

Year 1	Autumn Term		Spring Term		Summer Term	
	September to December 2025		January to March 2026		April to July 2026	
Main Topic	Childhood (History) This topic teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.		Bright Lights, Big City (Geography) This topic teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.		The Enchanted Woodland (Science) This topic develops children's knowledge of British wildlife and woodland habitats. The children will observe and identify plants and animals, understand seasonal changes and appreciate the wonder of the woodland.	
English Core Texts	The Great Big Book of Families by Mary Hoffman Whose in my Family by Robie H. Harris My Grandpa is Amazing by Nick Butterworth Can't you Sleep Little Bear by Martin Waddell Lost in the Toy Museum by David Lucas	Ways into History Toys and games by Sally Hewitt Firework poem (Grammarsaurus) The Sprout Boy (The Literacy Shed Video Clip) The Snowman by Raymond Griggs	The Queens Hat by Steve Antony Paddington at the palace by Michael Bond Town Mouse and the Country Mouse by Susanna Davidson	Great Fire of London Fire Senses Poem (Grammarsaurus) Big Picture Book of London by Rob Lloyd Jones Que II We Love You	Little Red Riding Hood by Mara Alperin How to Trap a Wolf (Grammarsaurus) Hansel and Gretel by Marisa Morea	Jack and the Beanstalk by Mara Alperin Welcome to the woodland by Ruth Owen
English SPaG	Revision To segment and write simple words. To think of a sentence and say it out loud. To sequence events in stories. To orally retell a story. Thinking aloud as they collect ideas. To combine words to write a simple sentence. To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Skills taught Transcription focus	Skills taught To join sentences together using 'and'. To compose a sentence orally before writing it. To use a range of adjectives. To sequence simple sentences to a form narrative To re-read their sentences to check they make sense.	Skills taught To extend sentences using 'and, but or so'. To read aloud their writing clearly.	Traditional Tales To sequence sentences to form short narratives To re-read their sentences to check they make sense. To edit and make changes to their writing. To begin to punctuate sentences using an exclamation mark	Fact Files To sequence sentences to form short narratives To re-read their sentences to check they make sense. To edit and make changes to their writing.
Maths	- Add and subtract one-digit and two-digit numbers to 20, including zero. - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Describe position, direction and movement, including whole, half, quarter and three-quarter turns. - Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Read and write numbers from 1 to 20 in numerals and words.		- Add and subtract one-digit and two-digit numbers to 20, including zero. - Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half); mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time (for example, quicker, slower, earlier, later). - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numerals to 100; count in multiples of twos, fives and tens.		- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half); mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time (for example, quicker, slower, earlier, later). - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 100 in numerals; count in multiples of twos, five and tens. - Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	

	- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Recognise and name common 2D shapes (for example, rectangles (including squares), circles and triangles). - Recognise and name common 3D shapes (for example, cuboids (including cubes), pyramids and spheres). - Represent and use number bonds and related subtraction facts within 20. - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.		- Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume; time (hours, minutes, seconds). - Read and write numbers from 1 to 20 in numerals and words. - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Represent and use number bonds and related subtraction facts within 20. - Solve one-step problems, involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.		- Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Measure and begin to record the following: lengths and heights; mass and weight; capacity and volume; time (hours, minutes, seconds). - Recognise and know the value of different denominations of coins and notes. - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. - Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
History	- Create stories, pictures, independent writing and role play about historical events, people and periods. - Describe a significant historical event in British history. - Describe an aspect of everyday life within or beyond living memory. - Describe changes within or beyond living memory. - Express an opinion about a historical source. - Use a range of historical artefacts to find out about the past. - Identify similarities and differences between ways of life within or beyond living memory. - Order information on a timeline. - Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).		Describe a significant historical event in British history.			
Science	Everyday Materials This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties define its use.	Human Senses This project teaches children that humans are a type of animal known as a mammal. They name and count body parts and identify similarities and differences. They learn about the senses, the body parts associated with each sense and their role in keeping us safe.	Seasonal Changes This project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK.		Plant Parts This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and observe how they change over time.	Animal Parts This project teaches children about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe their common structures, diets, and how animals should be cared for.
Art & Design	Mix It This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.	Funny Faces and Fabulous Features This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.	Rain and Sun Rays This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.		Street View This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.	
Design Technology	Shade and Shelter This project teaches children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.		Taxi! This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.		Chop, Slice and Mash This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.	
Geography	Our Wonderful World		Bright Lights, Big City		Splendid Skies	

