# Kingfishers – Autumn Term 2026

## Autumn 1 – Our Wonderful World
## Autumn 2 – The Great Fire of London

Programme of Study
Year 1 and Year 2
Our School Values – Community, hope, dignity, wisdom, perseverance, forgiveness

**Golden Threads**
Courageous advocacy
Sustainability
Global citizenship



**Cultural Capital**
Resilience
Vocabulary
Making connections

**British Values**
Democracy, Rule of Law, Individual liberty, Tolerance, Mutual respect

### English

**Phonics – Year 1**
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read other words of more than one syllable that contain taught GPCs
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

**Reading -Year 1**
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading

**Writing -Year 1**
- write words containing each of the 40+ phonemes already taught
- use common exception words
- name the letters of the alphabet:
- using letter names to distinguish between alternative spellings of the same sound.
- use capital letters and full stops correctly.
- write simple sentences that make sense.
- use finger spaces between words.
- join ideas using 'and'
- use nouns, verbs and adjectives.
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

**Handwriting – Year 1**
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place.

### English

**Phonics & Spelling – Year 2**
Autumn 1 – Phase 5 Review
- review Phase 5 graphemes and alternative spellings.
- identify the most likely spelling for a sound in different positions in words.-
- review and practise Phase 5 tricky words.
- apply phonics knowledge to spell words and dictated sentences.

Autumn 2 – Bridge to Spelling
- use the alphabetic code chart to support spelling choices.
- understand when and why letters are doubled.
- choose between k/ck and ch/tch at the end of words.
- use -s and -es to make plurals.
- apply spelling rules when adding -ing and -ed.
- understand when to double the final consonant, change y to i, or drop the e when adding a suffix.

**Reading – Year 2**
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as Year 1
- read words containing common suffixes
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary

**Writing – Year 2**
Develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional) ,writing about real events, writing poetry, writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- Use capital letters, full stops, question marks and exclamation marks correctly.
- write sentences with a clear structure that make sense
- use expanded noun phrases to add detail.
- use different sentence types (statements, questions, commands and exclamations).
- use conjunctions such as and, but, because, when to join ideas.
- use commas in lists.
- use past and present tense consistently.
- use common suffixes such as -ing, -ed, -er and -est correctly.

**Handwriting – Year 1**
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place.

**Handwriting – Year 2**
form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.

### Mathematics

**Year 1:**
- 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
- given a number, identify 1 more and 1 less
- identify and represent numbers using objects and pictorial representations
- read and write numbers from 1 to 20 in numerals and words
- Recognise and name common 2-D and 3-D shapes
- add and subtract one-digit and two-digit numbers to 20, including 0

**Year 2:**
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- 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
- identify 2-D shapes on the surface of 3-D shapes
- compare and sort common 2-D and 3-D shapes and everyday objects
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers

**RE**

- God – What do Christians believe God is like?
- Explore what a parable is
- Learn the story of the Lost Son from the Bible and recognise a link with the concept of God as a forgiving Father.
- Investigate the meaning / message of the story
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

- Celebrations – Multifaith
- To listen to stories, songs and poems from different communities and traditions, learning to name and recall facts about religions
- To observe, notice and recognize aspects of religious festivals for themselves.





**Art**

Explore artists that use the outdoors for inspiration

- Explore the world around them and use it as inspiration for artwork.
- Collect and arrange interesting objects to explore composition.
- Discuss their choices and explain how and why objects have been arranged.
- Take photographs of artwork, considering focus and light.
- Develop observational drawing skills through careful looking and exploring how objects felt.
- Experiment with different drawing media, line, shape and colour, working on a range of scales.
- Use cutting and collage to explore composition and discuss their artwork, identifying successes and ideas for improvement.




**Design and Technology**

Mechanisms, sliders and levers

- To explore and use sliders and levers
- To understand that different mechanisms produce different types of movement
- To know and use technical vocabulary




**History**

The Great Fire of London

- To understanding the events of the great fire using historical evidence to support ideas.
- To understand what happened after the great fire
- To understand the cause, effect and consequence of the Great Fire Of London.

**Geography**

- Identify and locate characteristics of the UK on a map.
- Identify human and physical features.
- Locate human and physical features on a world map.
- Explain the difference between oceans and seas.
- Name and locate the five oceans on a world map.
- Use an aerial photograph to draw a simple sketch map.
- Collect data by sketching findings on a map and completing a tally chart, presenting data in different ways








**Science**

Animals including humans –

- Draw and label human body parts.
- Identify the body parts associated with each sense.
- 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.

Materials –

- Name objects and identify the materials they are made from.
- Recognise that objects are made from materials that suit their purpose.
- Recall that a property is how a material can be described.
- Sort objects based on the materials they are made from.
- Group objects based on their properties.
- Suggest ways to test materials for their properties.
- Make predictions and recognise whether they were accurate.
- Use their observations to answer questions.
- Begin to recognise if a test is fair.



**PE**

- To master basic sending and receiving techniques.
- Develop anticipation and reaction when working with beanbags or balls.
- Catch a ball or beanbag without dropping it and catch a ball with a bounce.
- To understand the impact of fitness on our bodies and why it is important to keep fit and active.



**Music**

- To experiment with sounds (timbre)
- To participate in creating a dramatic group performance
- To compose music to march to using tunes and untuned percussion
- Sing a cumulative song from memory
- Play classroom instruments on the beat
- Sing a unison song rhythmically and in tune
- To play percussion instruments expressively
- Listen and move I time to music
- To use musical vocabulary more confidently




**Computing**

Technology around us




- To identify technology
- To identify a computer and its main parts
- To use a mouse in different ways
- To use a keyboard to type on a computer
- To use the keyboard to edit text
- To create rules for using technology responsibly

Creating media – Digital painting

- To describe what different freehand tools do
- To compare painting a picture on a computer and on paper
- To use a computer on my own to paint a picture
- To explain why I chose the tools I us
- To make careful choices when painting a digital picture

**Spoken language**

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

**Personal, Social and Emotional development**

- Understand the need for rules for PSHE lessons.
- Understand that problems occur in friendships and that violence is never right.
- Understand what bullying is and what to do if it happens.
- Understand that families are all different and they offer each other support but sometimes they can experience problems.
- Understand how toys can reinforce gender stereotypes.
- Recognise male and female stereotyped characters.
- Understand that what they do and say has an effect on other people.
- Understand the similarities and differences there can exist between people and how to show respect for those who are different.
- Understand that families are all different and that the country people live in can influence these differences.



