Year 1 & 2 Overview – Autumn Term 2026

English

This term our writing will be based around these books: ***Send for a Superhero*** by Michael Rosen, ***Astro Girl*** by Ken Wilson-Maxand ***Beegu*** by Salvatore Rubbino.

We will be learning how to use different sentence types: command sentences, questions, statements and exclamation sentences. We will learn how to use question marks, exclamation marks and full stops to punctuate these types of sentences. We will learn when we need to use capital letters (for names and the personal pronoun 'I') and begin to use apostrophes to show missing letters (e.g don't). The children will also be learning to join their sentences with ***and, but, if, so, when and because*** as well as extending their sentences using adjectives to describe nouns and using commas in a list.

Overview of writing outcomes this term: labels, lists, descriptions, letters, posters, information reports and short stories.

Maths

Place value: counting forwards and backwards to 100 and understand how numbers work e.g. in 19 (nineteen) the 1 stands for 1 ten and the 9 is worth 9 ones. We will be using tens and ones blocks, Numicon and tens frames to help us. Understanding 1 more and 1 less and extending this to 10 more and 10 less.

Addition and Subtraction: learning and consolidating bonds to 10 and linking these with bonds to 20 e.g. if I know 1 + 9 = 10, then I can work out 1 + 19 = 20. Learning addition and subtraction fact families (to 20). Learning and understanding doubles and near doubles of numbers to 20. Understanding the concept of addition and subtraction by adding, taking away, finding the difference and working out missing numbers in a number sentence.

Shape: Recognising and naming 2-D shapes and their properties (circle, triangle, square, rectangle, pentagon, heptagon, octagon) and 3-D shapes (sphere, cube, cuboid, triangular based pyramid, square-based pyramid, prisms). Looking for vertical lines of symmetry.

Spellings to learn

These are taken from the National Curriculum Statutory Word List

Y1: a, the, do, to, today, of, said, says, are, were, was, is, his, has
Y2: door, floor, poor, kind, find, mind, behind, child, children, because, wild, climb, most, only, both, old, cold, hold, gold, told

How to help at home

- Reading – please read every night if you can or at least 3 times a week and record this in your child's reading record.
- Topic: talk about the different senses while out walking. Discuss different tastes (bitter, salty, sweet ...)
- Talk about different ages of buildings around the village. Share any knowledge of how things have changed in Filby over time.
- Y1 – practice counting forwards backwards and doubling numbers 1 – 20.
- Y2 – practice counting in 2s, 5s and 10s, double and halve numbers to up to 50.

Materials



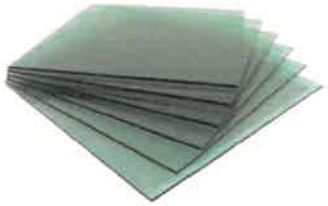
wood



plastic



metal



glass



rock



water

Materials have different properties.

hard	bendy	heavy
soft	rough	light
stretchy	fluffy	shiny
stiff	cold	strong
smooth	sharp	fuzzy



waterproof Stops water getting through.



absorbent Soaks up and holds on to water.



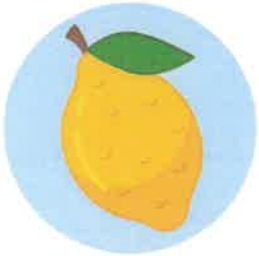
transparent See-through.

l.hunter@filbyprimary.org.uk

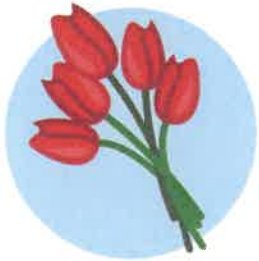
Senses



touch



taste



smell



sight



hearing

Body parts

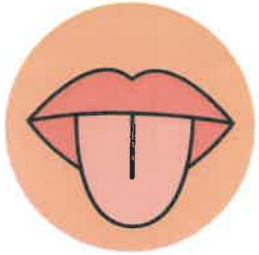
ears	nose	elbows
eyes	feet	legs
hair	head	knees
mouth	neck	face
teeth	arms	hands



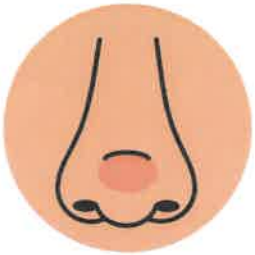
Sensing body parts



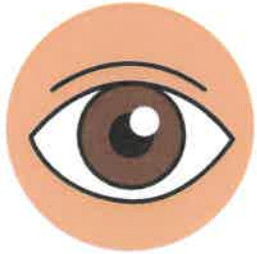
skin



tongue



nose



eye



ear

Your tongue tastes different flavours.



sweet



sour



salty



bitter

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Purple Mash Computing Scheme: Knowledge Organiser

Year 1/2
Data Explorers

Key Learning

- To think carefully about the steps of grouping items.
- To group items using a computer.
- To be able to sort different items.
- To understand that data is information that can be collected and used.
- To understand that data can be shown using pictures.

