

Year 1 Spring Term 2026 – Curriculum Overview

Theme – People Who Help Us

Golden Thread – Who has changed our lives for the better?

Spectacular starter Visit from a Police Officer/Doctor/Nurse/other	Marvellous Middle Mini-first aid course	Fantastic Finale Theatre Workshop
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Curriculum area	Focus/Skills	Further information
English	<p>Reading- word reading Apply phonic knowledge and skills to decode words (using Read Write Inc Scheme) Respond speedily with correct sound to grapheme for all 40+ phonemes including alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondence (GPC) that have been taught Read words containing taught GPC's and 's', 'es', 'ing', 'ed', 'er', and 'est' endings Read other words of more than one syllable that contain GPC's Read Common Exception Words noting unusual correspondences between spelling and sound and where these occur in a word Re-read books to build fluency and confidence in word reading Read aloud accurately books that are consistent with developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Reading- Comprehension Listen to and discuss wide range of poems , stories and non-fiction Link what has been read with personal experiences Discuss the significance of the title and events Make inferences on the basis of what is being said or done Participate in discussion about what is being read, taking turns and listening to what others say Discuss word meanings, linking new meanings to those already known Check that the text makes sense when reading and correct inaccurate reading Predicting what might happen on the basis of what has been read so far Explain clearly their understanding of what is read to them</p> <p>Writing – Transcription Spell words containing each of 40+ phonemes taught Spell days of the week and common exception words (CEW) Write from memory simple sentences dictated by teacher including GPCs and CEW taught so far Using letter names to distinguish between alternative spellings of the same sound</p>	<p>Poem study 1 : No Dinner Ladies Today by Michael Ward</p> <p>Book study 2 : Florence Nightingale Little Book, Big People</p> <p>Jolly Postman by Janet and Allan Ahlberg</p> <p>Writing our own poem in a similar style Use labels, expanded noun phrases, story language, persuasive language and descriptive language. Link and use some simple vocabulary relevant to the book/poem study Discuss likes and dislikes about the story Write in different forms – Poem, instructions, persuasive writing, advertising posters Sequence sentences through story writing.</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>

	<p>Use 'ing', 'ed', 'er', and 'est' when no change of root words needed</p> <p>Writing – Handwriting Lower case letters formed correctly ie direction, starting and finishing in the right place Form capital letters Writing sits on the line Form digits 0-9</p> <p>Writing – Composition Compose sentence orally before writing Discuss what has been written with teacher and other pupils Re-reading what has been written to make sure it makes sense Sequence sentences to form short narratives</p> <p>Writing – Vocabulary, grammar and punctuation Leave space between words Begin to punctuate sentences with a capital letter, full stop and question mark Use a capital letter for names of people and personal pronoun 'I' Join words and clauses using 'and'</p>	
Maths	<p>Number - number and place value Read, write, count and order numbers to 50 in numerals Read and write numbers from 1 - 20 in numerals and words Identify one more and one less from a given number Identify and represent numbers using objects and pictorial representations including the number line Use the language more than, less than, equal to, most and least</p> <p>Number – addition and subtraction Read, write and interpret mathematical statements involving the addition (+), subtraction (-) and equals (=) signs Represent and use number bonds within 20 and relate subtraction facts within 20 Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations Add and Subtract one-digit and two –digit numbers to 20 (including zero)</p> <p>Measurement Measure and begin to record lengths and heights Compare, describe and solve practical problems for lengths and heights Measure and begin to record mass and weight. Compare, describe and solve practical problems for mass and weight. Measure and begin to record capacity and volume Compare, describe and solve practical problems for capacity and volume Recognise and use language relating to dates, including days of the week, weeks, months and years Sequence events on chronological order</p>	<p>White Rose Maths Scheme- using a variety of resources eg; Numicon dienes groups of 10 10's frame number line counters ruler scales graduated cylinders</p> <p>Cross curricular links with topic eg Measuring rockets</p>
Computing	<p>Programming Begin to understand what algorithms are</p>	<p><i>Programming – Moving a robot</i> Give a sequence of commands to a floor robot</p>

	<p>Begin to understand how algorithms are implemented as programs on digital devices, and that programs work by following precise instructions</p> <p>Digital Writing Begin to use the keys on the keyboard to write the letters of their name Adding and removing text Exploring the toolbar Making changes to text</p>	<p>Combine forwards and backwards commands to make a sequence Begin to combine four direction commands to make sequences</p> <p>3D scheme Year 1 unit 5</p>
Science	<p>Working Scientifically Label a picture or diagram Sort objects using a range of properties Choose an appropriate method for testing an object Use test evidence to answer questions, e.g. which cloth is the most absorbent? Sort and group using similarities and differences Use simple charts Collect information Record observations in photographs and talk about them Use evidence gathered to describe changes and features of environment Present learning in a variety of ways Make careful observations of the world around them Carry out tests to spot changes over time</p>	<p>Knowledge and understanding Animals including humans Senses - identify the 5 different senses, uses for different things. Name, label and draw the human body. How we observe the world around us and take in new information Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees Seasonal Changes: Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p>
Humanities	<p>History Develop an awareness of the past Study events beyond living memory that are significant nationally or globally. Choose and use parts of stories and other sources to show that they can identify and understand key features of events Study changes within living memory - include changes in national life. Consider one reason why an event or person may be significant.</p>	<p>History Ask and answer questions using prior knowledge and experience recognise that things happen in the past Describe passing of time using common words verbally Identify similarities and differences between different periods Use sources for evidence of history Use different sources to find out about the past. recognise things happen in the past</p> <p>Topic links – Tim Berners-Lee, Florence Nightingale and Mary Seacole.</p>

