

Human Body

Our project, 'Human Body' explores learning about...

Science

The human body – We will be learning about different body parts and the five different senses. We will be participating in experiments to see how our senses work.

RE

God – We will be learning about different parables from the Bible and exploring what they teach Christians about God.

PSHE

Year 1- My Healthy Self

We will be identifying our emotions and learning strategies to help us deal with strong emotions, including recognising who to ask for help.

PE

Fundamentals – We will be developing our key skills such as running, skipping and jumping through playing games and working as a team.

Team building – We will be playing games which help us to work safely as a group, listen to others, follow rules and include everyone.

Other Curriculum Subjects

Alongside our main project, we will also be studying the following areas of the curriculum.

ICT

Year 1- Programming: Algorithms unplugged. We will be investigating algorithms linked to familiar contexts such as dressing up and making a sandwich.

Geography

What is it like to live in Shanghai? We will identify human and physical features of geography and look at how Shanghai is similar and different to the UK.

Music

My favourite things - Keeping the pulse – We will learn how to keep a steady pulse and take part in music and movement activities.

Art

Drawing: exploring lines and shapes. We will be exploring making different lines and shapes before finally drawing a portrait in the style of Paul Klee.

DT

Puppets – We will be designing and making our own puppets using different materials to join pieces of fabric.

How can you help?

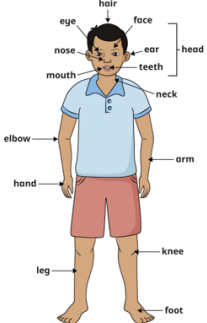
- Ask your child about their learning in school.
- Be aware of what your child is accessing online.
- Help your child to research their topics using the internet, non-fiction texts and visiting places.
- Discuss the different faiths shared by our community and country.

Year 1 Foundation Overview Autumn 1 2026

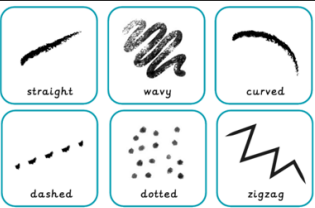
Knowledge Organisers

Geography – What is it like to live in Shanghai? – Year 1/2		What should I already know?	
Key Vocabulary		 Sticky Knowledge We live in the country England. To know that a continent is a group of countries. Life elsewhere in the world often has similarities and differences to ours. I can name two continents: Europe and Asia. We live in the continent of Europe. China is a large country in Asia, it is much bigger than England.	
continent	One of seven of the world's main areas of land.		
country	A big area of land that has its own government, its own flag, and usually its own rules.		
map	A drawing of a place (like a town or the whole world) as if you were looking straight down at it.		
Human feature	Something in a place that people have built or made.		
Physical feature	Where something is natural and not made by people	 	
Symbol	A small picture or mark that stands for something on a map.		
similar	Sharing a resemblance without being identical.		

PSHE – My Healthy Self – Year 1		What should I already know?	
How can we look after our emotions?		 Sticky Knowledge There are 6 main emotions: happiness, sadness, anger, fear, surprise, disgust. Everyone has emotions and we can usually tell how someone is feeling by looking for body clues e.g. how their face looks and what they are doing with their body. People can show emotions in different ways. People can have different emotions to something. I can ask a trusted adult if I need help with my emotions. Talk to an adult you trust at school or at home.	
Key Vocabulary			
happiness	A feeling of joy, being happy and relaxed.		
sadness	A feeling when something bad happens and it makes us upset.		
fear	A feeling of being scared of something.		
anger	When we feel very upset and mad.		
surprise	A feeling of shock when something happens that we weren't expecting.	 	
disgust	A strong feeling for something we do not like.		
emotions	The feelings and reactions we have <u>everyday</u> .		
trust	Someone that you know and you feel comfortable with.		
safe	Feeling comfortable and happy.		
relax	A feeling of calm and rest.		
Getting help			

Science – The Human Body - Year 1/2		What should I already know?	
Key Vocabulary		 Sticky Knowledge The body has lots of parts. Each body part has a name. Most bodies have a head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth. Humans use their eyes to see. Humans use their nose to smell. Humans use their skin to touch and feel. Humans use their ears to hear sounds. Humans use their tongue to taste.	
sight	The ability to see.		
sound	A noise that we can hear.		
taste	The flavour identified by our tongue.		
touch	What we can feel.		
smell	The scent detected by our nose.		
blind	Not being able to see.		
noisy	A sound that is loud.		
sour	A taste that is sharp or tangy.		
bitter	A taste that is sharp or strong.		
savoury	A taste or food that is not sweet.		
rough	A bumpy or uneven surface.		
smooth	A surface with no bumps.		
scent	Something that we can smell.		
stench	A strong, unpleasant or disgusting smell.		

