



Poetry – Alliterative Poetry

Within this unit, children will explore how alliteration makes poems fun and memorable. They will experiment with creating their own alliterative phrases using familiar nouns, animals, and everyday objects, building confidence with sound–letter links from phonics. The unit will end with children writing a short number poem that uses alliteration to create rhythm, humour and vivid imagery.

Narrative – Superheroes

Children will enjoy stories featuring superheroes and villains. Children will create their own superhero and villain, giving them a name, costume and super power; they will decide upon a setting and create a short story in the style of a comic strip. They will develop their writing skills by writing captions to match an image, remembering to include capital letters, finger spaces, full stops – as well as exclamation marks and question marks. Children will begin to look at onomatopoeia and include this within their comic.

Poetry – Poems about nature

Within this unit, children will focus on key vocabulary and adjectives linked to nature. They will spend time reading haikus, identifying the subject using the clues provided and following the 5-7-5 syllable pattern when writing their own haikus.

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 read alternative versions of these stories as inspiration for their own writing. Children will compare these stories, before creating their own updated version, while remembering capital letters (A), finger spaces (f.s), full stops (.) and story language.

Non-Fiction – Letters

Children will read a range of simple letters, exploring what letters are for and how they are structured. They will identify features including the greeting, who it is for, the main message and the sign off and practice this in their own work. The unit will end with children writing their own letter with a clear purpose; for example a thank you letter.

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

Following the White Rose Maths scheme of work

• Summer small steps

Multiplication and Division

- Count in 2s, 5s and 10s
- Recognise equal groups
- Add equal groups
- Make arrays
- Make doubles
- Make equal groups – grouping / sharing

Fractions

- Recognise a half of an object or shape
- Find a half of an object or shape
- Recognise a half of a quantity
- Find a half of a quantity
- Recognise a quarter of an object or shape
- Find a quarter of an object or shape
- Recognise a quarter of a quantity
- Find a quarter of a quantity

Position and Direction

- Describe turns
- Describe position – left and right / forwards and backwards / above and below
- Ordinal numbers

Place Value (within 100)

- Count from 50 to 100
- Tens to 100
- Partition into tens and ones
- The number line to 100
- 1 more, 1 less
- Compare numbers with the same number of tens
- Compare any two numbers

Money

- Unitising
- Recognising coins and notes
- Counting in coins

Time

- Before and after
- Days of the week
- Months of the year
- Hours, minutes and seconds
- Tell the time to the hour
- Tell the time to the half hour

	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, which will take place in June.		
SCIENCE	<u>Plants</u> In this unit, children will be introduced to plants. They will identify and name a variety of plants and investigate if beans need water for growth. Children will identify the parts of a plant; they will name some trees and identify similarities and differences between deciduous and evergreen trees. They will plant their own seeds and observe growth over time. <u>Making Connections</u> This unit revisits and builds upon learning from the previous Year 1 units. In this unit, children will investigate science through stories. It will be an opportunity to consolidate knowledge and understanding through picture books and practical investigations.	COMPUTING	<u>Digital Writing</u> Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this. <u>Programming Animations</u> Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.
GEOGRAPHY	<u>The Seasons</u> In this unit, children will look at the four seasons and the seasonal months. They will spend time looking at the weather associated with each season, the clothes we wear linked to the weather and the activities we do during the changing seasons. Children will compare the seasons and make observations of the current season using fieldwork skills.	HISTORY	<u>Grace Darling</u> Within this unit, children will answer the over-arching question; Who is Grace Darling and why is she a significant person in history? Children will then focus on the following key questions to support their understanding and help them answer the main question; • What did Grace do that made her famous and why is she remembered today so long afterwards? • Why did she act in the way that she did? • Did Grace Darling really carry out that brave rescue on her own? • How do we know about Grace Darling's actions which happened a long time ago? • How did sea rescue improve as a result of Grace Darling's story? • How should we remember Grace Darling?

