English

To develop their phonic knowledge, practicing segmenting to spell cvc, cvcc, ccvcc words and blending to read.
Children will read a book daily with an adult.
Reading comprehension will be delivered through group story time each day.
Children will be encouraged to use their phonic knowledge through their play and through adult led tasks.
We will be using Greg Botrill's wonderful Drawing Club and Curious Quests to promote our literacy skills by incorporating imagination, creativity and enjoyment.

Geography

Y1/2
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.

All about me
Stafford Class
Autumn term 2026

Maths

Place value
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
Given a number, identify one more and one less
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Read and write numbers from 1 to 20 in numerals and words

Addition/Subtraction
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
Represent and use number bonds and related subtraction facts within 20
Add and subtract one-digit and two-digit numbers to 20, including zero
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _ - 9

Shape
recognise and name common 2-D and 3-D shapes,
identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

Time
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
recognise and use language relating to dates, including days of the week, weeks, months and years
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
compare and sequence intervals of time
tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

History

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
The lives of significant individuals in the past who have contributed to national and international achievements.

PSHE

SHEDescribe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like.
Describe situations which may provoke certain feelings.
Describe their own qualities and strengths and recognise something they want to get better at.
Explain how rest and relaxation affects our bodies, including mental functions.
Identify examples where they could use relaxation to help manage difficult emotions.
Families and relationships

Science

Animals sensitive bodies
Draw and label human body parts.
Identify the body parts associated with each sense.
When working scientifically, pupils who are secure will be able to:
Compare and group body parts.
Begin to recognise patterns in data and use these to answer questions.
Record data in a table.
Measure using non-standard units.

Seasonal Changes:
Name the four seasons in order and describe the typical weather in each.
Name some activities and events in the four seasons.
Describe the appearance of a tree's leaves in each season.
Recall that summer has the most daylight hours and winter has the least daylight hours.
Record data about the temperature across the four

DT

Design purposeful, functional appealing products for themselves and other users based on design criteria.

Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and

Art

To use a range of materials creatively to design and make products
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
About the work of a range of artists