Whittingham
CofE PRIMARY SCHOOL

Class 1 Topic Letter
Autumn Term 2 2026



Class 1 are taught by Miss Clements.

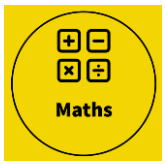
Mrs Chisholm/ Ms Coxon will cover PPA time and ECT times.



We will continue to 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.

All children will also take part in daily English lessons, where we will be planning our writing carefully and thinking about how to compose a sentence. Year ones will be looking at continuing to consistently use 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 also be looking at the different sentence types such as commands, statements, exclamations, and questions. This half term we will be focusing on writing recounts and postcards, setting descriptions and nature poems. We will explore the key features of each genre and look at examples of what a good one looks like before planning and writing our own. When writing recounts and postcards, children will develop their understanding of past tense, chronological order and time adverbials, while Year 2 will begin to use conjunctions such as when and because to add detail. When describing settings, children will develop their use of adjectives and expanded noun phrases to create vivid descriptions. We will also explore rhythm, rhyme, repetition and carefully chosen vocabulary when creating and performing our own poems.

Key vocabulary: Full stop, capital letter, finger space, statement, question, question mark, exclamation, exclamation mark, co-ordinating conjunctions, subordinating conjunctions, expanded noun phrase, adjectives, past tense, time adverbials, chronological order, recount, postcard, setting description, rhythm, rhyme, repetition, stanza, poem.



Year 1 will be beginning to develop their understanding of addition and subtraction within 10. They will explore parts and wholes, use part-whole models, number sentences and number bonds, before solving addition and subtraction problems using practical resources and number lines. They will then move onto shape, where they will recognise, name and sort 2-D and 3-D shapes and explore patterns.

Year 2 will continue to develop their addition and subtraction skills into this half term, revisiting number bonds and fact families before working with numbers to 100, adding and subtracting 1s and 10s, and solving mixed and missing number problems. They will then move onto shape, identifying 2-D and 3-D shapes and exploring their properties, including sides, vertices, faces, edges and lines of symmetry.

Key vocabulary for Year 1: part, whole, part-whole, addition, subtraction, number sentence, number bond, fact family, add, subtract, take away, 2-D, 3-D, cube, cuboid, cylinder, pyramid, cone, sphere, circle, triangle, square, rectangle, sort.

Key vocabulary for Year 2: number bond, fact family, addition, subtraction, related facts, 1s, 10s, mixed addition and subtraction, missing number, 2-D, 3-D, sides, vertices, faces, edges, symmetry, sort, pentagon, hexagon, octagon.

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In **Geography** this half term, we will be learning about the geography of where we live. We will explore the difference between human and physical geography, where we live in the UK in relation to the four nations of the country, its largest cities and Europe, understand the many different uses of land and use interactive online mapping to describe and explain a geographical walk around the local area.

Key Question: What is the geography of where I live like?
Key Vocabulary: Landscape, city, town, village, hamlet, commercial, retail, farm, arable, pastoral, service



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 on from this and last terms focus on creation, we continue our focus on Christianity and seeking to answer **the key question of: 'Why does Christmas matter to Christians?'**

Key vocabulary: Baby, birth, family, visit, present, joy, celebrate, promise, important, welcome, symbol, message, Nativity, Jesus, Christ, Incarnation, Bethlehem, Gospel.



In **Science** we will continue to learn 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 Questions:
What are the basic needs of animals?
What is a herbivore, omnivore and carnivore?
What animals live in the local area and why?
Key vocabulary: omnivore, herbivore, carnivore, fish, amphibian, reptiles, birds, mammals, habitat.



In **Music** we will be continuing to look 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. We will then look at traditional carols and hymns as well as practise our songs for our Christmas production.

I can statements:
I can perform through singing and/or using a musical instrument.
I can identify and explain both pulse and tempo.
I can appraise and perform songs to demonstrate both pulse and tempo.
Key vocabulary: Listen, appraise, song, beat, rhythm, clap, stamp, discuss, tempo, traditional, carols, hymns



In our **PE** lessons we will be practising our ball skills. We will be developing our throwing, catching, sending and receiving skills, exploring different techniques and applying these skills in a range of activities and games. We will focus on improving our co-ordination, accuracy and control when working individually, with partners and as part of a team.

I can statement:
I can send, receive, throw and catch a ball with increasing control and accuracy.
Key vocabulary: throwing, catching, sending, receiving, co-ordination, accuracy, control, technique, target, skills, partner, teamwork, competition.

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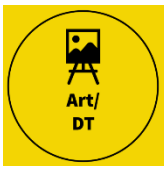


In **PSHE** we will be exploring diversity and equality, focusing on what makes each of us unique and special. We will explore how people can be similar and different and why these differences should be celebrated and respected. Children will identify their own strengths, likes and dislikes and consider what makes them an individual. We will also explore how people with different strengths and abilities can work together, developing respect, empathy, cooperation and resilience when working with others.

Key Questions:

What makes me unique and special?
How are we the same and different?
Why should we celebrate our differences?
How can we work respectfully with different people?

Key vocabulary: unique, difference, similar, same, respect, equality, celebrate, special, individual, strengths, likes, dislikes, empathy, cooperate, resilience.



In **DT** we will be exploring textiles and designing and making our own hand puppets. We will explore different ways of joining fabrics and consider which joining techniques are suitable for different purposes. Children will use templates to create fabric shapes, select appropriate tools and materials safely, and develop their own puppet designs. They will then make and decorate their puppets before evaluating their finished products against their design criteria.

Key Question: What types of joining methods work for fabrics?

Key vocabulary: decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template.



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 (due to having done Bee-Bots instead last half term)

Key questions/statement:

Why is it important to stay safe online?
I can begin to login to a computer/iPad with some support.

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

Reminders:

- PE lessons will still 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 you make sure children are bringing trainers in every day.
- Please continue to ensure that a warm and waterproof coat is brought to school every day and, as the weather gets colder, hats/gloves.
- Homework will continue to 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.

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- 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 continue to be set cross-curricular homework tasks to do over each half-term with children bringing in their work on the last day of the half-term.

Key Dates (as of 2.11.26):

5.11.26 – School Photographs

19.11.26 – Flu Immunisations

28.11.26 – Christmas Fayre

8.12.26 – Nativity performance

10.12.26 – Christmas lunch & party

18.12.26 – Carol service

Best Wishes,

Miss Clements