Music	<p>Recognise when music changes in mood or speed. Maintain a steady pulse on untuned percussion or body percussion (recap) Begin to control pitch within a limited range.</p>	People Who Help Us topic looking at mood, speed , pulse and pitch
DT	<p><u>Preparing for a Teddy Bears Picnic</u> Prior learning Experience of common vegetables, undertaking sensory activities Experience of cutting soft fruit and vegetables using appropriate utensils Design Design appealing product Generate initial ideas and design criteria through investigating a variety of vegetables. Communicate these ideas through talk and drawings. Making Use simple utensils and equipment Select from a range of vegetables according to characteristics Evaluate Evaluate ideas and finished products against design criteria, including intended user and purpose Technological Knowledge and Understanding Knife safety – bridge grip and claw grasp Understand where a range of fruit and vegetables come from Understand and use principals of a basic healthy and varied diet Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eat well plate</i>. Use and know relevant technical and sensory vocabulary</p>	Creating food for a Teddy Bears Picnic
Art	<p><u>Pencil Skills</u> Investigate different lines – Mark making Explain how mark making has been used for expression – Colour Develop confidence in outlines and shading – Colour Compare artistic work to real life representations – Reflective</p>	<p>Artist Study – Elizabeth Blackwell Create an observational drawing of a flower</p>
Religious Education	<p><u>Special Places</u> Talk about special places to themselves Talk about special places people use to worship. What makes some places sacred to believers? Places of worship: church, mosque, synagogue, temple</p>	Visit to the church

<p>RHE</p>	<p>Health and well being Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Learn to eradicate germs and the spread of diseases by washing hands Importance of maintaining personal hygiene Understand how germs spread infections and diseases Learn about where vegetables and fruit grow Understand the social aspect of eating food together Know that making good choices about food will improve health and well-being Know what constitutes a healthy diet (including understanding calories and other nutritional content) Understand the need for protein as part of a balanced diet Recognise which types of food are healthy Know how to make simple choices that improve their health and wellbeing Know the principles of planning and preparing a range of healthy meals. Apply knowledge of healthy eating to plan a menu for a themed party Know the characteristics and mental and physical benefits of an active lifestyle Understand the need for physical activity to keep healthy Learn to work as a team to solve a simple challenge Learn about the difference between secrets and surprises Understanding when not to keep adults' secrets Understand that it is acceptable to say 'no' Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) Learn about who to go to for help and advice</p> <p>Relationships Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help Learn about bullies and bullying behaviour Understand that bullying is wrong Understand that name-calling is hurtful and avoidable Take part in discussions with the whole class Recognise how own behaviour affects other people Understand what is and what is not bullying behaviour</p>	<p>3D scheme Health and well being Unit 1 , lessons 1, 2, 3 and 4 Unit 2 , lesson 4 Relationships Unit 2, lessons 1,2, 3 and 4 Unit 3 , lesson 2 Unit 5 , lessons 4 and 5</p> <p>Topic links - Relationships link to English book –Beegu</p> <p>Classroom expectations Zones of regulation Playground games Anti Bullying</p>
<p>Physical Education</p>	<p>Dance Link and perform a series of movements based on an imaginary character</p>	<p>Using Complete PE</p>

	<p>Know and understand the term 'theme' when used in the dance and movement context Develop fundamental movement skills, become increasingly competent and confident Use a broad range of activities to extend agility, balance and coordination</p> <p>Athletics Evaluate their performance using time Know and understand quicker and slower ways of travelling Develop fundamental movement skills Engage in competitive activities (both against self and others) Engage in cooperative physical activities in a range of increasingly challenging situations.</p> <p>Gymnastics Identify and link like actions Know and understand the term 'like action' Develop core movement, become increasingly competent and confident Use a broad range of opportunities to extend agility, balance and coordination, individually and with others.</p> <p>Rackets, Bats and Balls Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled. Develop their ability to keep a ball controlled using a racket and to apply this understanding. Explore hitting (pushing) a ball using a racket accurately. Understand why we need to aim at a target when hitting (pushing) the ball. Pupils will apply their understanding of accuracy in a variety of games</p>	<p>Dance – The Zoo Ball skills – Rackets, Bats and Balls</p> <p>Gymnastics - Wide, Narrow and Curled. Athletics</p>
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