YEAR 1 – AUTUMN TERM 2026

Cultural Capital

- Broader understanding of the world.
- Vocabulary
- Cultural experiences
- Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

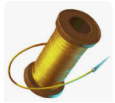
Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.



Encounter - Learning about life
Reflection - Learning from life
Respond - Putting into action what we believe

Golden Threads



- Sustainability
- Diversity
- Religion
- Outdoor Learning

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Reading:

- apply phonic knowledge and skills as the route to decode words.
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- reread these books to build up their fluency and confidence in word reading.
- develop pleasure in reading, motivation to read, vocabulary and understanding.
- understand both the books they can already read accurately and fluently and those they listen to.

Writing:

- begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.
- learn to leave spaces between words.
- joining words and joining clauses using 'and'.
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.



Democracy – discussing opinions and valuing others



Vocabulary – reading new words and understanding their meaning
Broader Understanding of the world – reading a variety of genres from around the world

MATHS

- Sorting and counting groups of objects within 10.
- Recognising numbers as words.
- Counting on and back from a given number.
- Finding 1 more and 1 less than numbers to 10.
- Using language such as fewer, more, same, less than, greater than, equal to.
- Order objects and numbers.
- Addition and subtraction within 10.
- Introduce part, part whole model.
- Number bonds to 10 and fact families.
- Solving word problems using addition and subtraction.



Vocabulary – understanding the meaning of mathematical concepts, fewer, more, same, less than, greater than, equal to.

SCIENCE

- Name some common plants.
- Understand the difference between evergreen and deciduous trees.
- Name the parts of a flowering plant.
- Name and classify some common animals.
- Identify parts of the human body and the senses.
- Observe and name everyday materials.
- Describe and group materials according to their properties.
- Name the 4 seasons and describe key features of each one.
- Observe and record the weather, including how the length of the day varies according to the season.



Observing the natural world



Sustainability - learning about the importance of plants for our planet.



Broader understanding of the seasons, the world we live in and extension of vocabulary related to each topic.

MUSIC

- Learning how to keep a steady pulse taking part in music and movement inspired by our favourite things.
- Using voices, bodies and instruments to listen and respond to different pieces of music, performing a rhyme and song with a focus on tempo. Learning how tempo can shape a musical story.


Appreciation of music.
Diversity – adapt and enhance our skills.
Religion – singing is an act of worship.


Cultural Experiences – exploring music from different cultures.


Mutual Respect – sharing and respecting other's opinions.



RE

- Harvest service at St Johns.
- Discussing thankfulness in relation to Harvest.
- Looking at the story of Creation and how Christians believe that God made the World.
- Discuss the birth of Jesus.
- Understand what advent is.
- Look at key characters who were part of Jesus' birth.
- Name and describe some religions places and practices.

Keywords— thankful, grateful, rest, feelings, harvest, festivals, Christmas, baby, gift.


Religion – understanding the importance of the Christian story of Jesus' birth and how to make links between how different religions celebrate festivals.




Tolerance of different faiths and beliefs.
Mutual Respect.

Exploring the concept of thankfulness in relation to ourselves. Exploring the Christian view of God and our own ideas of what a divine being might be like (beyond)

Broader understanding of the world – learning about beliefs in different religions, including Christianity.



DT

Making a vehicle

- Exploring how vehicles move and the parts which are necessary for this action.
- To design our own small scale vehicle.
- Learn technical terms for vehicle parts.
- To evaluate and improve upon our work.

Broader understanding of the world – how we can impact the world through sustainability.



HISTORY

How has our school changed within living memory?

- Learn about the origins of our school building and significant people who were involved in the process.
- Consider how school days have changed since our parents and grandparents were at school.
- Make comparisons between past and present.


Exploring events from the past. Empathy.


Tolerance of different faiths and beliefs – our serves a diverse community.
Mutual respect – learning that others may not have had the same experiences at school as us.


Broader understanding of the world - how our school fits into the local community.


Religion – how our school began and key figures involved.

ART

Drawing and Sketching: Spirals

- Understand that drawing is a physical and emotional activity. That when we draw, we can move our whole body.
- Control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.
- Draw from observation or imagination.
- Use colour to help our drawings engage others.


Personal skills – explore how to develop our own fine motor skills effectively.

PE

Fundamentals

- Explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.

Gymnastics

- Explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences.

Sending and Receiving

- Develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.

Dance

- Explore travelling actions, movement skills and balancing.
- Understand why it is important to count to music and use this in their dances.
- Copy and repeat actions linking them together to make short dance phrases.

Mutual respect – encouraging others and being supportive.



Personal skills – understanding the need to keep healthy, the importance and benefits of exercise.



COMPUTING

- Develop an understanding of technology and how it can help in our everyday lives.
- Become familiar with the different components of a computer by developing keyboard and mouse skills.
- Consider how to use technology responsibly and who to ask for help if we see any content or comments online that make us feel uncomfortable.
- Develop our understanding of a range of tools used for digital painting.
- Use these tools to create our own digital paintings.

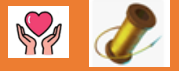

Personal skills and Cultural experiences – understanding digital literacy and it's relevance in today's world.

PSHE

- How can we look after our emotions?
- Connecting with others: How can I help myself and others feel happy and safe?

Personal skills
Diversity
Rule of Law
Individual liberty
Self and relationships with others





GEOGRAPHY

Where can the Naughty Bus go in our school or grounds?

- Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical. features of its surrounding environment.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple compass directions (N, S, E, W) and locational/ directional language.


Democracy – learning about the local area.


Broader understanding of the world – how our immediate environment fits in to our local area.


Sustainability – understanding the importance of taking care of our environment