Key Resources


Sorting and Grouping quizzes


2Count

Key Vocabulary

Algorithm
A set of instructions in order.

Criteria
A way in which something is grouped or sorted.

Data
A collection of information, used to help answer questions.

Group
To put similar things together.

Pictogram
A diagram that uses pictures to represent data.

Sort
To put things into an order.

Key Questions

Give some examples of criteria used for grouping or sorting shapes.

Colour, number of sides or corners, size etc.

What word describes a set of instructions in order?

Algorithm

Give some examples of pictogram that you could collect data for on the theme of weather.

Weather this week, weather in different places, favourite kinds of weather.

Key Images


Burger menu


Save



Add or remove a record for the data

Purple Mash Computing Scheme: Knowledge Organiser

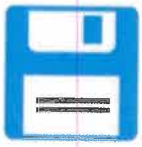
Year 1/2

Introduction to Purple Mash

Key Images



Burger menu



Save



Avatar



Paint Projects



Login screen



Logout

Key Questions

What is a password?

A password is a secret word or phrase that allows a user to access a website. Passwords are like toothbrushes in that they should not be shared with anyone else.

What is a digital avatar?

In Purple Mash, an avatar is a picture you create in the software to represent you.

Where is my work stored on Purple Mash?

In Purple Mash, most of the work you save will be saved in the My Work section of Purple Mash. The only person that can see this work is the teacher and you.

Purple Mash Computing Scheme: Knowledge Organiser

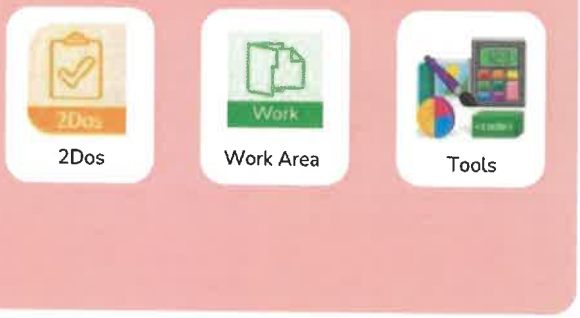
Year 1/2

Introduction to Purple Mash

Key Learning

- To login and create my own avatar on Purple Mash.
- To open an activity and then save the work to the 'My Work' area.
- To understand how to complete work in the 2Dos area in Purple Mash.

Key Resources



Key Vocabulary

Avatar
A picture to represent someone.

File Name
The name given to an online piece of work.

Home Page
The main page for a website that you use to reach all the other areas.

Icon
The image on a button on a device that helps you to know what it does.

Login
Using a username and password to access a system.

Logout
Leaving a computer system.

Password
Letters, numbers and special characters that you type after the username to access an online site. In Purple Mash, this can also bea series of pictures.

Save
A way of keepingyourwork so you can openitagain later.

2Do
Work given byyourteacher to complete onPurpleMash.

What was it like to go to school and live in Filby in the past 100 years?

Y1/2

past

← Now

Time that has already happened.

present

→ Now

Time happening now.

living memory*

100 years ago ← Now

beyond living memory*

← 100 years ago

Timeline of schools in the past









1900s 1960s 1980s Now

What has changed?



thislife pictures / Alamy Stock Photo

1900s



Now

What has stayed the same?

