

Bamburgh Class Overview- Autumn 1 2025

Topics Themes	All About Me Wellbeing - My World How am I making History? Animals including humans - life cycles	
Subject	What we will learn this half term:	
English	<p>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.</p> <p>Phonics – Read Write Inc.</p> <p>Children will:</p> <ul style="list-style-type: none"> • read new sounds and review previously to 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 	
	<p>Y1 SPAG & Writing composition</p> <p>Labels and Captions</p> <p>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.</p> <p>With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.</p> <p>Form lower case letters in the correct direction. Form capital letters. Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Narrative</p> <p>Use full stops to demarcate simple sentences.</p> <p>Recognise and start to write from memory capital letters.</p> <p>Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse.</p> <p>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.</p>	<p>Y2 SPAG & Writing composition</p> <p>Description</p> <p>Discuss the language needed.</p> <p>Generate, select and effectively use adjectives.</p> <p>Use expanded noun phrases for description and specification.</p> <p>Secure the use of full stops and capital letters.</p> <p>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.</p> <p>Narrative</p> <p>Discuss and plan what to write about e.g. generating and developing vocabulary and ideas.</p> <p>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.</p> <p>Use past tense accurately and consistently for narratives, recounts and historical reports</p>
	<p>Y1 Reading Focus:</p> <p>Word reading:</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Developing pleasure and motivation to read: When prompted through questioning, relates texts to own experiences.</p> <p>Orally retell stories using props and pictures.</p> <p>Understanding books:</p> <p>Activate prior knowledge.</p> <p>Develop and demonstrate their understanding of characters through role play and drama.</p> <p>Demonstrate understanding of texts by answering questions related to who and what.</p> <p>Discuss the main events in stories.</p> <p>Make predictions based on what has been read so far.</p> <p>Identify the main characters in stories.</p> <p>Participating in discussions about books, listening to what others say, responding by nodding or maintaining eye contact.</p>	<p>Y2 Reading Focus:</p> <p>Description</p> <p>Orally retell simple stories, fairy tales and traditional tales as part of a group.</p> <p>Recognise the use of repetitive language within a simple story.</p> <p>Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks.</p> <p>Narrative</p> <p>Sequence the main events in stories using prompts. Discuss in a small group.</p> <p>Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks.</p> <p>Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what and where question</p>
Maths	<p>Y1 Place value:</p> <p>Sort objects</p> <p>Count objects</p> <p>Count objects from a larger group Represent objects</p> <p>Recognise numbers as words</p> <p>Count on from any number</p> <p>1 more</p>	<p>Y2 Place value:</p> <p>Numbers to 20</p> <p>Count objects to 100 by making 10s</p> <p>Recognise tens and ones</p> <p>Use a place value chart Step 5 Partition numbers to 100</p> <p>Write numbers to 100 in words</p> <p>Flexibly partition numbers to 100</p>

	<p>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</p>	<p>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</p>
Science	<p><u>Animals including humans - Life Cycles</u> In this unit 'Animals, including humans 2 – Life cycles' children are taught how to notice that animals, including humans, have offspring which grow into adults. Children will: <i>Learn how to order the stages of the human life cycle:</i> <ul style="list-style-type: none"> • Order the stages of a human life cycle • Identify each stage of a human life cycle • Draw the human life cycle. <i>Describe the stages of life from adulthood to old age:</i> <ul style="list-style-type: none"> • Match descriptions of each stage of the human life cycle • Describe each stage of the human life cycle • Compare two stages of the human life cycle. <i>Learn how to match offspring to their parent:</i> <ul style="list-style-type: none"> • Match offspring with their parents • Identify features inherited from a parent • Explain why some animals are more challenging to match. <i>Describe the life cycle of a butterfly:</i> <ul style="list-style-type: none"> • Name the different stages of a butterfly's life • Describe how a butterfly moves between the stages in its life cycle • Explain the life cycle of a butterfly and the process of metamorphosis. </p>	
Humanities (History and Geography)	<p><u>History - How am I making history?</u> In this unit children will be looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions. Unit Outcomes: <ul style="list-style-type: none"> • Order three photographs correctly on a simple timeline. • Use the terms 'before' and 'after' when discussing their timelines. • Talk about three memories and place one of them on a timeline. • Explain why memories are special and name four events that they celebrate throughout the year. • Think of three ways they celebrate their birthday. • Ask a visitor one question about childhood in the past. • Know a similarity and a difference between childhood now and in the past. • Add three ideas to a time capsule about themselves. • Use key vocabulary to compare the present, the past and possible changes in the future. </p>	
Art & Design	<p><u>Painting and mixed media: Colour Splash</u> In this unit children learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing. The lessons encourage exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist. Children will: <ul style="list-style-type: none"> • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates. </p>	
PSHE/RSE (British Values)	<p><u>Wellbeing: My World</u> This unit focuses on developing good mental health habits; learning about ourselves and exploring what different emotions are and feelings. Good mental health habits should start early, with children beginning to get to know themselves and what life is like for them. Through picture books, video clips, stories and even emojis, children learn to understand what different emotions are and what they can do in response to these feelings.</p>	

	<p>Wonderful me: Understanding my feelings How would you feel if you lost a beloved toy? Children follow a well-known story to help them to understand and describe the different emotions they may experience. Children will describe and understand their feelings; develop simple strategies for managing these feelings.</p> <p>People around me: Special people Children identify the special people in their lives and explore how people's actions can demonstrate how they are feeling and the appropriate ways to respond and interact with them. Children will begin to recognise how others show feelings and how to respond to these; identify their special people and how they should care for one another.</p> <p>Resilience: People to turn to We don't have to deal with everything on our own. This lesson looks at who the children can turn to when they need help, support or guidance.</p> <p>Meaning and purpose: What am I like? Children explore their identity and strengths by considering what kind of animal they would be, using appropriate, descriptive vocabulary. Children will begin to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>Healthy body, healthy brain: Ready for bed Children reflect on how they get ready for bed and learn about the benefits and importance of getting a good night's sleep. Children will understand the benefits of physical activity and rest.</p> <p>Relaxation: Progressive muscle relaxation There's more than one way to relax! Pupils learn two different techniques for helping them to relax; progressive muscle relaxation and laughter, both useful tools to be used in different situations. Children will know how to relax in different ways.</p> <p>Relationships Key Question: What is the same and different about us? Relationships Ourselves and others; similarities and differences; individuality; our bodies:</p> <ul style="list-style-type: none"> • 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. <p>British Values: Mutual Respect, Tolerance and Diversity Everyone is special Welcome to our class</p>
RE	<p>What is the 'good news' that Christians say Jesus brings? – Part 1 In this unit of work, children will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. They will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Children will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. They will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider. Children will:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.
Computing	<p>Unit 1.1 Computing systems and networks – Technology around us Develop an understanding of technology and how it can help. Become familiar with the different components of a computer by developing their keyboard and mouse skills, and start to consider how to use technology responsibly.</p> <p>E-Safety:</p> <ul style="list-style-type: none"> • 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	<p>Charanga Music School English Model Music Curriculum Scheme v2 Y2 Unit 1: Pulse, rhythm and pitch Social question: How does music help us to make friends?</p>
PE	<p>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. Children should come to school in their PE kit on Thursdays.</p>