



Dear Parents,

This is the Year 1 Plan 2025/2026. It provides an overview of topics and information we will be planning to cover throughout each term and therefore provides you with the opportunity to work on some topics with your child that they will be looking at.

This plan is however only skeletal and not necessarily every aspect will be covered but it does provide a guide for parents and pupils. As the teaching staff use this plan as an overall long-term guide. We are currently working on updating our website with a list of web-links that you and your child may find useful and this should be ready soon.

Many thanks for your continued support,

Mrs. R Wesley
Head Teacher

<u>Autumn Term- English</u>	<u>Spring Term- English</u>	<u>Summer term- English</u>
<p><u>Familiar settings</u></p> <ul style="list-style-type: none"> To order and orally retell stories. To participate in role play, improvisations and performances of class texts. To understand the term setting. Appreciate the use of adjectives. To give opinions and ask and answer questions about stories. To speak and write simple sentences using the correct structure. Write a retell <p><u>Information texts</u></p> <ul style="list-style-type: none"> To understand the purpose of a non-fiction book. To write own simple Non-fiction book. To understand the structure of a dictionary. To know the order of the alphabet. To write upper and lower case letters of the alphabet. <p><u>Recount texts</u></p> <ul style="list-style-type: none"> To order events and write own news. To write events in order. To read own work and check that it makes sense. <p><u>Poetry</u></p> <ul style="list-style-type: none"> To appreciate vocabulary, layout, pace and rhythm. To create a word bank. To use adjectives to describe the colours and sounds that fireworks make. To think about ways in which to improve writing. <p>Phonics- Learn and apply phonemes to both reading and writing from the 'Little Wandle Revised Letters and Sounds' scheme.</p> <p>Spelling- Weekly spellings linked to the sounds and tricky words taught each week based on the 'Little Wandle Revised Letters and Sounds' scheme. Suffixes- adding, ing, ed, s, es, er, est</p> <p>Spoken language- Speak fluently and audibly. Retell stories using story language. Listen to and follow instructions. Ask and answer questions, make relevant contributions, offer suggestions and take turns. Discuss what they have written with teachers and peers.</p>	<p>To continue all term 1 writing objectives.</p> <p><u>Traditional tales</u></p> <ul style="list-style-type: none"> To order and retell a traditional story. To compare traditional tales. To describe a traditional tale character. To point out the elements of traditional tales and fairy tales. To plan and say what they want to write before they write. To write questions for a traditional tale character. To create a word bank To re-read work to begin to improve their own writing. <p><u>Poetry / rhyme (Animals)/nursery rhymes</u></p> <ul style="list-style-type: none"> To take part in reciting poems and rhymes using pace and rhythm. To write a simple rhyme. To order and write a rhyme using adjectives. <p><u>Stories from other Cultures</u></p> <ul style="list-style-type: none"> To appreciate how different settings add effect to fiction. To use adjectives to describe the fruit in 'Handa's Surprise'. To answer questions relating to a text. <p><u>Non Fiction (Animal Books)</u></p> <ul style="list-style-type: none"> To identify key features and style of simple non-fiction texts. To understand how a non-fiction text is organised and write their own <p>Phonics- Continued from Autumn term.</p> <p>Spelling- Weekly spellings linked to the sounds and tricky words taught each week based on the 'Little Wandle Revised Letters and Sounds' scheme.</p> <p>Spoken language- (see Autumn term - continued)</p>	<p>To continue all term 1 writing objectives.</p> <p><u>Information Texts- Victorians</u></p> <ul style="list-style-type: none"> To plan and say what they want to write. To write chronological and non-chronological texts using simple structures. To talk about what they've written with their teacher and friends. To re-read writing to make sure it makes sense. <p><u>Poetry / Rhyme Sea Poems</u></p> <ul style="list-style-type: none"> Commotion in the Ocean. To take part in reciting poems and rhymes using pace and rhythm. To recognise language patterns and repeated words and phrases in texts. <p><u>Fantasy-Dragons/ Aliens in underpants</u></p> <ul style="list-style-type: none"> To order a story. To appreciate how different settings add effect to fiction. To use adjectives to describe dragons. To re-read work to begin to improve their writing. To independently choose what to write about, plan and follow it through. To begin to use capital letters for effect. To plan and write own story. <p><u>Sea theme- Rainbow fish</u></p> <ul style="list-style-type: none"> Hot seating characters To order a story Reading comprehension To retell the story <p>Phonics- Continued from Autumn/ Spring term.</p> <p>Spelling- Weekly spellings linked to the sounds and tricky words taught each week based on the 'Little Wandle Revised Letters and Sounds' scheme.</p> <p>Spoken language- Listen to and watch stories/ information and express views about how they have been presented. Maintain attention and participate actively in collaborative conversations. To begin to give structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>

