

OUR LEARNING YEAR 1 AUTUMN 2025

This document provides an overview of the learning your child will engage in this term. It highlights their learning journey, core knowledge, and the key vocabulary they will encounter. It is a handy guide to support learning conversations with your child. What learning can they remember?

Topic Concept: Social Justice and Equity

As part of this topic children will learn about responsible citizenship, equality and justice

Big Question: Is it Fair?

We often explore this question through various approaches, such as reading books and engaging in debates about the theme

Our 'Preparation Skills' will be:
Problem solving
Positive thinking
Resilience

SCIENCE - Materials and their properties, seasonal change and plants

Children will learn to recognise and describe materials and their properties using specific vocabulary. They will begin to think about why materials are fit for purpose and sort and classify materials according to their properties. Children will observe seasonal changes and learn about deciduous and evergreen plants especially at this time of year.

- Everyday objects are made from different materials that have different properties.
- The property of a material means a characteristic or a trait that is used to describe it, like hard, soft, bendy.
- There are 4 seasons: Autumn, spring, summer and winter.
- In autumn deciduous trees begin to lose their leaves.
- Evergreen trees keep their leaves all year round; deciduous trees drop their leaves in Autumn and Winter then grow new ones in Spring and Summer.
- To observe means to watch something closely and see what happens.
- To predict means to have a sensible guess about what might happen.

Vocabulary: object, sort, group, materials, metal, plastic, wood, rock, elastic, fabric, glass, paper, Venn diagram, classify, man-made, synthetic, natural, properties, hard, smooth, rough, soft, bendy, spiky, sharp, rigid, squishy, waterproof, non-waterproof, absorbent, non-absorbent, property, transparent, opaque, stretchy, dull, shiny, bumpy, seasons, spring, summer, autumn, winter, deciduous, evergreen, comparison

ART AND DESIGN - Portraits

Children will explore line, shape, colour and form by exploring portraits. Children will learn to draw portraits and critique their work to make improvements. Children will learn about the vast range of art and design and specifically Paul Klee and emulate his style by creating portraits using warm or cool colour palettes and shapes. Children will learn about form and texture by creating relief portraits using clay.

Vocabulary:

sketchbook, diagonal, vertical, straight, wavy, emotion, feelings, abstract, cubism, experiment, bold, mural, pointillism, shape, outline, shade (+black), tint (+white), tone (+grey), pale, light, dark, deep, cool, warm, palette, consistency, 2d, 3d, depth, sculpture, model, create, texture, relief, flat, roll, flatten, pinch, squeeze, pull, carve, embellish, paint, acrylic, smooth, mould, dashed, dotted, zig zag, wiggly, spiral, portrait, self portrait, style, sketching, strokes

- Art or art and design is something to look at, it might have a message or a feeling or emotion.
- Portraits are paintings, drawings, photographs, or engravings of a person - normally the head and shoulders.
- Ideas can be communicated through drawing, painting, sculpting and using technology.
- Warm colours are red, orange and yellow. They feel like sunshine or fire.
- Warm colours can show emotions such as joy, energy, excitement, or anger.
- Cool colours are colours like blue, green and purple. They feel like snow, ice or the sky.
- Cool colours can show calm feelings, quiet moods, or sometimes sadness.
- A 2d shape is a flat shape which has height and width but you can't turn it round or look behind it (no depth).
- A 3d shape is not flat. It has height, width and depth. You can pick it up and see all of its faces.
- Paul Klee was a famous artist.
- Cubism uses different shapes to create an image.

COMPUTING - Online safety, basic skills, typing skills

Children will learn how to log on to a laptop and navigate to a program using a mouse pad. children will learn the importance of keeping passwords private and being safe online.

Children will learn how to give simple instructions to an on-screen character. As part of Computing, every lesson includes online safety, teaching children how to stay safe online, keep passwords private, protect personal information, and act respectfully. They are encouraged to tell an adult if something online worries them. Each lesson also develops keyboard skills to help children navigate the keyboard and begin touch typing.

- Work can be created, saved and printed using the computer.
- Text and pictures can be combined to share information.
- Directions keys can be used to give instructions as part of an algorithm.
- A problem on a program is called a 'bug' and problems can be removed by 'debugging'.
- When we interact with others online it can make them feel positive or negative.
- Talking to a trusted adult when you experience negative feelings is important.
- To keep safe online it is important to ask an adult for permission to complete tasks such as downloading a game or purchasing something.
- It is just as important to be kind online as it is in real life.
- People's differences are also shown online, but we should be kind and respect each other.
- Information stays on the internet for a long time and can be seen by everyone.
- If you are unsure about sharing something online it is important to tell a trusted adult.
- Passwords are used to keep things private and safe online.
- The things we see online are not always true.
- Creations belong to the person who made them.



