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**English Reading:**
This term in Year 1 English, we are exploring three fantastic books—The Magic Finger by Roald Dahl, Dixie O'Day: In the Fast Lane by Shirley Hughes and Clara Vulliamy, and The Street Beneath My Feet by Charlotte Guillain—which link closely to our PSHE learning around empathy, friendship, and caring for our world. Through these stories, the children will be thinking about how our actions affect others, what it means to be a kind and helpful friend, and how we share and look after our local environment.

**Ways you can support at home:**

**Talk about feelings and empathy:** While reading stories together, pause to ask, *"How do you think that character is feeling right now?"* or *"What could they do differently to be kind?"*—just like the lessons learned in *The Magic Finger*.

**Practice teamwork and good sportsmanship:** Inspired by *Dixie O'Day*, play simple board games or outdoor races together and chat about cheering each other on, taking turns, and being a gracious winner or runner-up.

**Explore and care for your local area:** On your walk to school or at the park, look closely at drains, manhole covers, or animal burrows as seen in *The Street Beneath My Feet*, and talk about how we keep our streets and nature clean and safe.

**English Writing:**
This term, our Year 1 English writing lessons will explore four wonderful picture books—*Cave Baby*, *Stanley's Stick*, *Iggy Peck: Architect*, and *A Walk in London*—to inspire imagination, storytelling, and early sentence writing. As we read these stories, we will also link our learning to **PSHE (Personal, Social, Health and Economic education)** by exploring creativity, resilience, teamwork, and appreciating our local community.

**Ways you can support at home:**

**Get creative with everyday objects:** Inspired by *Stanley's Stick* and *Cave Baby*, encourage your child to turn a stick, cardboard box, or pebble into something magical during playtime, or try some messy mark-making with chalk or paint outside.

**Build and problem-solve together:** Just like *Iggy Peck: Architect*, use building blocks, LEGO, or recycling materials to construct towers and bridges, celebrating mistakes as a normal part of learning and trying again.

**Explore your local area:** Linking to *A Walk in London*, go on a "noticing walk" around your own neighbourhood and talk about the landmarks, people, and helpers that make your community special.

**Practise oral storytelling:** Before your child writes, encourage them to say their sentences out loud first, focusing on using capital letters, finger spaces, and full stops when jotting down short captions or labels at home.

**Maths**

**Number and Place Value**

This term, your child will build confidence counting forwards and backwards to 100 from any number, as well as counting in 2s, 5s, and 10s. They will use objects and drawings to show amounts, find one more or one less, and practise writing digits to 100 alongside number words from 1 to 20. *Help at home by counting stairs together, pairing socks in 2s, or asking quick "one more/one less" questions on the school run.* Your child will learn to add and subtract numbers up to 20 (including zero) using toys, counters, and simple drawings to solve everyday word problems and missing number puzzles like *7 = ? – 9*. We will be exploring the world around us to spot and name flat 2D shapes (circles, triangles, squares, and rectangles) and solid 3D shapes (cubes, cuboids, pyramids, and spheres).

Your child will also apply these maths skills in Design & Technology by using 2D and 3D shapes to build sturdy models, and in Science by sorting materials and counting results during simple investigations.

**Ways you can support at home:**

During snack time **ask questions** like, "You have 12 grapes—if you eat 4, how many are left?"

**Go on a quick "shape hunt"** around the house or spot everyday shapes like cereal boxes and balls in the supermarket.

**Science**
**Science: Animals, Including Humans**
This term in Science, Year 1 will be exploring the animal kingdom and what living things need to thrive. Children will learn to identify and name a variety of common animals, while also matching adult animals to their young—such as pairing a sheep with a lamb or a cat with a kitten. Alongside this, we will investigate the three essential things all animals and humans need to survive: food, water, and air. We will bring this learning to life through cross-curricular links, using our **Maths** skills to sort, group, and count animals, and connecting with **PSHE** to discuss how we stay healthy and care for living things responsibly.

**PSHE**
This term in **PSHE (Personal, Social, Health Education)** and **Computing**, your child is exploring two important themes designed to build confidence, empathy, and safety both in school and online.

**Connecting with others ("How can I help myself and others feel happy and safe?")**: We are looking at what makes each of us special and unique, how friends, family, and classmates support one another, and practical ways to show respect through our actions. Pupils will also learn simple, positive strategies for managing minor disagreements and fallouts in friendships and at home.

**The online world ("How do we spend time online?")**: Alongside our computing work, children are learning how to stay safe, kind, and respectful in digital spaces. We will compare online and offline activities, explore appropriate online behavior, and talk about simple, reassuring steps to take if they ever encounter something unexpected or unsuitable on a screen.

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**History - Local Area - Castles and Stately Homes**

**This term in History, Year 1 are stepping back in time to explore our local castles and stately homes, learning all about kings, queens, and royal life!** Your child will discover what a monarch is, learn to recognize our current reigning king, and meet famous rulers from the past like King Henry VIII, Queen Elizabeth I, and Queen Victoria. As they explore how royal homes and lifestyles have changed over the centuries, they will practice using historical time words—such as *past*, *present*, *before*, *after*, and *a long time ago*—to put events in order. Acting like young history detectives, the children will also examine real clues like old portraits, photographs, and royal objects to ask and answer questions about what life was like long ago. To bring their learning to life, this topic links closely with Geography (exploring where local castles are built), Art (looking at and creating royal portraits), and Design & Technology (designing and building their own castle structures!).

