



KS1 overview

Overview This term, the children will focus on establishing clear routines and understanding expectations as they settle into their new classes. They will work with their teachers to create class rules, promoting a positive and respectful learning environment.

In **phonics**, children will continue to follow the *Little Wandle* scheme. While many Year 2 pupils will be ready to exit the programme, they will still take part in structured reading practice groups that maintain the same familiar format. In **English**, teaching will follow the *Essential writing* scheme, supporting children's development in reading, writing, and speaking. In **maths**, children will follow the *White Rose Maths* curriculum, with an emphasis on securing number knowledge and developing reasoning skills. In **history**, pupils will learn about significant individuals from the past, focusing on *Sir Francis Drake* and his voyages. In **science**, they will begin the *Animals Including Humans* unit, exploring basic needs, body parts, and the senses.

Overall, the term will emphasise smooth transitions, secure foundations in core subjects, and engaging topic-based learning to inspire curiosity and confidence.

Learning Intentions (We are learning to...)

The National Curriculum provides a series of 'learning intentions' which detail the most important skills and knowledge children need to develop in the core subjects (Mathematics, English and Science) and foundation subjects (History, Geography, Music, PE, Art and Design, Computing and Design and Technology). In each learning session, the learning intention and success criteria is shared with all children, in order to give the children a sense of purpose and understanding of what they are learning. The National Curriculum also promotes the spiritual, moral, social and cultural development of children, and within this, the 'fundamental British Values'. Our Church of England link is evident through our worship and Christian values embedded across the school. This allows children to prepare for the responsibilities and experiences of adult life. For this reason, in Year 3/4, we approach learning by making links between the subjects and activities, where possible, to provide the children with an overall sense of purpose and to develop their competence, confidence and creativity as well as building a school family, learning for life in all its fullness.

English

In key stage one, the children are introduced to the concept of writing to entertain and to inform their readers. Alongside their growing knowledge of how sounds are represented in writing (grapheme-phoneme correspondence, or GPCs), the children learn how to use this knowledge to write a wider range of vocabulary to support their own compositions. For children in Year 1, simple sentence structure is emphasised, along with use of spaces between words, capital letters and full stops. For children in Year 2, they are taught how to join their ideas to create greater variety and interest for the reader. The children will also start to extend the range of punctuation applied by using question marks and exclamation marks in their writing and using a comma to separate items in a list and apostrophes to show where letters are missing (contraction) or singular possession. A range of wider vocabulary is taught to support more detailed description, along with the use of adjectives and adverbs to add detail to nouns and verbs. They will become familiar with a range of genres, such as narratives, recipes, letters and explanations, and enjoy playing with language whilst writing their own poetry

Y1 Texts: Gruffalo Crumble and other recipes (recipes unit) Stop! That's not my story (Traditional Tales)

Y2 Texts: Last stop on market street (narrative unit) Dragon post (letters unit)

Mathematics – Addition and Subtraction

In Year 1, children learn to read, write, and understand addition, subtraction, and equals signs. They use practical resources and pictures to explore number bonds within 20 and related subtraction facts. Pupils practise adding and subtracting one-digit and two-digit numbers up to 20, including zero, and solve simple one-step problems and missing number questions using objects, drawings, and number sentences. In Year 2, children build on these skills by solving a wider range of addition and subtraction problems involving numbers, quantities, and measures. They develop their mental and written strategies, recalling number facts to 20 fluently and using related facts up to 100. Pupils learn to add and subtract two-digit numbers and understand that addition is commutative while subtraction is not. They also use the inverse relationship between addition and subtraction to check their work and solve missing number problems confidently.

Science – Materials

In the Year 1 Materials unit, children learn to name and describe a range of everyday materials, such as wood, plastic, glass, metal, water, and rock. They explore the objects around them, identifying what they are made from and discussing the basic properties of materials — for example, whether they are hard or soft, rough or smooth, shiny or dull. Through simple investigations and observations, children begin to understand that different materials have different uses depending on their properties.

