

Bamburgh Class Overview- Autumn 2 2026

Topics Themes	Science - Materials, sustainability & plastics Design & Technology: Textile pouches PSHE/RSE Relationships: What is bullying? Democracy - We all have a voice. Geography- Where am I? Re - Why does Christmas matter to Christians ?		
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: Firework poems, Grandma Bird by Benji Davies, & Meerkat Christmas. Phonics – Read Write Inc. Children will: • 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.		
	Y1 SPAG & Writing composition Diary Entry Form lower-case letters of the correct size relative to one another. Sequence sentences to form short non-fiction texts. Say every sentence before writing it. Discuss their own writing with the teacher. Punctuate sentences with a capital letter and a full stop. Use a capital letter for the personal pronoun 'I'. Join words and clauses using 'and'. Poetry Create writing from my own ideas. Begin to use adjectives in my writing. Discuss own writing with other pupils. Use -ed where no change is needed in the spelling of root words (e.g. helped).	Y2 SPAG & Writing composition Diary Entry Write capital letters and digits of the correct size, orientation and relationship to one another. Use different sentence openers. Use adventurous adjectives. To add -ing, -ed, -er, - est and y to words of one syllable ending in a consonant after a single vowel letter. To spell words with /l/ at the end of words spelt le. To understand the purpose of and write statement sentences. To use full stops and capital letters consistently. To use subordination (using because) Poetry Develop positive attitudes towards writing. Make simple additions, revisions and corrections to their own writing. Reread to check that my own writing makes sense. To distinguish between homophones and near homophones. To understand the purpose of and write question sentences. To use a question mark correctly in a sentence.	
	Y1 Reading Focus: Word Reading To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. To break words down into smaller 'chunks' to help with reading. To begin to read some Y1 common exception words. To read words containing taught GPCs and -ed suffixes. Comprehension (Positive attitudes and love of reading) To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. To learn to appreciate rhymes and poems, and to recite some by heart. Comprehension (accuracy, fluency and understanding) To discuss the significance of titles and events. To record what is read to them through representations and in writing. To answer questions on a text they have read relating to where and when. Comprehension (discussion, retrieval and analysis) To participate in discussions about what it read to them, taking turns and listening to what others say.	Y2 Reading Focus: Word Reading To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To read books to build up their fluency and confidence in word reading. Comprehension (Positive attitudes and love of reading) To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. To be introduced to non-fiction books that are structured in different ways To sequence, discuss and write about the main events in stories and recounts. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some. Comprehension (accuracy, fluency and understanding) To make and write about predictions based on what has been read so far. To demonstrate and write about their understanding of fiction, poetry and non-fiction texts by asking and answering questions.	

Maths	Y1 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 Addition – add more Addition problems Find a part Subtraction – find a part Fact families – 8 facts Subtraction – take away/cross out (how many left?) Take away (how many left?) Subtraction on a number line Add or subtract 1 or 2.	Y2 Place value: Count in 3s Addition and subtraction Bonds to 10 Fact families – addition and subtraction bonds to 20 Related facts Bond to 100 (tens) Add and subtract 1s Add by making 10 Add three 1 digit numbers Add to the next 10 Add across a 10 Subtract across 10 Subtract from a 10 Subtract a 1 digit number from a 2 digit number – across a 10 10 more and 10 less Add and 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 number – across a 10 Mixed addition and subtraction Compare number sentences Miss number problems
Science	Materials, sustainability & plastics Children will: - Identify objects that are made from natural, humanmade and recyclable materials. - Be encouraged to sort and group the same materials in more than one way. - Discuss why it is important to reuse and recycle materials. - Learn that rocks are a natural material found on and underneath the Earth's surface and that brick is a man-made building material. - Be introduced to the terms "rock", "pebble" and "stone" when describing rocks. - Use the terms "transparent", "translucent" and "opaque" to describe materials. - Perform simple tests on glass and plastic to determine the differences between the two materials. - Learn that there are different types of metal that are suitable for different uses. - Perform simple tests to determine which fabric would be most suitable for different purposes.	
Humanities (History and Geography)	Geography: What is it like here? - Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. - Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. - Recognise four features in the school grounds using a map. - Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. - Draw a design to improve three areas of the playground using the results from the survey.	
Design & Technology	Textiles: Pouches - Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. - Prepare and cut fabric to make a pouch from a template. - Use a running stitch to join the two pieces of fabric together. - Decorate their pouch using the materials provided.	
PSHE/RSE (British Values)	Relationships: Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions. What is bullying? British Values: Democracy We all have a voice Making it fair.	
RE	Northumberland Agreed Syllabus Unit 8 Why does Christmas matter to Christians? Incarnation: Why does Christmas matter to Christians? Make sense of belief: Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians Understand the impact: Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Make connections: Think, talk and ask questions about Christmas for people who are Christians and for people for are not Decide what they personally have to be thankful for, giving a reason for their ideas.	
Computing	Unit 2.2 Creating media – Digital photography - Recognise that different devices can be used to capture photographs and will gain experience capturing, editing and improving photos. - Use this knowledge to recognise that images they see may not be real.	

Music	Charanga Music School - Creative Music Scheme Unit 2: Let's start Singing
PE	NUFC Foundation PE Coaching – Multi-skills <i>Children should come to school in their PE kit on Thursdays.</i>

Useful links:

School360

Numbots

Spelling Shed

BBC Bitesize