	This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.		- Carry out fieldwork tasks to identify characteristics of the school grounds or locality. - Draw or read a simple picture map. - Identify features and landmarks on an aerial photograph or plan perspective. - Identify patterns in daily and seasonal weather. - Identify the characteristics of a settlement. - Identify the similarities and differences between two places. - Name and describe the purpose of human features and landmarks. - Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. - Name important buildings and places and explain their importance. - Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. - Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.		Develop children’s knowledge of weather and the seasons. Children will observe, identify and measure features of the weather, both everyday and extreme.	
RE	Christianity What do Christians believe about God? Creation, God the Father as an introduction to the Trinity.	Christianity What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Incarnation, God the Son – continuation of introduction to the Trinity.	Hinduism (Sanatana Dharma) Who is God to Sanatanis? Brahman as one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani belief that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship..	Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Salvation, God the Son – continuation of introduction to the Trinity.	Hinduism (Sanatana Dharma) What might Sanatanis learn from the story Rama and Sita and the celebrations of Diwali? The story of Rama and Sita, what a Sanatani might learn from it and how it informs some elements of Sanatani practice.	Hinduism (Sanatana Dharma) Why do Sanatanis use symbols? Symbols in Sanatana Dharma starting with the Sanatani creation story and focussing on the Aum (Om) and the lotus. Looking at how these symbols are used today.
Computing	Staying Safe Online - Recognise that some websites ask for private information and discuss how to handle these requests and where to go for help and support. - Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Staying Safe Online - Explain simply that digital technology can be used to connect with others locally and globally. - Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Algorithms - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - Follow a sequence of steps to solve a problem and create instructions that others can follow (for floor robots or onscreen sprites). - Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and debug a simple algorithm.	ScratchJR - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Search for or retrieve digital content, including images and information, in digital folders and online, with supervision	Programming and Debugging - Begin to use a range of software for different purposes. - Select appropriate software to complete given tasks using text, images, audio and video clips. - Use a range of computing hardware for different purposes.	Using data - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Observe how collected data can be represented electronically.
Personal Social Health Education (PSHE)	Being Me in My World Feeling Special and Safe Being Part of a Class Rights and Responsibilities Rewards and Feeling Proud Consequences Owning the Learning Charter	Celebrating Difference Similarities and Differences Understanding bullying and knowing how to deal with it Making New Friends Celebrating differences in everyone	Dreams and Goals Setting Goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Changing Me Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

PE	Fundamentals - Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. - They will explore these skills in isolation as well as in combination. - Pupils will be given opportunities to identify areas of strength and areas for improvement. - Pupils will work collaboratively with others, taking turns and sharing ideas.	Gymnastics - In this unit pupils learn to use space safely and effectively. - They explore and develop basic gymnastic actions on the floor and using low apparatus. - Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. - Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. - Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. Dance - Pupils will explore travelling actions, movement skills and balancing. - They will understand why it is important to count to music and use this in their dances. - Pupils will copy and repeat actions linking them together to make short dance phrases. - Pupils will work individually and with a partner to create ideas in relation to the theme. - Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	Ball Skills - In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. - Pupils will have the opportunity to work independently, in pairs and small groups. - Pupils will be able to explore their own ideas in response to tasks.	Sending & Receiving - Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. - Pupils will be given opportunities to work with a range of different sized balls. - They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. - They will understand the importance of abiding by the rules to keep themselves and others safe.	Invasion Games - Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. - They develop their understanding of attacking and defending and what being 'in possession' means. - They have the opportunity to play uneven and even sided games. - They learn how to score points in these types of games and how to play to the rules. - They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponent	Striking & Fielding - Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. - They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. - They are given opportunities to play one against one, one against two, and one against three. - They learn how to score points and how to use simple tactics. - They learn the rules of the games and use these to play fairly. - They show respect towards others when playing competitively and develop communication skills. Athletics - In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. - In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. - They are given opportunities to work collaboratively as well as independently.
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