Vocabulary:

Positive, negative, login, password, private, home screen, avatar, icon, typing, saving, log out, key, keyboard, touch typing, home keys, trusted adult, alert, notification, device, search, filter, file name, permission, button, menu, file, save, open, new, print, symbol, row



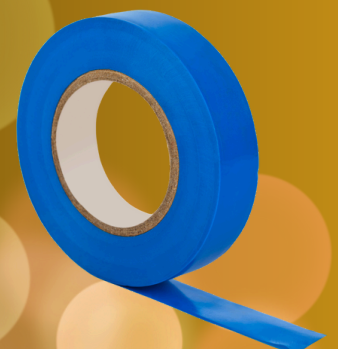
DESIGN AND TECHNOLOGY - Basic joining skills and freestanding structures

Children will build on their exploration opportunities in EYFS by exploring different materials with a focus on shaping and joining. They learn different ways to join materials and be challenged to create a Mini Me with moving body parts. Children will learn the process of explore/deconstruct - design - make - evaluate. Children will then learn about stable structures and use this learning to create a freestanding home for their Mini Me to live in. Children will be encouraged to continuously makes links with DT in the real world.

- It is important to use tools accurately to stay safe.
- Materials can be shaped and joined using a variety of tools and it is important to choose appropriate tools for the task.
- Triangular / tent shape structures are the strongest.
- The stability of a structure is affected by the material from which it is made.
- It is important to design before the real product is made.
- An evaluation allows us to understand what went well, what didn't work as well and what we can improve on next time.

Vocabulary:

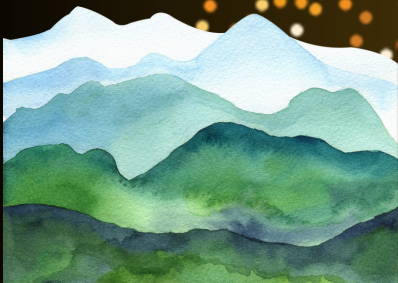
Safely, accurately, marking, precision, ruler, joining, shaping, technique, folding, tearing, curling, cutting, glueing, stapling, clipping, taping, treasury tags, split-pins, tying, tools, hole punch, designing, drawing, tracing, design, evaluate, successful, effective, critique, change, stable, structure, make, free-standing, materials, explore, test, sustainability, strong



GEOGRAPHY - The UK and our locality, seasonal and weather patterns

Children will begin to think about our school and explore simple plans and maps with a simple key. Children will learn about and be able to identify a range of physical and human features. They will explore the physical and human features of the school environment and the area around our school, including Chalkwell Park which children will visit as part of a geography field trip. Children will observe the changes of weather in our locality and compare this to their class country. They will identify the changes in the seasons by comparing observations of the horse chestnut tree in the playground. Children will celebrate St. Andrew's Day and use this as an opportunity to learn about Scotland, its capital, where it is in the UK and the world.

- There are four countries in the UK called England, Northern Ireland, Scotland and Wales. The capitals are London, Dublin, Edinburgh and Cardiff.
- There are four seasons and each has its own weather pattern. The weather in other countries can be different to England.
- Physical features are things that are in the natural environment such as a beach, cliff, coast, forest, hill, mountain, sea.
- Human features are things that have been built by humans, including a city, town, village, factory, farm, house, office.
- Landmarks are buildings or places that are easily recognised.
- We can use world maps, atlases and globes to find the United Kingdom and its countries, as well as other countries, continents and oceans.
- A compass can help us with directions (North, South, East and West) and we can use locational and directional language to describe the location of features and routes on a map.



Vocabulary: Explore, map, globe, atlas, country, sea, land, border, continent, Earth, season, spring, summer, autumn, winter, rain, wind, sunny, hail, frost, snow, birds eye view, aerial view, satellite view, symbol, key, next to, behind, beside, in between, close, far, north, south, east, west, landmark, human feature, physical feature, Scotland, North Sea, Atlantic Ocean, Edinburgh, Europe, Northern Hemisphere, Equator line, locate, landscape, capital city

HISTORY - The lives of a significant individuals in Black History, significant events: the Gunpowder Plot and Remembrance

Children will begin to think about the passing of time and chronology. Connected to Black History Month they will find out about significant people and learn about asking historical questions. Children will reflect on the impact that these people's actions have had on the world. Children will learn about the Gunpowder Plot and the role that Guy Fawkes made. The children will learn about bonfire/fireworks night and the connection between what we celebrate and what happened. Children will have the opportunity to reflect on Remembrance and Armistice Day and why it is important to remember them. They will learn about the idea of a legacy.