*key vocabulary

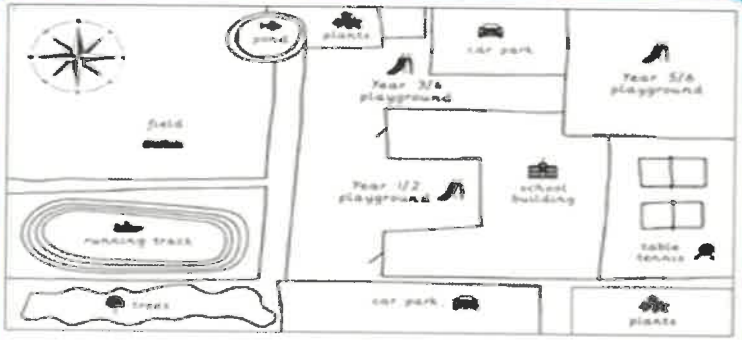
Kingfishers Yr1/2

Headteacher: Mrs Jo Snelling

part of Evolution Academy Trust

Ambition - Collaboration - Responsibility

Geography - Where am I?

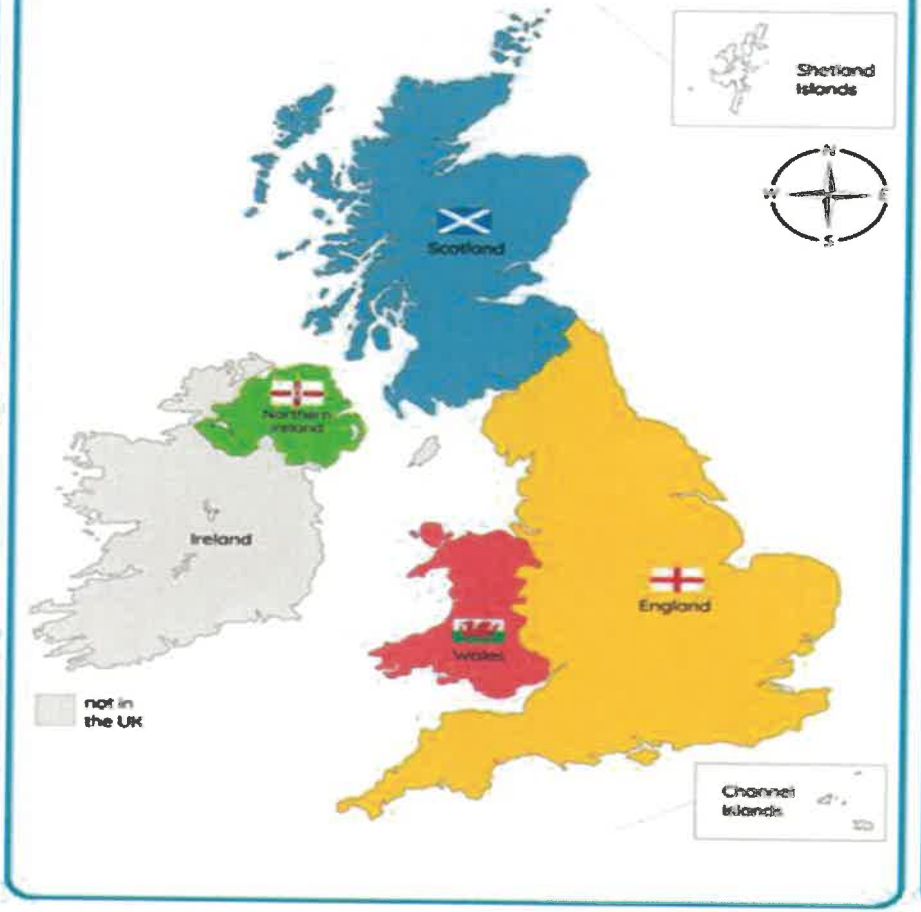


A map is a picture of a place drawn from above. Features are shown using symbols.

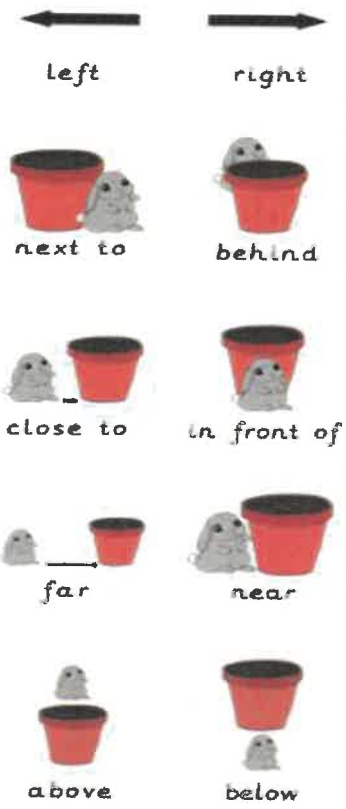


An aerial photograph is a photograph taken from above.

