

English

KeyTexts: Meerkat mail by Emily Gravett

Supplementary Texts:
Handa's Hen & Handa's Suprise
by Eileen Browne

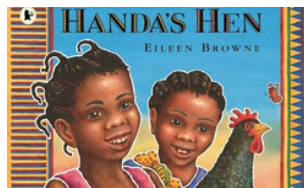


Text-related work

- Learning and retelling the story of Meerkat Mail and learning the pattern of writing a letter.
- Changing parts of the story to create their own simple journey stories.
- Using the Recount toolkit to develop descriptive writing, e.g. using adjectives, similes and describing first person encounters.

Writing

- Write sentences by saying out loud what they are going to write about before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Writing character responses linked to key text.



Reading

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of texts at a level beyond that at which they can read independently.
- Discussing the meaning of new words and linking new meanings to those they already know.
- Talk about what is read to them, taking turns and listening to what others say.

Spelling

- To learn to spell Year 1 common exception words and Year 1 spelling patterns.

Year 1: Autumn Term 1 2026 Curriculum Overview

Science

Animals Including Humans - All about me

- Discover the basic parts of the human body.
- Learn about your eyes and sight.
- Learn about ears and hearing.
- Explore the tongue and taste.
- Explore your sense of touch.
- Understand how your nose smells.



Phonics & Handwriting

Read, Write, Inc

- To revise set 1 and 2 sounds and to learn set 3 sounds.
- To develop fluency in reading set 1,2 and 3 words.



Handwriting

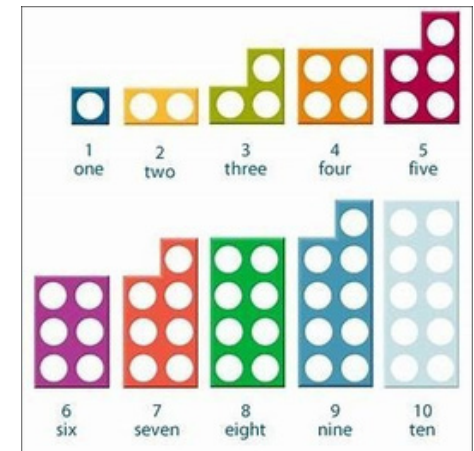
- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- Practise a comfortable pencil grip and ensure the correct formation of all letters.



Mathematics

Number – Place Value

- Read and write numbers from 1 to 10 in numerals and words.
- Given a number, identify 1 more and 1 less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: *equal to*, *more than*, *less than* (*fewer*), *most*, *least*.



Addition and Subtraction

- Solve problems with addition and subtraction; using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- Recall and use addition and subtraction facts to 10 and 20.

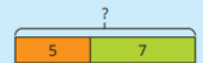
Concrete

Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.



Pictorial

Alongside concrete resources, children should work with pictorial representations, making links to the concrete. Visualising a problem in this way can help children to reason and to solve problems.



Abstract

With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.

$$5 + 7$$

Geography

Into London:

My Home, My School, My Area

Key Vocabulary: map, key, landmarks, local area, oblique angle, birds eye view, ground level, behind, front, next to, above, near, far.

Geography:

- To understand the difference between bird's eye view, oblique view and plan view.
- To use aerial photographs to recognise landmarks and basic human and physical features.
- Use simple positional language to describe positioning of objects.
- Use simple observational skills to study the geography of the local area (school) and the key human and physical features of the surrounding environment.
- To create a simple map of a familiar location.
- To construct basic symbols in a key.
- To use landmarks to recall a short journey.



R.E.

How did we get here?

- Explore the Genesis creation story and links to other faiths (including Judaism, Christianity, Hinduism and Islam) and other non-religious beliefs
- Know that Jewish people remember this Genesis creation story and many have a day of rest from work each week (Shabbat).



PSHE

Me & My Relationships Key Themes: Feelings, getting help & classroom rules.



- To describe different feelings and how they can make our bodies feel
- To know some strategies of dealing with 'not so good' feelings
- To understand how our actions can hurt the feelings of others.
- To recognise the special qualities in family and friends and to know which special people keep us safe and how

Computing

We are Treasure Hunters

- That a programmable robot can be controlled by inputting a sequence of instructions
- To develop and record sequences of instructions as an algorithm
- To program a robot to follow their algorithm
- To predict how their programs will work
- To debug programs

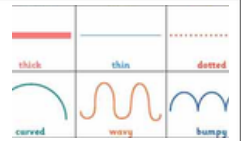


French



- Understand simple greetings such as hello, goodbye, goodnight.
- Learn how to introduce ourselves.
- Learn to ask how someone is feeling and respond accordingly
- Exposure to French language through nursery rhymes / songs

Art & DT



- To know how to create different types of lines
- To explore line and mark-making to draw water
- To draw with different media
- To develop an understanding of mark-making
- To apply an understanding of drawing materials and mark making to draw from observation

PE

Indoor PE: Gymnastics

- To develop basic gymnastic actions.
- To develop skills of jumping, rolling, balancing and travelling.
- To select actions to build short sequences and develop confidence in performing.



Outdoor PE: Fitness

- To understand the benefits of exercise on their mood and overall health.
- To take part in a circuit to develop stamina, co-ordination and agility.

Music

Music: Pulse & Rhythm



- Maintain a steady beat by clapping, tapping, or moving in time to the music.
- Mimic short rhythmic patterns accurately when led by the teacher.
 - Begin to recognise rhythmic notation symbols like crotchets and quavers, via graphic notation, dot notation and stick notation.