>Recap all new tricky words</b>	
<b>Literacy/ Spelling, Punctuation, Grammar</b>	I can use verbs in the present tense - ing	I can use the personal pronouns: I	I can use the personal pronouns: He, She	I can use the personal pronoun -It	I can use the suffix –s to make every day items plural	I can write sentences with plurals, pronouns, capital letters and full stops
<b>Handwriting</b>	<b>Write the letters:</b> co	<b>Write the letters:</b> ad	<b>Write the letters:</b> gq	<b>Write the letters:</b> fse	<b>Write the letters:</b> vw	<b>Write the letters:</b> zk
<b>Humanities - History focus</b>  <b>Past present Technology Sources Timeline</b>	To use a variety of sources to find information about toys today	To find information to describe features of toys from the past from a range of sources; recognising similarities and differences between toys including materials and technology used	To find information to describe features of toys from the past from a range of sources (recognising similarities and differences between toys including materials and technology used – Use sources from the trip	To sort toys into past and present	To place toys on a timeline giving reasons	Assessment: sort pictures of toys into past and present
<b>Science</b>  <b>Material Properties Fair test wood, plastic, glass, metal, water, and rock</b>	<b><u>Naming Materials</u></b> I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name	<b><u>Objects &amp; Materials</u></b> I can distinguish between an object and the material from which it is made by naming objects and identifying the material which they are made from	<b><u>Properties</u></b> I can distinguish between an object and the material from which it is made by looking and touching different materials	<b><u>Testing Properties</u></b> I can describe the simple physical properties of a variety of everyday materials by testing different objects	<b><u>Umbrella Investigation</u></b> I can perform simple tests to find out which material would be suitable to make an umbrella	<b><u>Winter</u></b> I can observe changes across the 4 seasons I can identify signs of Winter
<b>Maths</b>  <b>Fact family Number bonds Addition subtraction less/ More</b>	<b><u>Addition &amp; Subtraction</u></b> Addition – add together Addition – add more Addition problems	<b><u>Addition &amp; Subtraction</u></b> Addition - Find a part Subtraction – find a part	<b><u>Addition &amp; Subtraction</u></b> Fact families	<b><u>Addition &amp; Subtraction</u></b> Take away – cross out Take away – how many left?	<b><u>Addition &amp; Subtraction</u></b> Subtraction on a number line +/- 1 or 2	<b><u>Geometry</u></b> Recognise and name 3D and 2D shapes Sort 3D and 2D shapes Patterns with 2D and 3D shapes

<p><b>PSHE</b></p> <p>Healthy Germs hygiene Medicines</p>	I know how physical activity helps me to stay healthy	I know how healthy eating helps me to stay healthy	I know who helps help me to stay healthy (e.g. parent, dentist, doctor)	I know that household products, including medicines, can be harmful if not used properly	I know how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy	I know some basic rules to keep safe online
<p><b>RE</b></p> <p>Origins cosmology creation universe</p>	I can learn and use new vocabulary such as Bible, Torah, Qur'an	I can learn and use new vocabulary such as creation, creator, Bible, Genesis, Torah, Qur'an, origins and cosmology	I can retell the Christian story of creation	I can retell the Jewish story of creation	I can retell the Muslim story of creation	I can reflect on these stories and talk about their own ideas about how the universe began
<p><b>Art and Design</b></p> <p>Shapes Geometric Organic Adjacent Abstract</p>	I can draw from my imagination and have lots of different ideas	<p>I can draw geometric and organic shapes</p> <p>I can draw shapes of different sizes adjacent to and inside larger shapes to create a drawing of a building</p>	<p>I can explore ideas and use my imagination in response to the artwork of Mary Blair</p> <p>I can draw shapes of different sizes adjacent to and inside larger shapes to create a drawing of a fairy tale town</p>	<p>I can explore ideas and use my imagination in response to the artwork of Mary Blair</p> <p>I can mix secondary colours</p> <p>I can paint inside shapes using brushes of different thickness</p>	<p>I can explore ideas and use my imagination in response to the artwork of Mary Blair</p> <p>I can mix secondary colours</p> <p>I can paint inside shapes using brushes of different thickness</p>	<p>I can use a fine liner to emphasize shapes and details of buildings</p> <p>I can add a background to their painting, using thick paint and chalk pastels</p>
<p><b>Design + Technology</b></p> <p>Joining Joins Decorations Evaluation Improvements</p>				<p>I can explore puppets</p> <p>I can design a puppet</p>	<p>I can make a puppet, joining materials</p> <p>I can decorate my puppet</p> <p>I can evaluate my puppet</p>	
<p><b>Computing</b></p> <p>Beebots Programming Sequence Debugging</p>	Internet Safety: I know what the internet is and how to use it safely.	I can recognise cause and effect when pressing buttons on a Bee-Bot	I can discuss and demonstrate how the Bee-Bot works	I can give a number of clear instructions in sequence	I can program a Bee-Bot to reach a destination	<p>I can identify and correct mistakes in their programming</p> <p>Internet Safety: I understand different</p>

						feelings when using the internet.
<p><b>PE</b></p> <p><b>Travel</b> <b>Technique</b> <b>control</b> <b>Balance</b> <b>Stability</b> <b>Accuracy</b> <b>target</b></p>	<p><b><u>Gymnastics</u></b> I can explore travelling movements</p> <p><b><u>Gymnastics</u></b> I can develop and combine travelling movements</p>	<p><b><u>Gymnastics</u></b> I can develop quality when performing and linking shapes</p> <p><b><u>Gymnastics</u></b> I can develop stability and control when performing balances</p>	<p><b><u>Gymnastics</u></b> I can develop stability and control when performing balances</p> <p><b><u>Gymnastics</u></b> I can develop technique and control when performing shapes and jumps</p>	<p><b><u>Ball Skills</u></b> I can develop dribbling a ball with your hands</p> <p><b><u>Ball Skills</u></b> I can explore accuracy when rolling a ball</p>	<p><b><u>Ball Skills</u></b> I can explore throwing with accuracy towards a target</p> <p><b><u>Ball Skills</u></b> I can explore catching with your hands</p>	<p><b><u>Ball Skills</u></b> To explore dribbling with your feet</p> <p><b><u>Ball Skills</u></b> I can explore tracking a ball that is coming towards me</p>
<p><b>Music</b></p> <p><b>Diction</b> <b>expression</b></p>	<p>I can sing with expression and good diction "The first Christmas day" And "You will find a baby"</p>	<p>I can sing with expression and good diction "Jingle Bells" and "Little donkey"</p>	<p>I can sing with expression and good diction "Away in a manger"</p>	<p>I can sing with expression and good diction "Go tell it on the mountain"</p>	<p>I can sing with expression and good diction "We wish you a merry Christmas"</p>	<p>I can sing and perform in the Nativity play</p>