The UK



Directional language



Filby Primary School

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Ambition – Collaboration – Responsibility

Grandma rap

Year 1 and 2

Perform beat actions



Grandma grandma sick in bed



Called for the doctor and the doctor said



Grandma grandma you ain't sick

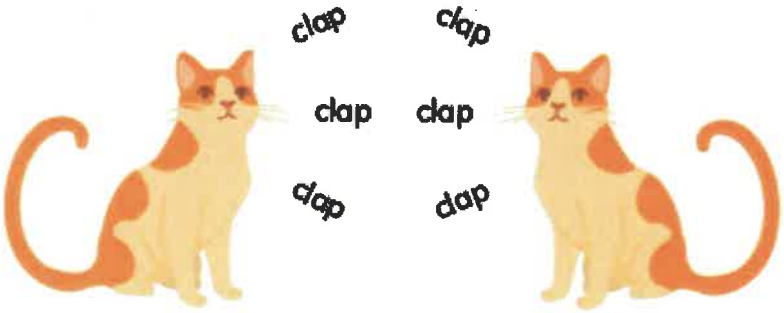


All you need is a walking stick

Beat is the continuous steady pulse in music.



1 2 3 4 1 2 3 4



To the  back

To the  front

To the  Side, side, side

To the  back

To the  front

To the  Side, side, side

Make up actions for these words:

grandma .....

sick .....

doctor .....

walking stick .....

up .....

down .....

back .....

front .....

side .....

never .....

college .....

dollar .....

wriggle .....

Music durations:

	2 quavers	jogging
	crotchet	walk
	crotchet rest	shhh

Create rhythms use walk, jogging and shh

jogging walk shhh





Beat 1	Beat 2	Beat 3	Beat 4

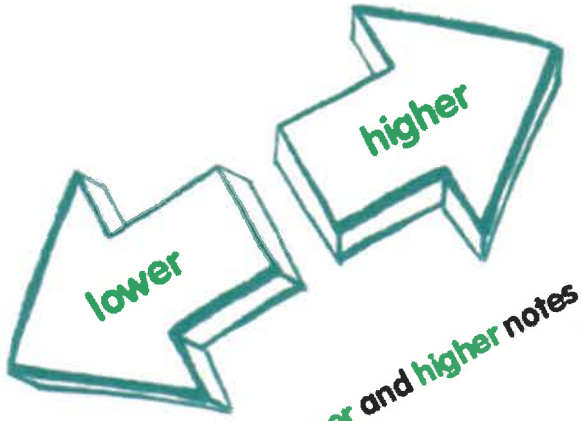
Beat 1	Beat 2	Beat 3	Beat 4



Hi lo chick a lo
(progression song)

Hi lo chick-a lo
chick-a lo
chick-a lo
Hi lo chick-a lo
chick-a lo Hi!

Pitch is the notes in music.
Pitch can move up and down.



pitch = lower and higher notes



Can I chant *Grandma rap* rhythmically and perform to an accompaniment I created?



Add a comment:

Kingfishers Yr1/2

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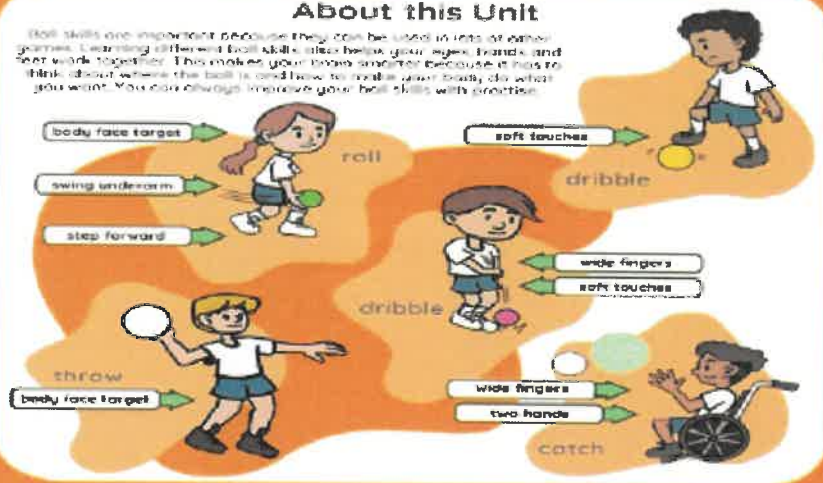
Headteacher: Mrs Jo Snelling

Ambition • Collaboration • Responsibility

Knowledge Organiser
Ball Skills

About this Unit

Ball skills are important because they can be used in lots of other games. Learning different ball skills also helps your eyes, hands and feet work together. This makes your brain smarter because it has to think about where the ball is and how to make your body do what you want. You can always improve your ball skills with practise.