In the Year 2 Materials unit, children learn to identify and compare a variety of everyday materials, such as wood, metal, plastic, glass, and fabric. They explore the properties of these materials — for example, whether they are hard or soft, bendy or rigid, shiny or dull — and discuss why certain materials are used for specific purposes. Through hands-on investigations, they test materials to see how they change shape or behave under different conditions, helping them understand how material properties suit different uses in the world around them.

Computing

eBook creation introduces and develops a number of digital skills that pupils will use in many other programs. It also blends together different forms of media and communication (text, audio and images) into one 'blank canvas' book, meaning teachers and pupils can effectively make a book about any subject or topic.

Introduce pupils to ebook creation and digital publishing skills

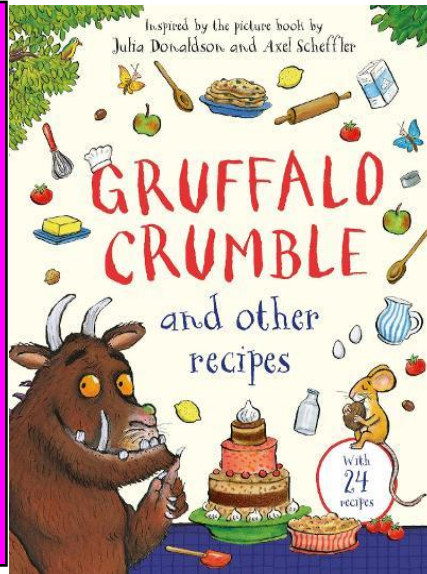
1. Add a book cover with title, author, colour and image.
2. Add multiple pages based on a theme.
3. Add text on different pages.
4. Add images on different pages to match the theme/text.
5. Add voice recordings to match the text and theme.

Geography

In this unit of work, the children will learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries

DT

In the Year 1/2 Design and Technology unit on preparing fruit and vegetables, children learn about where different fruits and vegetables come from and why they are important for a healthy diet. They develop practical skills such as washing, peeling, cutting, and safely handling simple tools to prepare ingredients. Pupils explore the taste, texture, and appearance of a variety of fruits and vegetables, and use this knowledge to design and make their own simple dishes, such as a fruit salad or vegetable snack. Throughout the unit, they are encouraged to think about making healthy choices and presenting food attractively.



Physical Education

In Games, the children will refine the skills of running successfully, change directions, and develop side stepping. They will throw, catch and aim on the move

In Gymnastics the children will develop fundamental movement skills, extend agility, balance and coordination. They will engage in co-operative physical activities and master basic jumping actions.

Music

In this music unit, children learn to sing in tune as part of a group and develop confidence in performing both together and individually. They explore playing simple parts on instruments, using correct techniques and keeping in time with others. Pupils begin to use basic musical terminology to describe what they hear and play, such as pitch, rhythm, and dynamics. They also learn about the life and work of Ludwig van Beethoven, recognising him as a famous classical composer and discussing his influence on music and how his pieces make them feel.

PSHE

In this unit the children will discuss what makes us the same and different and what makes us unique. They will talk about what bullying is and isn't and how it feels to be bullied and how to get help if they are being bullied. The children talk about friendship, how to make friends and how it is okay to have differences from their friends.

Religion and Worldviews: In this unit pupils will start to think about the term's secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story

Reward Systems

Dojo points are awarded to celebrate good behaviour and learning. These points will either be collected weekly, or until a goal amount is achieved and then the children will have a treat (usually an activity that they enjoy). Each week, children are also considered for an Achiever of the Week certificate which is awarded in Friday's celebration worship where we enjoy celebrating the achievements of others in or out of school. Each term, children will be considered for Head Teacher's awards.

Half Termly Christian Value and Spirituality

This half term, children will explore the Nativity story, reflecting on the themes of Hope, Joy, Peace, and Love. They will also consider the importance of Remembrance, observing two minutes' silence to show respect. Through these activities, children will engage with their own and others' experiences, providing opportunities for reflection and spiritual growth. The learning acts as mirrors (reflecting their own lives), windows (offering insight into others' beliefs and traditions), and doors (inviting them to explore new perspectives and ideas).