			The unit will help children to develop key skills in interpreting historical sources and developing an understanding of chronology.
MUSIC	<u>Exploring musical genres</u> Children will listen to and appraise a range of songs, finding the pulse and clapping out rhythms. They will sing along and play instruments to a beat, performing and sharing songs and compositions.	PHYSICAL EDUCATION	<u>Striking and fielding games:</u> 1. To develop underarm throwing and catching. 2. To develop overarm throwing. 3. To develop hitting a ball. 4. To develop collecting a ball. 5. To learn how to get a batter out. 6. To understand how to score points. <u>Target games:</u> 1. To develop underarm throwing towards a target. 2. To develop throwing for accuracy. 3. To develop hitting a ball. 4. To develop collecting a ball. 5. To learn how to get a batter out. 6. To understand how to score points. <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>Craft and design – Woven Wonders</u> In this unit, children will focus on developing their ability to express opinions about art, use creative techniques like wool wrapping and weaving. The unit will emphasise skills such as measuring, choosing materials, resilience in artistic creation and catering to children’s creative and cognitive development.	DESIGN TECHNOLOGY	<u>Cooking and Nutrition – Smoothies</u> In this unit, children will prepare foods by cutting, 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. <u>Textiles - Puppets</u> In this unit, children will make a puppet to meet design criteria following the following steps; • Join fabrics together using pins, staples or glue. • Design a puppet and use a template. • Join their two puppets’ faces together as one. • Decorate a puppet to match their design.

PSHE	<u>Economic well-being</u> • What is money? • Keeping money safe • What is a bank? • Saving and spending • Jobs in schools • Jobs out of school <u>Year 1 Transition lesson</u> Helping Year 1 pupils with the transition to a new year and the changes that come with it.			RELIGIOUS EDUCATION	<u>Christianity</u> <u>What does it mean to belong in Christianity?</u> • Who do we belong to? • How do Christians welcome babies? • What special objects can we see at a baptism? • What special actions can we see at a baptism? • What happens after a Christian baptism? • How do Christians show care for each other? • How can we welcome each other? • What does it mean to belong in Christianity?																				
	TERM DATES	<table><tr><th>Term</th><th>Open morning of</th><th>Close afternoon of</th></tr><tr><td rowspan="2">Autumn Term</td><td>Tue 02 Sep 2025</td><td>Fri 24 Oct 2025</td></tr><tr><td>Mon 03 Nov 2025</td><td>Fri 19 Dec 2025</td></tr><tr><td rowspan="2">Spring Term</td><td>Mon 05 Jan 2026</td><td>Fri 20 Feb 2026</td></tr><tr><td>Mon 02 Mar 2026</td><td>Thu 02 Apr 2026</td></tr><tr><td rowspan="2">Summer Term</td><td>Mon 20 Apr 2026</td><td>Fri 22 May 2026</td></tr><tr><td>Mon 01 Jun 2026</td><td>Fri 17 Jul 2026</td></tr></table> All dates may be subject to change, please check with the school.			Term	Open morning of	Close afternoon of	Autumn Term	Tue 02 Sep 2025	Fri 24 Oct 2025	Mon 03 Nov 2025	Fri 19 Dec 2025	Spring Term	Mon 05 Jan 2026	Fri 20 Feb 2026	Mon 02 Mar 2026	Thu 02 Apr 2026	Summer Term	Mon 20 Apr 2026	Fri 22 May 2026	Mon 01 Jun 2026	Fri 17 Jul 2026	KEY INFORMATION	➤ P.E. is taught on a Thursday afternoon ➤ Children will bring home their reading book on a designated day which is highlighted on the front of their home reading diary. ➤ Homework will be sent home every Friday and will need to be returned on a Wednesday ➤ Spelling Quiz will take place on a Friday morning. ➤ Reading Eggs / Doodle Maths – Passwords can be found in reading record. ➤ Thursday 7th May – School Closed (Inset Day)	
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