



Poetry – Pattern and Rhyme

Within this unit, children will focus on The Gingerbread Man. Children will identify rhyming words, repeated words and phrases and focus on the rich vocabulary poetry has to offer.

Children will be encouraged to write their own rhyming sentence in the style of The Gingerbread Man.

Narrative – Traditional Tales

Within this unit, children will read a range of Traditional Tales; focusing on basic story elements, including characters, story settings and beginning, middle and end. Children will orally retell stories, take part in role play activities, building upon their vocabulary and orally rehearsing sentences ahead of writing. Children will complete the unit by sequencing and retelling a familiar story, while remembering capital letters (A), finger spaces (f.s), full stops (.)

Non-Fiction – Instructions

Children will look at a range of instructions and discuss the importance of instructions and why they are used. They will follow simple instructions before following a set of more complex instructions; i.e. a recipe. They will then write a set of instructions using imperative verbs and numbered bullet points.

Phonics

The children will be taught daily, following the Sounds-Write programme and are explicitly taught the skills of segmenting, blending and phoneme manipulation (sound swapping). During their time in Year 1 children will cover the Extended Code, units 1 – 25, developing their phonological awareness. Children will learn new grapheme-phoneme correspondences and understand that one sound can be spelled a number of ways (e.g. rain / play /snake). In addition they will be taught that one spelling can represent different sounds (e.g. hot / go). They will continue to revisit sounds previously taught in reception alongside the Extended Code in preparation for the Phonics Screening Check later in the school year.

Following the White Rose Maths scheme of work

• Spring small steps

Place value (within 20)

- Count within 20
- Understand 10
- Understand 11, 12, 13
- Understand 14, 15, 16
- Understand 17,18, 19
- Understand 20
- 1 more, 1 less
- The number line to 20
- Estimate on a number line to 20
- Compare numbers to 20
- Order numbers to 20

Addition and Subtraction (within 20)

- Add by counting on within 20
- Add ones using number bonds
- Find and make number bonds to 20
- Doubles
- Near doubles
- Subtract ones using number bonds
- Subtraction – counting back
- Subtraction – finding the difference
- Related facts
- Missing number problems

Place value (within 50)

- Count from 20 to 50
- 20, 30, 40 and 50
- Count by making groups of 10s
- Groups of tens and ones
- Partition into tens and ones
- The number line to 50
- 1 more, 1 less

Length and height

- Compare lengths and heights
- Measure length using objects
- Measure length in centimetres

Mass and Volume

- Heavier and lighter
- Measure mass
- Compare mass
- Full and Empty
- Compare volume
- Measure Capacity
- Compare capacity

SCIENCE	<u>Sensitive Bodies</u> In this unit, children will identify and name body parts, and identify the body parts linked to each of the senses. Children will carry out practical activities linked to each of the senses, allowing them to spot patterns and answer questions. <u>Comparing Animals</u> In this unit, children will name and describe the physical features of a range of animals. They will sort animals into groups based upon similarities and differences. They will look at characteristics specific to mammals, reptiles, birds, fish and amphibians. Children will recall the diets of carnivores, herbivores and omnivores.	<u>Programming – Unit A – Moving a Robot</u> Children will understand that technology is something that helps us, and will be able to identify technology around us in the classroom. Children will identify parts of a computer, begin to log in and use a mouse and keyboard to complete tasks. We will practice saving our work to a file. We will spend time discussing how to stay safe online and what to do if children have any concerns when online. <u>Data and Information – Grouping Data</u> Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists’ work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.
GEOGRAPHY	<u>Sea and Coasts</u> Children will begin by identifying oceans and continents, before moving their attention to British beaches and British seas. They will then compare British beaches to beaches across the world. Children will develop their understanding of human and physical geographical features. They will become explorers and use fieldwork skills to find out about a place. Children will become familiar with maps and use compass points to move around a map.	<u>Monarchy – The Queen</u> Within this unit, children will answer the over-arching question; <i>Who is Queen Elizabeth II and how is she related to King Charles III?</i> Children will then focus on the following key questions to support their understanding and help them answer the main question; • What is a monarch? • Why did Prince Charles become King? • Why did Princess Elizabeth become Queen Elizabeth II? • What is a coronation? • Who are the King’s relatives? • How is the Queen significant in our local area / our children’s lives today? The unit will help children to develop key skills in interpreting historical sources and developing an understanding of chronology. It is expected that children will be able to assess how the lives of the Queen and her family have been similar/different to their own lives and the lives of people in their own families.
MUSIC	<u>Exploring musical genres</u> Old school and hip hop, reggae Finding the pulse and clapping out rhythms Performing and sharing songs and compositions	<u>Gymnastics</u> 1. To explore travelling movements. 2. To develop quality when performing and linking shapes. 3. To develop stability and control when performing balances. 4. To develop technique and control when performing shape jumps. 5. To develop technique in the barrel, straight and forward roll. 6. To link gymnastic actions to create a sequence.

			<u>Invasion Games</u> 1. To understand the role of defenders and attackers. 2. To recognise who to pass to and why. 3. To move towards goal with the ball. 4. To support a teammate when playing in attack. 5. To move into space showing an awareness of defenders. 6. To stay with a player when defending. <u>Net and Wall games:</u> 1. To defend space using the ready position 2. To play against an opponent and keep the score. 3. To explore hitting with a racket. 4. To develop racket and ball skills. 5. To develop sending a ball using a racket. 6. To develop hitting over a net. <u>Dance:</u> <u>THEME: Weather</u> 1. To use counts of 8 to move in time and make my dance look interesting. 2. To explore pathways in my dance. 3. To create my own dance using, actions, pathways and counts <u>THEME: Pirates</u> 4. To explore speeds and actions in our pirate inspired dance. 5. To copy, remember and repeat actions that represent the theme. 6. To copy, repeat, create and perform actions that represent the theme.
ART	<u>Painting and Mixed Media – Colour Splash</u> In this unit children will learn about primary and secondary colours, colour mixing techniques, and printing. The lessons encourage exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist. This unit enhance pupils’ understanding of colours and their applications in art.	DESIGN TECHNOLOGY	<u>Structures – Windmills</u> In this unit, children will make a windmill to meet design criteria following the following steps; • Follow design criteria to meet the needs of the user • Make a stable structure • Make functioning sails/blades that attach to the supporting structure • Improve their windmill <u>Cooking and Nutrition – Smoothies</u> In this unit, children will prepare foods by cutting and juicing and selecting fruits and vegetables to meet a design brief. Children will be encouraged to identify a variety of fruits and vegetables and name a range of places where they grow.

PSHE	<u>Safety and the changing body</u> • Adults in school • Adults outside of school • Getting lost • Making an emergency phone call • Appropriate contact • Safety with substances • Safety at home • People who help to keep us safe <u>Citizenship</u> • Rules • Caring for others - Animals • The needs of others • Similar yet different • Belonging • Democratic decisions	RELIGIOUS EDUCATION	<u>Christianity</u> <u>Why is Jesus special to Christians?</u> • What do we already know about Jesus? • How did Jesus change lives? • What do Christians believe about Jesus' power? • So, why is Jesus special to Christians? <u>What is the Easter story?</u> • What happened to Jesus? • Can we make an Easter Garden? • What makes us happy? • Symbols of Easter																	
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