

### Year 1 Half Term Overview Autumn 1 2026

| WB/ Subject                                    | 31/8/26<br>(2 days)                                  | 7/9/26                                          | 14/9/26                                             | 21/9/26                                                  | 28/9/26                                                             | 5/10/26                                                      | 12/10/26                                                     | 19/10/26<br>(3days)                                    |
|------------------------------------------------|------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------|
| <b>Prayer &amp; Liturgy</b>                    |                                                      | Beginning of Year Mass                          | Education Sunday                                    |                                                          | Welcome Service                                                     |                                                              | SPH Feast Day Mass                                           |                                                        |
| <b>WOW Activities</b>                          |                                                      |                                                 |                                                     |                                                          |                                                                     |                                                              |                                                              |                                                        |
| <b>RE</b><br>Creation and covenant             | Mission Statement<br>School Values                   | God as Creator:<br>Retelling the Creation Story | Awe and Wonder in Creation:<br>God's Presence       | Caring for the World:<br>Showing Love for God and Others | Pope Francis and Laudato Si'                                        | Our Father and the Creed                                     | SPH feast day activities                                     | Living our Response :<br>Caring for Creation as Prayer |
| <b>PSHE/ RSE</b><br>Relationships- Be Yourself |                                                      | Marvellous Me, Feelings                         |                                                     | Things I Like, Uncomfortable Feelings                    |                                                                     | Changes, Speak Up!                                           |                                                              |                                                        |
| <b>English- Reading</b><br>Phonics             | Establishing routine, recap and benchmark screening. |                                                 | Benchmarking Unit 7 games                           | Phase 3 - Unit 8<br>Ch, sh, th, ng they                  | Phase 3 - Unit 9<br>Ai, ee, igh, oa, oo (long and short)<br>We, are | Phase 3 - Unit 10<br>Ar, or, ur, ow, oi, you                 | Phase 3 - Unit 11<br>Ear, air, ure, er, All, was, give, live | Recap                                                  |
| <b>English Writing</b><br>Drawing Club         |                                                      | Pencil play (handwriting)                       | The adventure of... Books: A little Brave By Nicola | The adventure of... Books: Mixed By Arree Chun           | The adventure of... Books: The Odd Egg By Emily Gravett             | The adventure of... Books: Christopher Pumpkin By Sue Hendra | Tales: Little Red Riding Hood                                | The adventure of the past ... Animation: Willo the     |

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|                                                                                  |                                                                                                                                                              |                                         | Kinnea                                                                                             |                                                                                               |                                                                                      |                                                                                                            |                                                                                        | Wisp                                                                                                    |
| <b>English</b><br>Drawing Club<br>Vocabulary                                     |                                                                                                                                                              |                                         | Adventurous<br>Petrifying<br>Courageous<br>Marched<br>Confused<br>Hollered<br>Devour<br>Stupendous | Harmonious<br>Triple<br>Intelligent<br>Boastful<br>Squabble<br>Divided<br>Unique<br>Populated | Emerge<br>Incubate<br>Demolish<br>Armour<br>Fracture<br>Flourish<br>Plume<br>Cherish | Celebration<br>Hair-raising<br>Cheerful<br>Surprise<br>Industrious<br>Distasteful<br>Terrified<br>Plotting | Traipse<br>Crafty<br>Disguised<br>Concealed<br>Menacing<br>Rescue<br>Flee<br>Gratitude | Peaceful<br>Fearless<br>Teeny<br>Weeny<br>Airbourne<br>Scorched<br>Transform<br>Dawdle<br>Loop the loop |
| <b>Handwriting</b>                                                               |                                                                                                                                                              | Practising long-legged giraffe letters. | Writing words with 'll'                                                                            | Introducing capital letters for long-legged giraffe letters.                                  | Practising one-armed robot letters.                                                  | Practising long-legged giraffe letters and one-armed robot letters.                                        | Introducing capital letters for one-armed robot letters.                               | Recap                                                                                                   |
| <b>Maths</b><br>Previous Reception Experiences and Counting within 100.          | 1- Counting, recognising and comparing numbers 0-10.                                                                                                         |                                         |                                                                                                    | 2- Counting to and from 20                                                                    |                                                                                      |                                                                                                            | 3- Counting in tens, decade numbers                                                    |                                                                                                         |
| <b>Maths Mastery</b>                                                             |                                                                                                                                                              | Composition - of 5.                     | Composition of 6, 7, 8, 9 (5 and a bit more).                                                      | Composition of 6, 7, 8, 9 (5 and a bit more).                                                 | Comparing amounts - using comparative language.                                      | Counting, ordinality and cardinality - 0-10. 1 more, 1 less.                                               | Composition - doubles.                                                                 | Recap, revise                                                                                           |
| <b>Art and Design / D&amp;T</b><br><b>Spirals</b><br>(drawing)<br><b>Artists</b> | Create large scale drawings.<br>Make spiral drawings to music.<br>Stand up and work in the playground using chalk.<br>Juxtapose emotions eg. 'Create a quiet |                                         |                                                                                                    |                                                                                               |                                                                                      |                                                                                                            |                                                                                        |                                                                                                         |

