



The Willows School Curriculum Overview – Autumn 1 2026

Elm

Subject	Autumn
English	Slug Life by Moesha Kellaway <u>Reading & Comprehension</u> • Apply phonic knowledge and skills • Blend sounds into words • Say an appropriate word/clause to complete a sentence • Enjoy an increasing range of poetry, stories and non-fiction texts • Know that information can be retrieved from a variety of sources • Develop understanding through reading and responding to non-fiction texts • Sustain listening, responding to what they have heard with relevant comments and questions • Ask relevant questions to extend their understanding and knowledge • Use spoken language to communicate for a range of purposes to a range of audiences. • Identify some effective features of non-fiction texts <u>Writing</u> • Identify/write graphemes • Write some/many letters accurately • Write a short sentence with known sound-letter correspondence • Use a model and stimulus for non-fiction writing • Use language structures and vocabulary influenced by books in talk and in their own writing • Use vocabulary, punctuation and grammar in response to a wide range of non fiction texts. • Writing for meaning and purpose in a variety of forms – email, information labels, information text, list poems, comics, persuasive writing • Make simple additions, revisions and corrections <u>Speaking and Listening</u> • 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 <u>Phonics</u> • Phonics International



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Mathematics

Match, Sort & Compare

- Match objects
- Match pictures and objects
- Identify a set
- Sort objects according to type
- Explore different sorting techniques
- Create sorting rules

Measure & Patterns

- Compare size (bigger/smaller, longer/shorter, taller/shorter)
- Compare mass (heavier/lighter)
- Compare capacity (full/empty, more/less)
- Explore simple patterns
- Copy and continue simple patterns
- Create simple patterns

Numbers 0 to 5

- Find, recognise and name numbers 1, 2 and 3
- Subitise numbers 1, 2 and 3 (recognise amounts without counting)
- Represent numbers 1, 2 and 3 in different ways
- Understand the composition of numbers 1, 2 and 3 (how they can be partitioned)
- Find, recognise and name numbers 4 and 5
- Subitise numbers 4 and 5
- Represent numbers 4 and 5 in different ways
- Understand the composition of numbers 4 and 5
- Understand zero as 'nothing' or 'none'
- Find 1 more/less than numbers within 5
- Understand the composition of all numbers within 5

Science

Animals

In Science, we will be learning:

- that animals are living things.
- where animals live and what they need to survive
- where birds live and what they need to survive
- about farm animals
- about dinosaurs that lived on earth



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History	<u>Home Sweet Home</u> In History, we will be learning to: • investigate and identify a variety of homes today • investigate similarities and differences between homes. • explore homes built a long time ago and identify their features • find out what Victorian homes were like inside • identify and explore objects in a Victorian home and their uses • be able to understand what a primary source • use language related to passing of time and history
PSHE/RE	<u>Being me in my world</u> • 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 <u>Christianity</u> • What is Christmas?
PE	<u>Hit Catch Run</u> <u>Unit 1</u> • 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 • Catch a high ball <u>Dance</u> <u>Yoga</u> <u>Daily Mile</u>



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	<u>Physical Development</u> • 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.
Computing	• Online Safety • Use games to enhance learning • Use given software for a particular purpose • Touch Type Read Spell • Numbots
Music	<u>Composing Rhythms</u> • Be able to recreate/imitate sounds and patterns • Use symbols to represent sounds including their own compositions • Comment on their own musical experiences with supporting reasons • Perform individually and with others Understand that musical elements can be used to create different effects <u>Singing</u> • Participate in Singing Assembly • Learn the words to songs
Art and Design, Design & Technology	Art Exploring materials Drawing Painting Basic sculpture Design and Technology Simple construction (e.g. building with blocks and using recycled materials) Key artists/Inspiration Local environment Seasonal themes