- Events can be placed in order along a timeline to show when they happened.
- To find out about a person or event from the past we ask enquiring historical questions.
- Segregation is when groups of people are separated.
- Equality is when people are treated fairly regardless of their ethnicity, religion or other physical features.
- We remember the 5th of November because of the Gunpowder Plot.
- Guy Fawkes helped to plan the plot in 1605.
- Legacy is the lasting impact and the way a person will be remembered for generations to come.

**BLACK
HISTORY
MONTH**


Vocabulary: timeline, chronology, order, past, present, future, before, during, after, history, difference, fair, big question, plot, gunpowder, Guy Fawkes, assassinate, religion, Protestant, Catholic, co-conspirators, Tower of London, King James I, Houses of Parliament, imprisoned, Armistice Day, war, soldier, civilian, remember, important, significant, impact, legacy



MUSIC - In the Groove and Christams

This term there is a focus on responding to different styles of music and playing instruments. Children will build on their skills from EYFS playing untuned percussion instruments and keeping a steady beat. Children will be introduced to the glockenspiel and learn to play C and D notes. Children will focus on rhythm, pulse, pitch and tempo as part of their learning in responding to a variety of styles of music (Baroque, Latin, Bhangra and Folk).

- Pulse is the steady beat of music.
- Long and short sounds put together create rhythm.
- When sounds get higher or lower their pitch changes.
- The tempo is how fast or slow the music play.
- There are many different styles of music, such as Baroque, Latin, folk and Bhangra.





Vocabulary: Pulse, steady beat, rhythm, long, short, sounds, instrument, percussion, body percussion, baroque, classical, beat, pitch, high, low, glockenspiel, beater, notes, Latin, chorus, verse, practise, perform, Bhangra, improvise, traditional, tempo, speed, fast, slow, folk music, clap, tap, click, names of percussion instruments.

PE - Gymnastics and Dance

Children will learn and practise agility, balance and coordination through the medium of dance and gymnastics. They will learn how to move in time to the music and the beat in counts of eight. They will be taught group routines and perform these to the rest of the class in order to practice performing and being an audience member.

- Balance is the ability to stay in control of your body's position.
- Coordination is the ability to use two or more body parts together.
- Dance is all about moving our bodies to a musical rhythm.
- In dance, we explore space, and consider how we can use our bodies to show ideas, moods, characters and feelings.
- In dance, we learn the basic skills of travelling in different ways.
- Gymnastics is a sport in which we do exercises that need strength, balance, flexibility and control.
- In gymnastics, we may use lots of different skills, for example running, jumping, balancing, stretching, bending and tumbling.




Vocabulary: Travel, forward, backward, walking, jogging, skipping, side-stepping, jumping, levels, speed, direction, balance, sequence, slide, squat, bunny hop, muscles, star, straddle, pike, dish, tuck, arch, benches, mats, agility, stability, control, floppy, tense, star jump, straight jump, hop, movement, body, facial expression, confidence, coordination, counting/beats, pose, action, performance, audience, sway, choreography, imagination, gallop, walk, bounce.

PSHE - Relationships: Families and friendships; safe relationships; respecting ourselves and others

Children will learn about people who care for them and that families are all different. Children will think about feelings and who can help them if they are worried or scared both in and out of school. Children will learn about safe and unsafe things to touch as well as consent and how touch can be comfortable and uncomfortable. Children will be reminded of the PANTS rule. There will also be a focus on what kind behaviour looks like and the importance of rules.

- Rules are important because they keep us safe.
- We have a range of different relationships: our families, our friends.
- My family might be different from my friend's family.
- It's important to know who I can tell my worries to.
- Permission or consent means to allow someone to do something or something to happen, e.g. We might ask permission to hold our friend's hand.



Vocabulary: Respect, considerate, accept, difference, rules, safe, fair, agreements, kind, unkind, sharing, family, single parents, same gender parents, worry, trust, responsible, help, feelings, happy, bored, lonely, sad, angry, guilty, curious, surprised, confident, shy, worried, silly, hungry, full, sleepy, hugs, tickling, kisses, punches, comfortable, uncomfortable, consent, permission, private, unsafe, dangerous, caring, helping, respecting, care.