<p>Handwriting- Regular handwriting lessons linked to the 'Little Wandle Revised Letters and Sounds' scheme. Develop a comfortable and efficient pencil grip and control, writing letters correctly formed and orientated.</p> <p>Rainbow Grammar Capital letters and full stops, determiner, noun, adjective, verb, subject, predicate ,stop, capitalise proper nouns, simple sentences (subject, predicate ,stop)</p> <p>Reading- Read aloud accurately consistent with phonic knowledge. Begin to read the Year 1 high frequency words fluently. Read and appreciate new words from shared reading/ topics/ personal reading. Use shape and context to self-correct when reading for accuracy and meaning. Identify the main events and characters in stories, and find specific information in simple texts. Make predictions showing an understanding of ideas, events and characters. Recognise the main elements that shape different texts. Select books for personal reading and give reasons for choices. Visualise and comment on events, characters and ideas, making imaginative links to own experiences. Distinguish fiction and non-fiction texts and the different purposes for reading them. Make inferences on the basis of what is being said and done. Read for pleasure.</p> <p>ICT National Centre for Computing Education</p>	<p>Handwriting- Regular handwriting lessons linked to the 'Little Wandle Revised Letters and Sounds' scheme. Develop further a comfortable and efficient pencil grip and control, writing letters correctly formed and orientated.</p> <p>Rainbow Grammar Capital letters and full stops, determiner, noun, adjective, verb, subject, predicate ,stop, capitalise proper nouns, simple sentences (subject, predicate ,stop) !, ? conjunctions, joining two subjects with a coordinating conjunction (and, but, so) Join two predicates with a coordinating conjunction.</p> <p>Reading- (continue term 1 objectives) Distinguish fiction and non fiction texts and the different purposes for reading them. Listen to and discuss a wide range of stories, poems and nonfiction at a level beyond that which they can read independently. Becoming very familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics. Recognise and join in with predictable phrase, learning to appreciate rhymes and poems, and to recite some by heart. Explain the effect of patterns of language and repeated words and phrases. Learn to appreciate rhymes and poems, and to recite some by heart. Read for pleasure</p> <p>ICT National Centre for Computing Education</p>	<p>Handwriting- Regular handwriting lessons linked to the 'Little Wandle Revised Letters and Sounds' scheme. Demonstrate an efficient pencil grip and control, consistently writing letters correctly formed and orientated.</p> <p>Rainbow Grammar Capital letters and full stops, determiner, noun, adjective, verb, subject, predicate ,stop, capitalise proper nouns, simple sentences (subject, predicate ,stop) !, ? conjunctions, joining two subjects with a coordinating conjunction (and, but, so) Join two predicates with a coordinating conjunction, prepositions.</p> <p>Reading- (continue term 1 objectives) Listen to and discuss a wide range of stories, poems and nonfiction at a level beyond that which they can read independently. Discuss word meanings Read words with contractions, and understand that the apostrophe represents the omitted letter. Read for pleasure.</p> <p>ICT National Centre for Computing Education</p>
<p><u>Autumn term- Maths</u> Sorting and counting objects to 20 Counting forwards and backwards to 20 One more and one less to 20 Comparing number of objects and numbers Order numbers to 20 smallest to greatest and greatest to smallest Number bonds to 10 Part whole model to work out fact families Solving addition and subtraction word problems Making totals in different ways Comparing number statements Half of a shape Half of a number Recognise and name 2D and 2D shape and describe their properties Adding two groups of objects together Finding a part of a whole number How many are left? Use the part whole model to solve subtraction problems Use fact families to solve calculations Using a number line to count forwards and backwards Finding the difference between two values Compare number statements using greater than, less than and equal to symbols Making numbers up to 20 with different apparatus Partitioning 2 digit numbers up to 20 Order events in the day Order days of the week and use a calendar to find information Tell the time to the hour Compare length and height Measure length and height using non-standard measures</p> <p>ICT Maths Games Websites- Primary games</p>	<p><u>Spring term- Maths</u> Using a number line to add/subtract to 20</p> <p>Measure volume and compare containers (1 litre, ½ litre) Weigh and compare objects using non-standard and standard measures Add by counting on Exploring patterns Find and make number bonds up to 10 and 20 Add and subtract within 20 Compare number sentences to 20 Identify and use number facts Count forwards and backwards to 50 Represent 2 digit numbers with different apparatus Compare objects within 50 Compare numbers within 50 Order numbers within 50 Explore the concept of multiplication Count in 2s, 5s and 10s Solve multiplication problems with repeated addition and arrays Understand and make equal groups Add equal groups Explore the concept of division by grouping and sharing Solve division problems Double numbers to double 10 Half of a shape Half of a number Recognise and name 2D and 2D shape and describe their properties</p> <p>ICT Beebots www.primarygames.co.uk. www.topmarks.co.uk.</p>	<p><u>Summer term- Maths</u> Time- seconds/ minutes/ hours Comparing activities by time taken Tell the time to the half an hour Making equal group by grouping objects Making equal group by sharing Add 1 digit to 2 digit numbers Solve problems using known number facts Solve problems by adding a 1 digit to a 2 digit number Find half of a number Find quarter of a shape Find quarter of a number Divide numbers by 2,5 and 10 Identify British coins and notes Make totals using 1p, 2p, 5p, and 10p coins Describe position and direction- left, right, forwards, backwards, above, below, whole turn, half turn, quarter turn Ordinal numbers 1st, 2nd, 3rd, 4th, 5th Recognise and name 2D and 2D shapes and identify their properties Count to 100 Count forwards and backwards within 100 Partition 2 digit numbers within 100 Compare numbers within 100 Order numbers within 100 Compare length and height Measure length and height using non-standard and standard measures (metre, cm) Solve weight and mass problems Compare and measure capacity</p> <p>ICT www.primarygames.co.uk. www.topmarks.co.uk.</p>