Ladder Knowledge



Sending: Step forward with your opposite foot to throwing arm. This will help you to balance.

Catching: Use wide fingers and pull the ball into your chest to catch securely.

Tracking: It is easier to move towards a ball to track it than chase it.

Dribbling: Keeps your head up when dribbling to see the space and other players.

Movement Skills

- roll
- track
- dribble with feet
- kick
- throw
- catch
- dribble with hands

This unit will also help you to develop other important skills:

- **Social** inclusion, communication, collaboration, leadership
- **Emotional** independence, honesty, perseverance, determination
- **Thinking** comprehension, select and apply skills, use tactics

Strategies

For all ball skills use these tips:

Track the ball as it comes towards.
Point your hand or foot towards your target when sending the ball.
Cushion the ball as you receive it.

Healthy Participation

- Make sure unused balls are stored in a safe place.
- Make sure you work in a safe space and show an awareness of others as you use the ball.

Key Vocabulary

bounce		
catch	kick	roll
collect	prepare	target
control	receive	touch
dribble	release	underarm



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Sock Boule

What you need: a target object, rolled up socks, 2 or more players.

How to play:

- Each player has three pairs of rolled up socks.
- Place the target object seven big steps away from you.
- Take it in turns to throw your socks as close to the target as possible.
- The winner for each round is the person who gets their socks closest to the target. They get one point for winning the round.
- First player to 5 points wins.



Head to our youtube channel to watch the skills videos for this unit. @getset4education136

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Knowledge Organiser
Fundamentals

Ladder Knowledge

Running: Bending your knees will help you to change direction. If you swing your arms it will help you to run faster.

Balancing: Looking ahead will help you to balance. Landing on your feet helps you to balance.

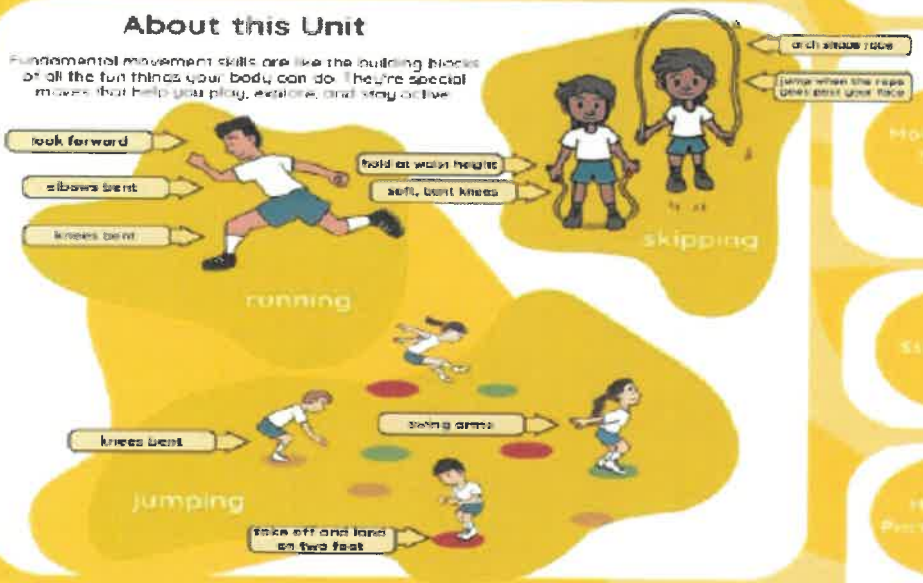
Jumping: Landing on the balls of your feet helps you to land with control.

Hopping: Hop with a soft bent knee.

Skipping: Use the opposite arm to leg when you skip. Jumping on the balls of your feet helps you to keep a rhythm.

About this Unit

Fundamental movement skills are like the building blocks of all the fun things your body can do. They're special moves that help you play, explore, and stay active.



Movement Skills

- balance
- jump
- hop
- run
- speed
- agility
- dodge
- skip
- co-ordination

Extra

This unit will also help you to develop other important skills:

- **Social:** collaboration, work safely, support others
- **Emotional:** determination, self regulation, honesty, perseverance
- **Thinking:** comprehension, select and apply skills

Strategies

Just like learning new words or playing a game, you need to practice. Try running, hopping, skipping, jumping, and balancing every day!