Y, O, U,

A, R, E,

S, A, F, E,

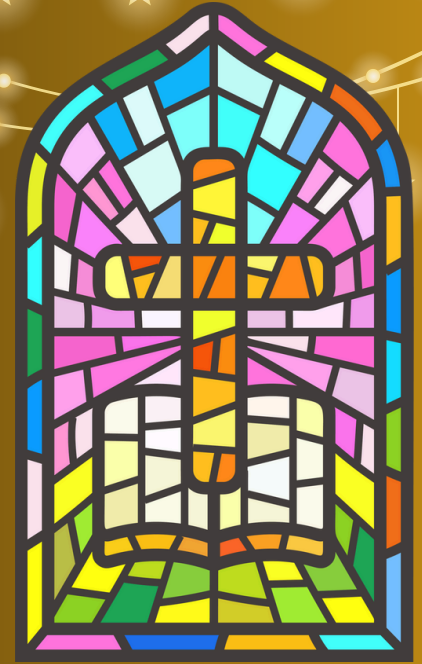
H, E, R, E,



RE - Who is a Christian and what do they believe? How and why do we celebrate special times?

Children will learn what religion and faith means and relate this to their own personal experiences. They will learn about how many Christians practice their faith, including looking at the Bible as a sacred book and the church as a holy building for many Christians. They will have the opportunity to draw comparisons to other religions and personal worldviews and understand that not every Christian acts in exactly the same way. The children will think about how different religions and personal worldviews have different celebrations.

- Belief is a feeling sure that someone or something exists or is true or trustworthy.
- Religion is what you believe about human beings' relationship to a higher power (such as a god), and faith is being confidently sure about something even if you cannot see it.
- Christians are taught to love God and to believe in Jesus Christ, the Son of God.
- Christians believe that Jesus is the son of God and was sent to save humans from sins they have committed.
- The Bible is the Christian holy book.
- The church is a sacred place for Christians.
- The Ten Commandments are special rules that teach Christians and Jews how to live a good life by loving God and treating others kindly.
- The Harvest Festival reminds Christians of all the good things God gives them. This makes them want to share with others who are not so fortunate.
- Diwali is the five-day Festival of Lights, celebrated by millions of Hindus, Sikhs and Jains across the world. Diwali is a festival of new beginnings and the triumph of good over evil and light over darkness.
- Christmas celebrates the birth of Jesus Christ.
- Many non-Christians also enjoy Christmas all over the world.



Vocabulary: Belonging, faith, religion, sense, belief, trust, followers, higher power, god, RE, respect, tolerate, worldview, acceptance, Christian, creation, Jewish, Muslim, Islam, similarities, differences, theory, Old Testament, Bible, prophet, commandments, rules, worship, holy, Jesus, sin, forgiveness, sacred, miracles, extraordinary, forgive, historian, church, cathedral, chapel, prayer, font, Baptism, marriage, funeral, pew, Harvest Festival, fortunate, Pagan, Church of England, service, Hindu Dharma, Brahman, goddesses, festival, Diwali, oil lamp, diya/diva, Christmas, culture, Buddhists, traditions

Reading

Children will continue to learn to read through the RWI (Read, Write, Inc.) scheme. Children will take part in daily phonics sessions where they will learn new 'special friends' and sounds as well as consolidating those previously taught. Children will also have regular practise of Red Words and will practise independent reading in ERIC Time (Everyone Reading In Class). Children will also read RWI books as a whole class, and will listen to a wide range of stories for pleasure. A daily Rhyme Time will take place to help children listening for sounds and patterns in words as well as expanding vocabulary.

Writing

Children will continue to develop their writing skills through the Drawing Club approach. Children will continue to learn the fundamental basic skills of writing, including capital letters, finger spaces and full stops. Children will learn how to use 'Fred Fingers' to spell new words, whilst applying their phonics knowledge. Children will also take part in short spelling activities to learn to spell Red words from set 1 - 6. Children will continue to practise their handwriting using the Penpals scheme, where there will be a focus on letter placement and size.

Maths

Children will take part in daily Maths lessons and activities. Children will continue to develop their understanding of number with a focus on number formation and recording their understanding. Regular Maths Meetings will also take place where songs and rhymes will be used to help children learn about days, months, time, money, shape and measures.