**Geography - Local Area - Castles and Stately Homes**

This term, our Year 1 geographers are exploring **Castles and Stately Homes** in our local area and across the United Kingdom! Children will learn to spot castles and grand houses as **human (man-made) features** in our landscape, comparing them to natural physical features like hills and rivers. As we develop our locational knowledge, we will name the **four countries of the UK** (England, Scotland, Wales, and Northern Ireland) and use simple picture maps, globes, and aerial photographs to find famous landmarks like Windsor Castle, Edinburgh Castle, and local treasures such as Alnwick Castle and Wallington. To bring our topic to life, we will practise using exciting new geographical vocabulary—such as *moat, turret, tower, estate,* and *grounds*—to describe these historic buildings. This topic also links wonderfully with **History** (learning about kings, queens, and life in the past), **Art** (sketching castle silhouettes and shields), and **Design & Technology** (building our very own model castles with working drawbridges!).

**RE**

In Religious Education this term, Year 1 will explore two core Christian themes: what Christians believe God is like and why Christmas matters to them. Through the parable of the Lost Son, the children will learn that Christians see God as a loving and forgiving Father, discussing how this inspires people to say sorry and forgive others in everyday life and worship. They will also explore the Nativity story from the Gospels to understand why Jesus' birth is so special to Christians, reflecting on how this guides their celebrations and thinking about what we are all thankful for in our own lives.

**Computing**

In Computing, Year 1 children will begin by exploring the technology around them, learning how everyday devices are designed to help us. They will build essential practical skills by naming the main parts of a computer, logging on independently, and practising how to click, drag, and type using a mouse and keyboard. Alongside this, children will get creative with digital painting, using different brushes, shapes, and colours to make artwork on screen while comparing it to traditional painting on paper. Throughout all our lessons, we link closely to PSHE by discussing how to use technology safely, kindly, and responsibly both in school and at home.

**Art**
Textile and Collage - Collage a castle

In Art this term, our Year 1 artists are exploring textiles and collage by creating their own textured castles. Children will investigate and describe a variety of different materials—such as rough sandpaper, smooth card, bumpy corrugated paper, and soft fabrics—to choose the best textures for stone walls, wooden doors, and fluttering flags. As they build their artwork, they will practise identifying and combining key 2D shapes, using tall rectangles for towers, triangles for roofs, and arches for grand doorways. Through ripping paper, cutting straight lines with scissors, and carefully overlapping materials, the children will develop their fine motor control while linking their creative work to our **History** and **Geography** learning about local landmarks and **Design & Technology** structures.

**Enrichment Activities:**

- Upper Redesdale Show artwork
- Harvest celebrations at church
- Pupil Parliament Elections
- World Mental health Day
- Fire Safety Assembly
- Antibullying Week
- Christingle at church
- Christmas Play

**Design and Technology**
Structures - Cereal box castle

This term, Year 1 will be designing, making, and evaluating castles using cereal boxes! The children will explore how to make a structure **freestanding** so that it can stand up completely on its own. We will investigate **stability** by discovering how wide, flat bases stop towers from tipping over, and test the **stiffness and strength** of materials.. The children will learn to identify and construct key **structural features**. This unit connects directly to our wider learning across the curriculum: exploring materials in **Science**, identifying 2D and 3D shapes in **Maths**, discovering who lived in castles in **History**, and looking at where castles were built in **Geography**.

**Music**
In Year 1, music is delivered by Justin Radford through our partnership with Northumberland Music Service. Across the year, children develop their musical knowledge, skills, and creativity through fun, hands-on music-making, active listening, and performance opportunities. Pupils will explore pulse, rhythm, and pitch using their voices and a variety of untuned percussion instruments, while building their confidence to perform together and share how different styles of music make them feel.

**PE**
In Year 1, our Physical Education (PE) lessons are delivered in exciting partnership with the **Newcastle United Foundation**. Through fun, active games and structured activities, your child will build fundamental movement skills—such as running, jumping, throwing, and catching—while improving their overall balance and coordination. Just as importantly, these sessions help children develop confidence, practise teamwork, and learn how to share and play fairly with their classmates. Along the way, we also encourage a positive attitude toward exercise, helping your child understand why staying active is a key part of a healthy, happy lifestyle.

**Forest School**
In Year 1 Forest School, our young explorers are growing in confidence, independence, and curiosity as they connect with the natural world. They are becoming brilliant at spotting and naming everyday outdoor risks—such as low branches or prickly brambles—and consistently let an adult know if they notice a hazard. As their hand-eye coordination develops, the children are enjoying using basic tools with close one-to-one support, alongside working together to safely prop sticks against trees to build their own shelters. They are also deepening their knowledge of our woodland site by learning the difference between evergreen and deciduous trees, and matching fallen leaves and seeds back to the trees they came from.

**Links to the world of work:**

- Investigating castles introduces roles in heritage, archaeology and architecture
- science and maths develops skills used in healthcare, engineering and research.
- Creative work in art, music and computing highlights careers in the creative industries.

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