



Baslow St. Annes C.of.E Primary School
Life in all its fullness
Growing healthy minds and hearts together
Kindness - Diversity - Respect



Autumn 1 2026

Year 1 (Tigers)



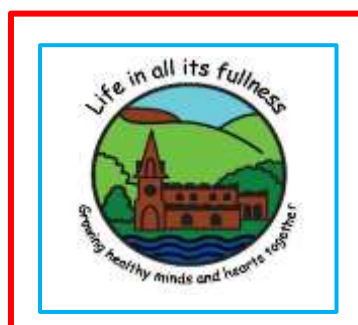
The Victorians

Class + Year Group	Tigers Year 1
Teacher	Mrs. Whitfield
Half- term or Term	Term
Number of weeks	6 weeks 4 days
Dates	07.09.26 – 22.10.26

Kindness

Respect

Diversity





This term's topic is 'The Victorians', the main focus is history, however we incorporate many other areas of the curriculum in order to make it fun and engaging for the children. Links are made throughout the curriculum to help embed learning and make it relevant to the children. We aim to visit Abbeydale Industrial Hamlet in Sheffield to bring the Victorian period to life for the children. We would also encourage the children to visit The Bakewell Old Museum with parents as a place of local interest that also brings history to life.



Main areas of learning in English

- Begin to learn to write long date and to underline
- Participate in class discussions
- Listen and respond appropriately to adults and peers
- Ask questions to extend knowledge and understanding and build vocabulary
- Continue to follow 'Little Wandle' phonic scheme, introducing new and recapping older di and trigraphs as well as blending and segmenting with them to read words.
- Take part in group reading sessions in school using books from the Little Wandle scheme.
- Take home 'Home Reading' books (aligned to individual phonic knowledge) to read at home.
- Use reading comprehension key ring to encourage discussion of their books
- Follow a set of instructions, order a set of instructions
- Work on children's individual writing targets – ideas, verbally forming sentence before writing, using finger spaces, sounds and tricky words through variety of stimuli
- Retell a story, sequencing the main events and explaining why each one goes where it is placed
- Sequence sentences to form short narratives
- Reread writing to check it makes sense

Main areas of learning in Maths

- Consolidate recognition, ordering and counting of numbers to 20
- Begin to recite numbers to 100
- Use language of more than, less than and greater than
- Understand place value in teen numbers
- Use the language of addition and subtraction to work with numbers within 10
- To recognise and name common 2D and 3D shapes
- To use the language of height and length including simple comparisons
- To use the language of time – including o'clock and sequencing words

Main areas of learning in Topic (History, Geography, Art, DT)

History

- To use words and phrases like: old, new and a long time ago
- I can understand that we have a King who rules us and that Britain has had kings or queens for many years
- I can begin to identify the main differences between old and new objects
- I can spot old and new things in a picture
- I can give a plausible explanation about what an object was used for in the past

Geography

- I can think of a few relevant questions to ask about a locality
- I can describe some physical features

Art + DT

- I can draw using pencils and crayons
- I can explore drawing through various means
- I can paint a picture of something I can see
- I can print onto paper
- I can make different kinds of 3D shapes
- I can make a slider within a picture
- I can gather and sort materials needed for collage
- I can make a structure using different materials
- I can think of some ideas of my own
- I can describe what I see and like in the work of another



The Victorians

The curriculum map and Parent pamphlet gives further information for each area of learning including details of some of the activities which will excite, enable and help to extend the children's learning.



Main areas of learning in Science

Working scientifically

- Talk about what I see, touch, smell, hear or taste
- Perform a simple test and talk about what I find out
- I can identify and classify living things
- I can begin to think of some questions to ask

Plants and Animals, including Humans

- I can point out some of the differences between different animals
- I can identify and name a variety of common animals
- I can identify and name a variety of common animals that are herbivores, carnivores and omnivores
- I can name parts of the human body that I can see
- I can link body parts to the senses used
- I can compare the bodies of different animals.

Main areas of learning in Computing

- I can recognise different examples of ICT and talk about them
- I am aware of the need for safety when using ICT
- I will start to learn about online safety

Main areas of learning in Music

- Use a singing voice confidently, sing simple songs from memory
- Know the difference between pulse and rhythm
- Follow a leader's start and stop signals
- Match pitch within a small range
- Perform as part of a class and school group

Main areas of learning in PSHE

- Kapow : 'My healthy self:- how we can look after our emotions?' identifying emotions, how emotions change and when, what to do when our feelings are tricky.
- I can begin to recognise my feelings and understand the consequences of different feelings

Main areas of learning in PE

- I can model getting ready and taking part in a PE lesson
- Actions, dynamics, space and relationships in movement
- Develop a dance with a clear beginning, middle and end
- Evaluate their own and others performance
- Work as a team member (starter activities and team games)

Main areas of learning in RE

- Explore who Christians believe made the world (creation)
- Celebrate the Christian festival of Harvest
- Talk about other religions and the different beliefs in the world

SMSC

- Think about rules and making good choices for ourselves and our community (class and school)
- Discuss and agree a set of class rules to follow
- Empathise and consider the views of others even when they differ to our own
- Discuss what they have already achieved and what they need to be successful in the future
- Begin to recognise their feelings and how these affect themselves and others
- Begin to understand their role in their Year group, the class and the school

Assessment: Baseline assessments for all subjects carried out within first 2 weeks to inform planning and interventions needed and then again at the end of Autumn term 1. Individual assessments carried out on reading including phonics, handwriting, spag, spelling, writing and maths. Science topic is assessed with gathering 3 cold facts as is topic (History/ Geography). All other foundation subjects assessed through variety of medium. Records are then kept and added to as necessary through ongoing observations by all staff involved. At the end of Autumn 1 assessments are carried out again to ascertain progress and to inform planning and interventions needed for Autumn 2.