

Class 1 Topic Letter

Autumn Term 1 2026



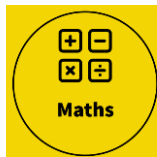
Class 1 are taught by Miss Clements.

Mrs Chisholm and Mrs Athey will cover PPA time and ECT times.



We will have daily phonics lessons using the RWinc scheme of learning. Children will be reading and writing in groups which have been carefully chosen to match your child's reading and writing level. We will also focus on the children's handwriting to ensure that it is clear and legible. During our sessions we will be planning our writing carefully and thinking about how to compose a sentence. Year ones will be looking at consistently using full stops, capital letters and finger spaces. Year twos will begin to add co-ordinating and subordinating conjunctions to their writing and expanding their sentences using expanded noun phrases. We will be looking at the different sentence types such as commands, statements, exclamations, and questions. These skills all connect to our first writing genre of labelling and writing captions. A second genre that we'll look at is writing a set of instructions. We will explore features such as chronological order, imperative verbs and fronted adverbials to help us create a brilliant set of instructions.

Key vocabulary: Full stop, capital letter, finger space, statement, questions, question mark, exclamation, exclamation mark, co-ordinating conjunctions, subordinating conjunctions, expanded noun phrase, imperative verbs, chronological order, adverbials.



Year 1 will be building upon their number knowledge from Reception. They will be ordering, writing, counting numbers to 10 then to 20. We will be then looking at one more and one less, comparing groups by matching and comparing numbers. We will then solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations to solve missing number problems.

Year 2 will be identifying, representing, and estimating numbers to 100. They will also partition numbers up to 100 using part-part-whole models. They will be counting in steps of 2, 3 and 5 from 0 and in tens from any number, forwards and backwards. We will then move onto addition and subtraction and will recall and use addition and subtraction facts to 20 and use related facts up to 100.

Key vocabulary for year 1: number line, equal to, more than, less than (fewer), most, least, part-whole, addition (+), subtraction (-) and equal to (=)

Key vocabulary for year 2: Identify, represent, estimate, representation, multiples, place value, tens, ones, more than (<), less than (>), equal to (=)



In History this half term, we will be learning about Grace Darling. We will be exploring the life of Grace Darling, learning about how and why she is an important part of our local history. We will look into her early life and then explore her rescue and how it might be different to a sea rescue today.

Key Vocabulary: lighthouse, storm, boat, wreck, Northumberland, waves, rescue, survivors, heroine, rocks, grave, father, William Darling, rowing boat, vessel, lifeboat.

Key Question: Why is Grace Darling remembered as a courageous hero?



In RE, as a Church of England school, we start the year looking at 'The Big Story' and developing our knowledge and understanding of the different sections of this through looking at linked art images called 'The Big Frieze'. Following this, we will continue to focus on Christianity and seeking to answer the key question of: **'Who do Christians say made the world?'**

Key vocabulary: God, Created, Creator, Natural, Wonderful, World, Stewardship, Responsibility, Recycle, Reuse, Environment, Thanks, Sharing, Respect, Creation Story, Old Testament, Bible, Genesis



Science We will be learning about animals, including humans. We will be learning to name a variety of common animals and find out whether they are omnivores, herbivores, or carnivores. We will describe and compare, the structures of common animals and identify, name, draw and label basic parts of the human body. We will look at the human body and how different parts are associated with different senses.

Key vocabulary: omnivore, herbivore, carnivore, fish, amphibian, reptiles, birds, mammals, habitat.

Key Questions:

What are the basic needs of animals?

What is a herbivore, omnivore and carnivore?

What animals live in the local area and why?



In music this year we will be looking at developing our knowledge and skills of the inter-related dimensions of music. We start this half term by looking at pulse and tempo. We will be exploring how to identify and explain both pulse and tempo as well as appraising and performing songs to demonstrate these both.

Key vocabulary: Listen, appraise, song, beat, rhythm, clap, stamp, discuss, tempo, pulse.

I can statements:

I can identify and explain both pulse and tempo.

I can appraise and perform songs to demonstrate both pulse and tempo.