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| Molly Haslund                                                                | spiral... then create a LOUD spiral.' Invite children to tune into how they are feeling and create a spiral that reflects their mood. |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Science</b><br>Seasonal changes<br>(Forges)                               |                                                                                                                                       |  |  | Name the four seasons in order and describe the typical weather in each.<br>Name some activities and events in the four seasons.<br>Describe the appearance of a tree's leaves in each season.<br>Recall that summer has the most daylight hours and winter has the least daylight hours.<br>Record data about the temperature across the four seasons.<br>Label a map of the UK with capital cities and seasonal weather symbols.<br><u><b>Working scientifically</b></u><br>Complete a pictogram and use it to answer simple questions.<br>Record data about the temperature across the four seasons. |  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>History / Geography</b><br>How am I making history?<br>(Personal History) |                                                                                                                                       |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | (Personal History)<br>Order three photographs correctly on a simple timeline.<br>Use the terms 'before' and 'after' when discussing their timelines.<br>Talk about three memories and place one of them on a timeline.<br>Explain why memories are special and name four events that they celebrate throughout the year.<br>Think of three ways they celebrate their birthday.<br>Ask a visitor one question about childhood in the past. |

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|                                                          |  |                                                                                             |                                                                                               |                                                                                                       |                                                                                                                     | Know a similarity and a difference between childhood now and in the past.<br>Add three ideas to a time capsule about themselves.<br>Use key vocabulary to compare the present, the past and possible changes in the future. |                                                                                                         |                                         |
| <b>PE</b><br>Jungle Dance<br>Multi-Skills                |  | Lesson 1-<br>move in<br>time to<br>music<br><br>Balance                                     | Lesson 2 -<br>perform<br>dance<br>music in<br>time to<br>music<br><br>Balance on<br>equipment | Lesson 3 -<br>perform<br>dance<br>movements<br>with control<br><br>Change<br>direction<br>when moving | Lesson 4 -<br>perform dance<br>movements at<br>different levels<br><br>Keep control<br>when moving<br>with treasure | Lesson 5 -<br>perform<br>dance<br>movements<br>in different<br>directions<br><br>Pass and<br>object to a<br>target                                                                                                          | Lesson 6 -<br>cooperate and<br>perform a<br>dance<br><br>Change<br>direction<br>quickly when<br>running |                                         |
| <b>Music</b><br>Snail and Mouse:<br>Tempo                |  | L1 - Snail and Mouse<br>To use voices and bodies<br>expressively, while<br>exploring tempo. |                                                                                               | L2 - Exploring Rhyme<br>To practice a rhyme using fast<br>and slow beats on<br>instruments.           |                                                                                                                     | L3 - Singing Snail and Mouse<br>To use voices to perform a<br>song with a fast and slow<br>beat.                                                                                                                            |                                                                                                         |                                         |
| <b>Computing</b><br>Creating media -<br>Digital Painting |  | L1 - How can we paint<br>using computers?                                                   |                                                                                               | L2 - Using shapes and lines.                                                                          |                                                                                                                     | L3 - Making careful choices                                                                                                                                                                                                 |                                                                                                         | E-safety:<br>Safe<br>Image<br>Searching |
| <b>Forest School</b><br>Nature                           |  | Recap<br>about<br>Rules and<br>Safety in<br>Forest<br>School.                               | God's<br>Creation<br>scavenger<br>hunt                                                        | Spirals in<br>nature. Is<br>it/is it not?                                                             | Make a spiral<br>using natural<br>items.                                                                            | Draw a<br>spiral (using<br>nature)                                                                                                                                                                                          | Make a<br>double using<br>nature                                                                        | Recap<br>and<br>explore                 |