

Year 1/2 – Autumn 2025-2026 Overview

Week:	1	2	3	4	5	6	7	8	HALF TERM	9	10	11	12	13	14	15	
Yr2- Spelling	Baseline	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	Assessment and Review	Assessment and Review		What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Why do I double letters at the end of words? Why do I double letters in some longer words ending in - er?	Why do some words end in ‘k’ or ‘ck’? Why do some words end in ‘ch’ or ‘tch’?	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix - ing?	Why do I swap the ‘y’ for an ‘i’ when I add the suffix - ed? Why do I drop the ‘e’ when I add the suffix - ing?	Assessment and Review	Assessment and Review	
Yr2- Tricky Words		people eye whole	through improve move prove shoe two who beautiful their parents	thought sure	once again any many friend busy pretty because laugh**	friend	Assessment and Review	Assessment and Review									
Yr1- Phonics	Baseline	-dge	-ge	-g before e, i and y j before a, o and u	s spelt c before e, l and y	kn and gn at the beginning of words	Assessment and Review	Assessment and Review		r sound spelt wr at the beginning of words	-l sound spelt -le at the end of words	l sound spelt el at the end of words	I spelt -al	Words ending in -il	Assessment and Review	Assessment and Review	
English	Old Bear 1. To retell a story (3wks) 2. To inform and explain events that have happened (3Wks) <ul style="list-style-type: none">Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the nounCombining words to make sentences. Joining words and clauses using ‘andSequencing sentences to form short narratives.Separation of words with spaces.Capital letters and full stops.									Rapunzel. To narrate (3wks) 2. To instruct: How to catch a witch (3wks) <ul style="list-style-type: none">Reinforce plural noun suffix -s/-es.Adding the suffix -er to verbs.Combining words to make sentences. Joining words and clauses using ‘and.’Sequencing sentences to form short narratives.Separation of words with spaces.Capital letters and full stops.							
Maths Y1	Previous Reception experiences and counting within 100			Comparison of quantities an part-whole relationships			Numbers 0 to 5			Recognise, compose, decompose and manipulate 2D shapes and 3D shapes			Number 0 to 10		Consolidation		
Maths Y2	Unit 1: Numbers to 100				Unit 2: Calculations within 20			Unit 3: Fluency add and subtract within 10		Unit 4: Addition and subtraction of two-digit numbers (1)		Unit 5: Introduction to multiplication		Consolidation			
Science	Materials (including Seasonal Change) <i>What are the signs of Autumn/Winter?</i>									Materials (Including Seasonal Change) <i>What material would be best for an umbrella?</i>							
PSHE	Citizenship <ul style="list-style-type: none">Understand the rules in the classroom and school and the purpose of these rules.Understand that different animals need different types of care.Understand some of the needs of babies and young children.Understand that voting is a fair way to make a decision which affects a lot of people.Understand how the school council works.Understand that we can share our opinions on things which matter to us.									Economic Wellbeing Y1 and Y2 <ul style="list-style-type: none">Describe different ways we can keep money safe.Recognise that different skills are needed for different jobs. Y1 only <ul style="list-style-type: none">Explain how children might get money.Explain the difference between wants and needs.Explain that banks and building societies are a way of keeping money safe Y2 only <ul style="list-style-type: none">Explain how adults might get money.Recognise that saving may be necessary to buy the things we want.Consider different elements when choosing a bank account							
PE	<ul style="list-style-type: none">Coordination- FootworkStatic Balance- One leg balanceBall Games- passing, throwing & kicking									Dance- Understand Others <ul style="list-style-type: none">ArtistryPartneringCirclesShapesBall Games- passing, throwing & kicking							

Music	Call and Response. Theme: Animals Using instruments to represent animals, copying rhythms and creating call and response rhythms.								Musical symbols. Theme: Under the Sea Combining instrumental, vocal and body sounds for an underwater-themed performance.					Consolidation
Art	Painting and Mixed Media: Colour Splash. <i>What primary colours can be mixed to make secondary colours?</i>													
RE	Understanding Christianity What is the good news Christians believe Jesus brings? Part 1 (Gospel)								Understanding Christianity What is the good news Christians believe Jesus brings? Part 1 (Gospel)					
Computing				2.2 Online Safety 2.5 Effective Searching									Consolidation	
History							What is history? Looking at personal chronology and finding out about the past within living memory.							
Geography									Where am I? Locating the countries in the UK on a map, recognising features within the school grounds and using directional language.					
DT											Baby Bear’s Chair <i>What materials can I use to make baby bears chair?</i>			