



The Willows School Curriculum Overview – Autumn 2 2025

Elm

Subject	Autumn
<p>English</p>	<p style="text-align: center;"><u>What the Ladybird Heard</u></p> <p><u>Reading & Comprehension</u></p> <ul style="list-style-type: none"> • Blend sounds into words • Read and understand simple sentences • Say an appropriate word/clause to complete a sentence <p><u>Writing</u></p> <ul style="list-style-type: none"> • Identify/write graphemes • Write some/many letters accurately • Write a short sentence with known sound-letter correspondence • Use conjunctions correctly • Show understanding of how text is arranged on the page [e.g. by writing or producing letter sequences going from left to right] • Write or use their preferred mode of communication to write down their names with appropriate use of upper- and lower-case letters or appropriate symbols • Write for a range of purposes <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Engage in story times • Listen to and talk about stories to build familiarity • Engage in daily speaking and listening activities • Use single words/signs and symbols for familiar objects [e.g., cup, biscuit], and to communicate about events and feelings [e.g. likes and dislikes]. • Respond to options and choices with actions or gestures [e.g. by nodding or shaking their heads] • Combine single words, signs or symbols to communicate meaning to a range of listeners • Explore stories through role-play <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Phonics International
	<p><u>Number and Place Value</u></p>



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Mathematics	<ul style="list-style-type: none">• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number• use the language of: equal to, more than, less than (fewer), most, least• given a number, identify one more and one less• identify and represent numbers using objects and pictorial representations including the number line• read and write numbers from 1 to 10/20 in numerals and words. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none">• add and subtract one-digit and two-digit numbers to 20, including zero• represent and use number bonds and related subtraction facts within 20• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = * - 9$ <p><u>Measurement</u></p> <ul style="list-style-type: none">• 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
IPC	<p style="text-align: center;"><u>What's it made of</u></p> <p>In Science/Geography, we'll be learning about:</p> <ul style="list-style-type: none">• Properties of different materials• Test materials to find out how they are similar and different• Think of how I can test properties of a material• Know where materials come from• Find similarities and differences to homes around the world <ul style="list-style-type: none">• -Name the four points on a compass• -Identify and label the four points of a compass• -Use a compass to travel in the direction of North, South, East and West



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	<ul style="list-style-type: none"> • -Describe the position of a landmark on a map • -Use positional language to describe the location of a landmark • -Use positional language and compass points to describe the location of a landmark • -Understand a map shows where landmarks are located • -Draw a simple map of a familiar area • -Draw a simple map • -Draw a map and identify some key landmarks • -Draw a map and describe the local area <p>In history we will be learning about:</p> <ul style="list-style-type: none"> • -To investigate and identify a variety of homes today. • - To investigate similarities and differences between homes. • - To explore homes built a long time ago and identify their features. • - To find out what Victorian homes were like inside. • - To identify and explore objects in a Victorian home and their uses. • - To be able to understand what a primary source is. To use language related to passing of time and history 		
<p>PSHE/RE</p>	<table border="0"> <tr> <td data-bbox="604 916 1456 1286"> <p><u>Being me in my world</u></p> <ul style="list-style-type: none"> • Help others to feel welcome • Try to make our school community a better place • Think about everyone’s right to learn • Care about other people’s feelings • Work well with others • Choose to follow the Learning Charter </td> <td data-bbox="1456 916 2143 1286"> <p><u>Christianity</u></p> <ul style="list-style-type: none"> • What is Christmas? </td> </tr> </table>	<p><u>Being me in my world</u></p> <ul style="list-style-type: none"> • Help others to feel welcome • Try to make our school community a better place • Think about everyone’s right to learn • Care about other people’s feelings • Work well with others • Choose to follow the Learning Charter 	<p><u>Christianity</u></p> <ul style="list-style-type: none"> • What is Christmas?
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<p>PE</p>	<p><u>Hit Catch Run</u> <u>Unit 1</u></p> <ul style="list-style-type: none"> • Catch a ball over a short distance • Hit a ball with power using feet to kick or bat/racket • Position ourselves in the path of the ball 		



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	<ul style="list-style-type: none"> • Catch a high ball <p><u>Dance</u> <u>Yoga</u> <u>Daily Mile</u></p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Develop small motor skills to use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
<p>Computing</p>	<ul style="list-style-type: none"> • Online Safety • Use games to enhance learning • Use given software for a particular purpose • Touch Type Read Spell • Espresso Coding
<p>Music</p>	<p><u>Instrument Families</u></p> <ul style="list-style-type: none"> • Recreate and imitate musical sounds and patterns <p><u>Singing</u></p> <ul style="list-style-type: none"> • Participate in Singing Assembly • Learn the words to songs
<p>Art & DT</p>	<p>Curriculum related</p> <p>Colours</p> <ul style="list-style-type: none"> • Create an original artwork • Know about line and colour • The colour wheel • Primary colours • Secondary colours • Cutting and sticking • Primary colours