

Year 1 — What We're Learning

Our theme for the first six weeks: Happily Ever After

This covers the first six weeks of the autumn term (2nd September – 9th October). During this time, Year 1 will be exploring Happily Ever After — sharing, retelling and comparing traditional fairy tales, and thinking about how stories connect us to one another. This sits within our whole-school theme, Our World Connected.

Our CARE Curriculum

Happily Ever After is the first of four themes your child will explore this year, each linked to one of our whole-school curriculum drivers — which together spell CARE: Connected, Awareness, Respected, and Evolving. For Year 1, 'Connected' means connecting through stories: sharing, retelling and comparing fairy tales together.

Our School Value: BRAVE

We'll start by reading Little People, Big Dreams: Malala Yousafzai together as a class. Malala's courage in speaking up for what she believed in is a strong model for our school value of being BRAVE — and a great way to get children thinking about being brave enough to speak up, even when it's difficult. This links to our school's Find Your Remarkable ethos — encouraging every child to discover and be proud of what makes them unique.

Writing this half term

We're sharing, retelling and comparing traditional fairy tales, including Little Red Riding Hood and The Paper Bag Princess. Children will think about different versions of the same story, and start to form and share their own opinions — for example, thinking about whether all fairy stories really do end happily ever after, and whether the Big Bad Wolf might have his own side of the story!

At home, you could ask your child to retell one of these stories to you, or ask what they think happened next after the story ended.

Science this half term

We're learning all about animals, including humans, building up week by week:

- That humans are animals, belonging to the mammal group
- Naming outside body parts, then inside body parts, and what job each one does
- Which body parts we use for our five senses
- Using sight, smell and sound to identify things

At home, you could play a simple senses game together — close your eyes and guess an object by touch or smell alone!

Other subjects this half term

- Computing — Technology Around Us: technology in the classroom, then building mouse and keyboard skills, finishing with using a computer responsibly
- DT — designing and making a Fairy Bag, from first ideas through to choosing fabric and evaluating the finished bag
- Art — exploring clay, making a lidded 'thumb pot', then evaluating and painting it
- RE — 'New life: how is a new child welcomed?' Exploring how different families and beliefs welcome new life, including Christian baptism, humanist celebrations, and foster families
- PSHE — through Pol-Ed: making friends, understanding feelings, empathy, and what it means to be an ally
- Music — through Oak National's 'Start with singing: finding my singing voice' unit, building confidence and enjoying singing together
- PE — Ball Skills (dribbling and passing with feet) and Locomotion (running)

Maths this half term

We're building strong number foundations across two areas:

- Weeks 1–3: Place Value within 10 — recognising numbers as words and numerals up to 10, counting objects, counting forwards and backwards, and comparing groups (more, less, equal)
- Weeks 4–6: Addition and Subtraction to 10 — number bonds within and to 10, adding groups together, taking away, and using a number line

At home, you could count everyday objects together, or practise number bonds to 10 using small toys or snacks.

Conversation starters to try at home

- Ask: "What is a fairy tale? Can you tell me one in your own words?"
- Ask: "Do you think the Big Bad Wolf is really bad, or could there be another side to the story?"
- Ask: "What body parts do we use for each of our five senses?"
- Ask: "What do you think made Malala brave?"
- Try together: play a guessing game using only your senses of touch, smell or sound.

Words you might hear at home

fairy tale, mammal, senses, communication, opinion, ally, similarities, differences

A note on our PSHE lessons

This term's PSHE focuses on making friends, understanding feelings, empathy, and being an ally for others. It's delivered through Pol-Ed, a PSHE programme run in partnership with Northumbria Police and fully aligned to statutory RSHE guidance, taught sensitively and appropriately for Year 1. [Find out more about Pol-Ed for parents here.](#)

Enrichment

- A visit from a storyteller, linked to our fairy tale learning

Supporting emotional regulation — TGMC

Alongside our curriculum, we use The Good Morning Club (TGMC) to help children understand how their brains and emotions work, building their confidence, resilience and ability to self-regulate. As a TGMC school, families have free access to the TGMC [Parent Portal](#), with bite-sized video advice and access to the Digital Backpack, to help keep strategies consistent between school and home.

Keep in touch

This overview covers the first six weeks of the term — for what's happening week to week, keep an eye on our school newsletter, which shares more detail on learning as it happens.

Thank you for your continued support.



Find your Remarkable

Brave 