Aut 1 - RE – God		What should I already know?	
Key Vocabulary		  Sticky Knowledge A parable is a Bible story with a hidden meaning. The parable of the Lost Son shows that God is forgiving. The parable of Jonah and the Whale shows that God is forgiving. Christians worship God in different ways, such as singing hymns.	
Christians	People who follow the Christian faith.		
Bible	The holy book for Christians.		
parable	A Bible story with a hidden meaning.		
praise	When you tell someone something they did well.		
forgiveness	Choosing not to stay angry when someone hurts your feelings.	   	
worship	Expressing love and honour to God.		
hymn	A special song with teaches about God.		
prophet	Someone who shares messages from God with other people.		
Nineveh	The wicked city – where people turned their back on God.		

Art – Drawing: Exploring line and shape - Year 1/2		What should I already know?	
Key Vocabulary			
artist	A person who creates art such as drawing, painting, sculpture, acting, dancing, filmmaker.		Lines can be straight, wiggly or round.
control	Making things do what I want them to do e.g. making a pencil draw in the direction I want it to.		Squares and triangles have straight lines.
line	A mark that can be straight, wavy, curved, zigzag, dashed, light, dark, thick or thin.		Circles have round lines.
pressure	How hard we press onto the paper to make a mark lighter or darker.		Colours can be light and dark.
shape	An area defined by lines e.g. lines making a square, rectangle, triangle, circle.	We can draw with different media including pencils, pen, chalk and felt tips.	
		Sticky Knowledge	
		I can draw different types of lines by moving and controlling my pencil.	
		When I press on hard with my pencil it makes the line darker. When I press lightly, it makes the line lighter.	
		An artist is someone who creates.	
		Some artists use lines and simple shapes in their artwork.	
			
			

DT – Textiles – Puppets – Year 1/2		What should I already know?	
Key Vocabulary			
Hand puppet	A toy that you can move by putting your hand inside it.		Puppets are made to be played with.
Safety pin	A 'U' shaped pin with a cap where the needle slots in securely after fastening.		We can use different materials to make things.
Staple	A hooked piece of metal used to fasten material together.		We can cut material using scissors.
Stencil	A shape that you can draw around.		We can join materials using glue or tape.
Template	A stencil which you can use to help you draw a shape more easily on to different materials.	We can draw and colour our own designs.	
		Sticky Knowledge	
		We can use joining techniques to connect two pieces of material together.	
		There are different methods of joining materials, which are staples, glue and pins.	
		Joining materials can be used for different purposes.	
		An evaluation helps us see how useful the product is.	



Reception Foundation Overview Autumn 1 2026

‘Marvellous Me!’

Our project, ‘Marvellous Me!’ explores settling children into their new class and school routine. We will discuss change and explore the different emotions around starting school.

Personal, Social and Emotional development

Separate from parents with confidence. Manage our own needs such as going to the toilet, hand washing, tidying up and putting coats on. Build new relationships. Express our feelings and consider the feelings of others. Develop confidence and resilience underpinning positive mental health.

Physical Development

Develop overall body strength, balance, coordination and agility. Fundamentals including running, hopping, skipping and climbing. Progress towards a fluent style of moving with growing control. Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.

Expressive Arts and Design

Develop colour mixing techniques to enable them to match the colours they see and want to represent. Create a family portrait and be able to explain it. Paint a self-portrait and think about accurate colour, scale and composition.

Communication and Language

Use new vocabulary through the day. Ask questions to find out more and check that they have understood. Read, retell and explore familiar stories. Listen to and talk about stories. Describe events in some detail.

Understanding the World

Talk about ourselves and how we’ve grown and changed. Become part of a new community. Celebrate diversity and difference in our class and in the world. Name and describe people who help us and are familiar to us such as police officers, firefighters, doctors and vets. Learn about seasonal changes, starting with autumn.

RE

Name God, the creator as an important, precious person to Christians. Learning the story of the Good Samaritan. Learning the Christian creation story. Learn about the Harvest festival and what it means to Christians. Knowing the church is a special place for Christians and visit to Roberttown Church.

PSHE

Building relationships. Explore why families and special people are valuable, understanding why it is important to share and develop strategies, see themselves as valuable people and explore diversity.

Music

Listen attentively, move and talk about music, expressing feelings and responses. Sing in a group following the melody. Develop storylines in their play.

How can you help?

- Ask your child about their learning in school.
- Practice the sounds they have learnt each day with their sound book.
- Read your child’s reading book daily and fill in their reading records.