Healthy Participation

Behave and move in a safe way.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Key Vocabulary

bend		
direction	jog	
dodge	jump	skip
fast	land	challenge
hop	ready position	swing



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- be stronger

Head to our youtube channel to watch the skills videos for this unit @getset4education136

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R&W - What do some people believe God looks like?



belief*

believe*

religion*

Christian

Muslim

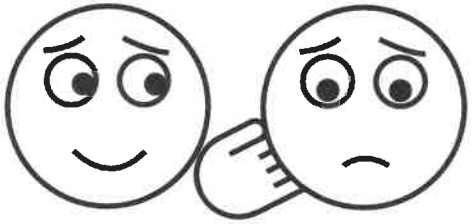
Hindu

worldview*

God*

Allah*

Brahman*



respect*



Jesus*



Islamic art



deity



Christmas*

*key vocabulary Y1/2

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belief*

believe*



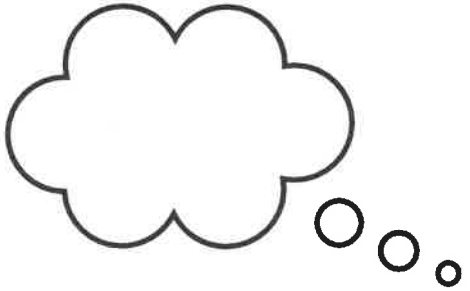
The Big Bang theory



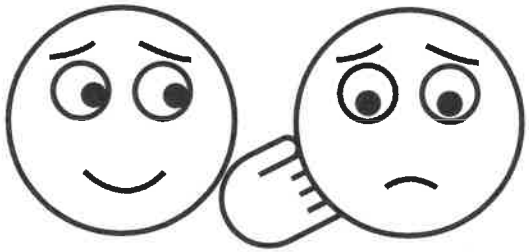
creation*



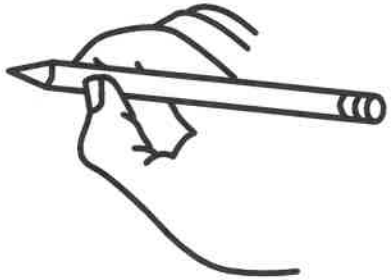
creator*



idea*



respect*



scripture*

god*

religion*



Christian*



Hindu*



Humanist*



Jewish*

worldview*

*key vocabulary Y1/2

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Me and My Relationships – Year 1 and 2

coram SCARF

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Our Big Question

How can we be kind, safe and helpful to ourselves and others?

Feelings
- How do I feel?
- How does my body feel?
- What can I do when I feel worried or upset?

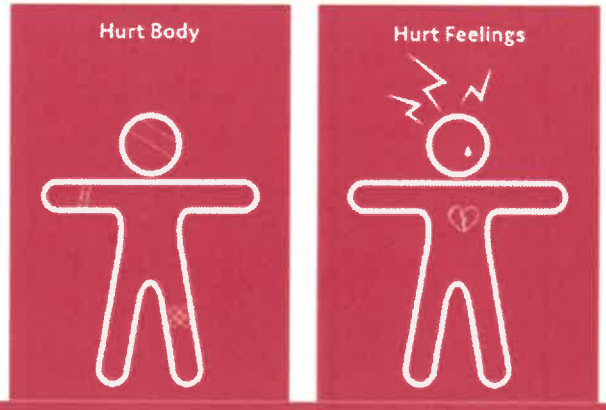
Getting Help
- Who can help me?
- Who are my safe adults?
- How can I help a friend?

Friends and Family
- What makes a good friend?
- How can I be kind?
- How can I show respect?

I can...

- I can talk about my feelings and get help when I need it.
- I can ask safe adults for help and show kindness to myself and others.
- I can be kind, caring and respectful to my friends and other people.





feelings	The emotions we have, such as happy, sad, worried or excited.
safe	Being protected from harm and feeling secure.
friendship	When people care about each other and enjoy spending time together.
listening	To pay attention to what someone is saying or to sounds you hear.
respect	Being kind and treating others well.
help	Doing something kind to make things easier or better for someone.
include	Making sure everyone can join in and feel welcome.
behaviour	The way a person acts and treats others.

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