



Base 1: Autumn Curriculum Overview 2026



As **historians**, we will explore the Great Fire of London, using historical evidence such as artefacts and Samuel Pepys' diary to discover what happened. We will sequence key events on a timeline, compare life then and now, and investigate how London changed after the fire.



As **artists**, we will explore the work of Andy Goldsworthy: we will use inspiration from his work to create our own collages, weave using natural resources and create sculptures with organic materials.



As **writers**, we will explore traditional and longer fiction texts. We will create 'defeating the baddie' and 'character flaw' stories inspired by *The Three Billy Goats Gruff* and *The Owl Who Was Afraid of the Dark*. In our non-fiction writing, we will write diary entries inspired by Samuel Pepys and the Great Fire of London and create information texts about nocturnal animals.

As **readers**, we will develop our fluency, expression and 'storyteller voice', while strengthening our phonics and spelling skills. We will build on using 'Fred Talk' and 'Fred Fingers' as strategies to support our reading and spelling.



As **mathematicians**, **Reception** will develop their skills in sorting, comparing and recognising numbers before exploring 2D shapes, including circles, triangles and four-sided shapes.

In **Year 1**, we will build understanding of place value within 10, comparing and ordering numbers before exploring addition and subtraction using strategies such as number lines. We will also recognise, sort and explore patterns in 2D and 3D shapes.

In **Year 2**, we will explore numbers to 100 through partitioning, ordering and using number lines. We will develop addition and subtraction skills, including finding 10 more or less, using number bonds to cross 10 and solving missing-number problems. We will also



As **designers**, children will investigate free standing structures and design a new chair for Baby Bear! They will explore how different shapes affect strength, create labelled diagrams showing their designs and think carefully about the materials we could use.

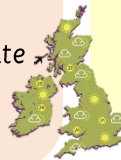
As **active kids**, we will learn skills related to catching and throwing including chest and bounce passes. We will also follow steps in creating dance routines. Forest School sessions will also run bi-weekly, where children will get an opportunities to explore in nature.



As **coders**, children will explore creative computing software, including 2paint and 2DIY: through these programmes, they will create a jigsaw and placing game. They will also create digital artwork, focusing on artists such as Mondrian and other artistic styles.

As **scientists**, we will identify and describe the properties of different materials, exploring how these make them suitable for different purposes. We will also investigate how materials can be changed through bending, twisting, stretching and squashing.

As **geographers**, we will explore the UK, identifying its countries and surrounding seas. We will investigate seasonal weather patterns and how they affect our daily lives, before learning to interpret weather symbols and create our own weather forecasts.



As **musicians**, we will explore *timbre*, learning how different voices and instruments produce unique sounds. Through songs such as *Hello* and *Hey Friends*, we will discover the key features of jazz music and develop our rhythm skills through clapping, playing untuned instruments and improvisation.



As **philosophers** in RE, we will be discussing why God is important to Christians and what they believe he is like. We will also explore what we mean by forgiveness.

