

Bamburgh Class Overview - Spring 1 2026

Topics Themes	Science - Exploring Materials History - How have toys changed? Art - Sculpture & 3D paper play PSHE/RSE & British Values -Belonging to a community
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 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 Y1 Writing Composition - Traditional Tales <p>Understand how words combine to make sentences. With adult support, re-read every sentence to check it makes sense.</p> <p>Orally compose and write sentences to start to form short narratives.</p> <p>Discuss their writing with adults and peers.</p> <p>Identify and use question marks.</p> <p>Narrative Sequence</p> <p>Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.</p> <p>Orally compose every sentence before writing, including compound sentences using the joining words 'and'.</p> <p>With adult support, reread every sentence to check if it makes sense.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearsing.</p> <p>Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because...</p> <p>Informal Letter</p> <p>Use capital letters for the personal pronoun I.</p> <p>Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</p> <p>Separate words with spaces. Use capital letters and full stops consistently throughout writing to demarcate sentences.</p>	Y2 SPAG & Writing composition Traditional Tales <p>Generate, select and effectively use adjectives.</p> <p>Use past tense accurately and consistently.</p> <p>Identify, understand and select nouns to complete sentences.</p> <p>Use subordination for time using when e.g. We went out to play when we had finished our writing.</p> <p>Say, write and punctuate simple and compound sentences using the joining words so/and/or/but.</p> <p>Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss the language needed, e.g. story book language; repeated words and phrases to join in with.</p> <p>Narrative</p> <p>Read aloud their writing with intonation, taking note of punctuation to make the meaning clearer.</p> <p>Identify, understand and select adverbs to complete sentences.</p> <p>Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Informal Letter</p> <p>Develop the use of full stops, capital letters, exclamation marks and question marks.</p> <p>Discuss and plan what to write about e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</p> <p>Orally rehearse each sentence prior to writing including simple and compound sentences.</p> <p>Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</p> <p>Use commas to separate items in a list.</p>
Y1 Reading Focus: Word Reading <p>To count the syllables in words. To read words of more than one syllable that contain taught GPCs.</p> <p>To read words containing taught GPCs -ing ending.</p> <p>To 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.</p> <p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word after a discussion with an adult.</p> <p>Comprehension (Positive attitudes and love of reading)</p>	Y2 Reading Focus: Word Reading <p>To read aloud books that continue to apply phonic knowledge and skills to decode unfamiliar words accurately and automatically without overt sounding out and blending e.g. at over 90 words per minute.</p> <p>To accurately read words with 2 or more syllables that contain alternative sounds for graphemes e.g. shoulder, roundabout, grouping.</p> <p>To read words containing common suffixes e.g. -ing, -ed, -er, -est, -y.</p> <p>Comprehension (Positive attitudes and love of reading)</p> <p>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level</p>

	<p>reading) To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. To use drama and role-play to retell stories and take on the role of a character. To retell verbally and in written form. Comprehension (accuracy, fluency and understanding) To make predictions verbally and in written form based on what they have read so far. To answer questions on a text they have read relating to why. Comprehension (discussion, retrieval and analysis) To explain clearly their understanding of what is read to them after a discussion.</p>	<p>beyond that at which they can read independently. To discuss the sequence of events in books and how items of information are related. To understand and write about why a writer has written a text, for example, she wants you to know how to make a kite. Comprehension (accuracy, fluency and understanding) To draw on own knowledge or on background information and vocabulary provided by the teacher. To make verbal and written predictions about familiar and unfamiliar texts. Comprehension (discussion, retrieval and analysis) To participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>
Maths	<p>Addition and subtraction (within 100)</p> <ul style="list-style-type: none"> • Related facts • Add and subtract 1s • Add to the next 10 • Add to a 10 • Add across a 10 • Subtract to a 10 • Subtract from a 10 • Subtract across a 10 • Add 10s • Subtract 10s • Add two 2-digit numbers – not across a 10 • Add two 2-digit numbers – across a 10 • Subtract two 2-digit numbers – not across a 10 • Subtract two 2-digit numbers – across a 10 • Mixed addition and subtraction • Compare calculations • Missing number problems 	
Science	<p>Exploring Everyday Materials</p> <ul style="list-style-type: none"> • Learn how to distinguish between an object and the materials from which it is made. • To identify and name a variety of everyday materials, including wood, plastic, glass, metal and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	
Humanities (History and Geography)	<p>History: How have toys changed?</p> <ul style="list-style-type: none"> • Discuss their favourite toy using language related to the past. • Ask questions about toys in the past. • Make comparisons between toys in the past and present. • Sequence artefacts from different periods of time. • Identify changes between teddy bears today and those from 100 years ago. • Describe how toys have changed over time. 	
Art & Design DT	<p>Art & Design: Sculpture & 3D Paper Play</p> <ul style="list-style-type: none"> • Roll paper tubes and attach them to a base securely. • Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. • Shape paper strips in a variety of ways to make 3D drawings. • Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. • Create a tree of life sculpture that includes several different techniques for shaping paper. • Consider how to add detail by adding pattern or decoration to their paper shapes. • Explore different tools to paint a sculpture for good coverage and to create a metal surface effect. 	
PSHE/RSE (British Values)	<p>Belonging to a community What rules are; caring for others' needs; looking after the environment. Media literacy and digital resilience Using the internet and digital devices; communicating online.</p>	

RE	Who is Muslim and how do they live? (Part 1) What do people think about God? What do Muslims think about God? <i>Make sense of belief:</i> Recognise the words of the Shahadah and its importance for Muslims <i>Understand the impact:</i> Give examples of how Muslims use the Shahadah to show what matters to them. <i>Make connections:</i> Think, talk about and ask questions about Muslim beliefs and ways of living.
Computing	Digital Painting <ul style="list-style-type: none"> • Use a paint-like tool to create art. • Purposely using a range of tools.
Music	Charanga Music Unit 2: Dance, Sing and Play! Social question: How does music tell stories about the past?
PE	NUFC Foundation PE Coaching: Attacking and defending <i>Children should come to school in their PE kit on Thursdays.</i>

Useful links:

[School360](#)
[Numbots](#)
[Spelling Shed](#)
[BBC Bitesize](#)