In our fitness lessons we will be exploring how to run for a long time, how to develop jumping using a long rope and in individual skipping, how to develop stamina and change of direction, explore exercises to develop strength and develop agility and balance.

In our fundamentals lessons we will be exploring balance, landing safely, exploring how our body moves differently when running at different speeds, developing our hopping, skipping, jumping techniques, dodging and changing direction and developing our co-ordination.

Key vocabulary: co-ordination, balance, safely, hopping, skipping, jumping, techniques, skills, stamina, direction, exercise, develop.

Key Questions/I can statements:

I can select my own actions in response to a task.

I can work co-operatively with others to complete tasks.



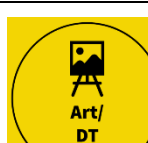
In PSHE we will be starting the year off by exploring emotions – how they feel, how to recognise them as well as expressing and controlling them at different times. This will include looking at the 'Zones of Regulation'. We will explore different feelings and emotions and what it means to self-regulate these feelings and emotions. We will then explore the different colours of blue, green, yellow and red. We will look at different tools that we can use to help us when we are in certain zones and find out what works best for us.

Key vocabulary: self-regulate, emotions, zones, tools, regulation

Key Questions:

What are the different feelings I may have?

How do I recognise them?



In Art we will be looking at exploring and developing our drawing skills. We will learn about the different types of lines and mark making techniques in drawing, enhancing our ability to describe lines, control-drawing materials such as pencils and chalk as well as exploring with different types of media, whilst listening to music.

Key vocabulary: Geometric, Horizontal, Irregular, Line, Mark-making, Observation, Regular, Texture, Vertical, Diagonal, Wavy, Cross-hatched, Broken

I can statements:

I can make choices about which materials to use to create an effect.

I can describe and compare features of my own work and others' artwork.

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In Computing we will be focusing on E safety, reminding the children the importance of staying safe with the choices in websites that they choose and to avoid websites that are not appropriate for them. We will then begin to look at technology around us, developing our mouse and keyboard skills.

Key vocabulary: media, digital, information, E safety, private, mouse, digital, keyboard,

Key questions:

Why is it important to stay safe online?

I can begin to login to a computer/ipad with some support.

Reminders:

- PE lessons will be on a Monday and a Thursday. Please send your child to school wearing their PE kits on these days. They will also need an extra pair of trainers/shoes for use when out at break times on these days.
- We run the Daily Mile every day, please can the children come to school wearing their trainers **and** bring their school shoes to change into afterwards.
- Please ensure that a warm and waterproof coat is brought to school every day and, as the weather starts to get colder, hats/gloves.
- Homework will be supplied weekly, given out on a Friday and due back the following Friday. Any updates will also be on Class Dojo. Children will continue to be given an activity to complete using their CGP maths book, have spellings on Spelling Shed, expected to read 5 times within the week and, when appropriate, they will have access to TTRS (Times Tables Rock Stars). Logins can be found in the front of their reading records.
- Please read with your child each day, it is especially important for your child's phonetic and comprehension development. After each time of reading, please also write an entry in their reading record as this then forms a good link between school and home for their reading practice. Reading books that come home should be read to an adult at least three times. The first time is to enable them to de-code the words, the second time for fluency and the third time is for comprehension.
- Sharing stories is also important at this age too so the children will start once more sharing a Reading for Pleasure book. This is a book that is not necessarily able to be read by your child but is to be shared and is chosen as it is a book that promotes a broad and varied story style and language which is not necessarily part of the phonics-based Read Write Inc books.
- The school House in which children are in (either Aidan, Bartholomew or Cuthbert) are also in the front of their reading records as to avoid any confusion.
- In addition to the homework mentioned above, all classes will also be set cross-curricular homework tasks to do over each half-term. This was decided to be put in place after our recent Homework Consultation meeting on 3rd September where this was suggested by several parents. This is something that we've had before and were considering so matches the parental voice and desires of the school to recognise and celebrate all subjects. Each half-term will focus on two subjects and a homework task relating to these subjects will be set for the half-term with children bringing in their work on the last day of the half-term (Friday 23rd October for Autumn 1). Please look out for further separate communication that will give further explanation and clarity regarding this.

Best Wishes,

Miss Clements