

Bamburgh Class Overview- Autumn 1 2026

Topics Themes	Science - Animals' needs for survival Art Drawing: Exploring line and shape PSHE/RSE Relationships: What is the same and different about us? History - Exploring holidays now and in the past.	
Subject	What we will learn this half term:	
English	This half term the children will have daily phonics, reading, spellings and handwriting sessions. Using a range of texts, children will develop skills in phonic recognition, decoding words, understanding how to use expression and inference skills. Key texts this term will be: The Way Back Home by Oliver Jeffers & Grandad's Island by Benji Davis. Phonics – Read Write Inc. Children will: • read new sounds and review previously taught sounds • sound out the names of characters and unfamiliar words • understand the meaning of new words • read the story • predict the outcome, after listening to a story introduction • discuss and compare key moments in the story • spell common words with common graphemes and suffixes • build and rehearse their own sentences based on ideas from the story • edit their writing to correct grammar and punctuation • use new vocabulary in their writing.	
	Y1 SPAG & Writing composition Labels and Captions Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others. With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer. Form lower case letters in the correct direction. Form capital letters. Sit correctly at a table, holding a pencil comfortably and correctly. Narrative Use full stops to demarcate simple sentences. Recognise and start to write from memory capital letters. Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse. Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory. Read their writing to an adult.	Y2 SPAG & Writing composition Description Discuss the language needed. Generate, select and effectively use adjectives. Use expanded noun phrases for description and specification. Secure the use of full stops and capital letters. Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. She is watching television. I am reading my favourite book. Narrative Discuss and plan what to write about e.g. generating and developing vocabulary and ideas. Orally rehearse each sentence prior to writing including simple and compound sentences. Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat. Use past tense accurately and consistently for narratives, recounts and historical reports
	Y1 Reading Focus: Word reading: Apply phonic knowledge and skills as the route to decode words. Developing pleasure and motivation to read: When prompted through questioning, relates texts to own experiences. Orally retell stories using props and pictures. Understanding books: Activate prior knowledge. Develop and demonstrate their understanding of characters through role play and drama. Demonstrate understanding of texts by answering questions related to who and what. Discuss the main events in stories. Make predictions based on what has been read so far. Identify the main characters in stories. Participating in discussions about books, listening to what others say, responding by nodding or maintaining eye contact.	Y2 Reading Focus: Description Orally retell simple stories, fairy tales and traditional tales as part of a group. Recognise the use of repetitive language within a simple story. Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks. Narrative Sequence the main events in stories using prompts. Discuss in a small group. Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks. Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what and where question.
Maths	Y1 Place value: Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words	Y2 Place value: Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Step 5 Partition numbers to 100 Write numbers to 100 in words

	Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line Addition and subtraction Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together	Flexibly partition numbers to 100 Write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s Addition and subtraction Bonds to 10 Fact families – addition and subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10
Science	Animals' Needs for Survival, children learn that animals, including humans, have basic needs to stay alive. They explore the importance of food, water and air, and learn that different animals have different diets and habitats that help meet these needs. Children will: • Identify that animals, including humans, need food, water and air to survive. • Explain that animals get food from plants or other animals. • Identify and describe different animal diets. • Recognise that different animals live in habitats where their basic needs can be met. • Understand that animals depend on their environment and other living things for survival.	
Humanities (History and Geography)	History What is history? Exploring holidays now and in the past. Looking at personal chronology and finding out about the past within living memory by examining photographs and asking questions. Children will: • Create a personal timeline by ordering three events correctly on a simple timeline. • Use the vocabulary 'before' and 'after' when talking about their timeline. • Recognise what is similar and different between the 'past' and 'now'. • Talk about three holiday memories. Place one holiday memory on a timeline. • Identify how people spend their holidays differently. • Describe what photographs tell us about holidays in the past. • Identify similarities and differences between holidays in the past and now. • Order photographs on a timeline. • Ask one question about holidays in the past. • Find answers to simple questions about the past. • Identify features of holidays in the past. • Describe what holidays in the past were like and compare them to now. • Find similarities and differences. • Use time vocabulary to talk about their memories. • Recognise similarities and differences between their lives now and in the past.	
Art & Design	Art Drawing: Exploring line and shape Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists. Children will: • Identify that some shapes are organic. • Connect lines to create shapes. • Use and recognise different types of lines when drawing shapes. • Identify basic shapes in everyday objects and artwork. • Talk about what they like or dislike in a piece of artwork. • Use shapes to draw a face. • Use different pressures to make a colour lighter or darker. • Choose lines and shapes inspired by Brianna McCarthy's artwork.	
PSHE/RSE (British Values)	Relationships Key Question: What is the same and different about us? Relationships Ourselves and others; similarities and differences; individuality; our bodies: • What they like/dislike and are good at. • What makes them special and how everyone has different strengths; • How their personal features or qualities are unique to them. • How they are similar or different to others, and what they have in common. • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private. British Values: Mutual Respect, Tolerance and Diversity	

	Everyone is special Welcome to our class Core texts: We are Britain! By <i>Benjamin Zephaniah</i> We are all born free by Amnesty International
RE	Northumberland Agreed Syllabus Unit 7 Who do Christians say made the world? (Creation) <i>Make sense of belief:</i> Retell the story of creation from Genesis 1:1 – 2:3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Understand the impact: Give at least one example of what Christians do to say 'thank you' to God for Creation. Make connections: Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/Christian story and the world they live in.
Computing	Unit 2.1 – Computing systems and networks – information technology around us How is information technology being used for good in our lives? Initial focus on IT in the home, explore how IT benefits society in places such as shops, libraries and hospitals. Discuss the responsible use of technology and how to make smart choices when using it. E-Safety: ● Follow safer internet rules. ● Understanding personal information shouldn't be shared online. ● Know how to act if they find inappropriate content online. ● Understand the term, web address.
Music	Charanga Music School - Creative Music Scheme Unit: Rhyming in time - Find the Beat and Dancing Dinosaurs.
PE	NUFC Foundation PE Coaching – Modified Team Games Children will: Develop fundamental movement skills, becoming increasingly competent and confident; Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations. <i>Children should come to school in their PE kit on Thursdays.</i>

Useful links:

School360
Numbots
Spelling Shed
BBC Bitesize