www.primarygames.co.uk . www.topmarks.co.uk . www.ictgames.com	www.ictgames.com	www.ictgames.com
<p align="center"><u>Autumn term- Science</u></p> <p>SCIENCE Myself Body parts labelling/Skeletons Keeping fit and healthy Germs- Keeping Clean Senses Early scientific investigation skills Autumn Autumn walk-Signs of Autumn Trees Parts of a Tree Life cycle of a tree Deciduous/ Evergreen Names of common trees Matching tree, seed, leaf</p> <p>ICT www.topmarks.co.uk. Education City ICT National Centre for Computing Education</p>	<p align="center"><u>Spring term- Science</u></p> <p>Winter Winter walk-Signs of Winter Animals and Habitats Classifying animals into different groups: reptile/amphibian/bird/fish/mammal Compare Skeletal structures of animals Omnivore/ Carnivore/ Herbivore Habitats- Jungle/Forest/Ocean/Dessert- which plants and animals grow and live in each one? Spring Spring walk-Signs of spring Weather Record changes in weather Keep a weekly weather chart ICT www.topmarks.co.uk Education city ICT National Centre for Computing Education</p>	<p align="center"><u>Summer term- Science</u></p> <p>Summer Summer walk- Signs of Summer Compare the four seasons Sun safety Plants Cress experiment- predict and record Parts of plant and labels. Compare bulbs and seeds. What do seeds and bulbs need to grow?</p> <p>ICT www.topmarks.co.uk Education City ICT National Centre for Computing Education</p>
<p align="center"><u>Autumn term- Computing</u></p> <p><u>Health, Well-being and Lifestyle:</u> I can explain rules to keep myself safe when using technology both in and beyond the home. <u>Self-Image and Identity:</u> I can recognize that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>Computer Systems and Networks – Technology Around Us Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly. Digital Painting Learners 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</p>	<p align="center"><u>Spring term- Computing</u></p> <p><u>Online Relationships:</u> I can give examples of when I should ask permission to do something online and explain why this is important. <u>Copyright and Ownership:</u> I can understand that work created by others does not belong to me even if I save a copy. Programming A – Moving a Robot Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms. Creating Media – Digital Writing 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.</p>	<p align="center"><u>Summer term- Computing</u></p> <p><u>Privacy and Security:</u> I can explain how passwords are used to protect information, accounts and devices. <u>Managing Online Information:</u> I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Programming B – Introduction to Animation 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.</p>
<p align="center"><u>Autumn term- ART</u></p> <p>Paint - colour mixing - self-portrait (inspired by various artists) Chalk - experimenting with line - drawing a skeleton Oil pastels - observational drawings of vegetables Modeling - making playdough vegetables - making a clay diva using the pinch pot technique and then painting it Chalk - experimenting with laying and blending - drawing firework pictures Clay - Making a Christmas tree decoration, exploring pattern</p>	<p align="center"><u>Spring term- Art</u></p> <p>Snowman painting - drawing different snowmen designs - practising brushstrokes - painting a snowy scene Henri Rousseau - discussing the painting 'Tiger in a Tropical Storm' - experimenting with mixing different greens with paint - painting a rainforest scene and adding oil pastel wild animals Adinkra cloth - finding out about Adinkra cloth and symbols - creating a printing stamp - printing a piece of Adinkra inspired cloth</p>	<p align="center"><u>Summer term – Art</u></p> <p>Under the Sea - experimenting with mixing different sea colours with paint - drawing a seascape using soft pastels inspired by Lowri - experimenting with different textures and thicknesses of paint and different tools to mark make with, inspired by Maggi Hambling - creating a colour wheel -mixing primary colours to make secondary colours - observational drawing of fish using a variety of drawing media - explore Heather Galler's paintings and draw similar patterns - draw and colour a patterned fish using felt tips</p>

<p><u>Autumn term DT week</u> Increase proficiency with scissors/other tools. Learn to modify/improve design ideas. (ongoing) Health and safety practises for hygiene and the use of cooking tools and learn where food comes from. Plan, make and evaluate a fruit salad.</p> <p>ICT National Centre for Computing Education</p>	<p><u>Spring term- DT week</u> Puppet making Increase proficiency with scissors/other tools. Learn to modify/improve design ideas. (ongoing) Explore different types of puppets. Design, make and evaluate a felt animal hand puppet</p> <p>ICT National Centre for Computing Education</p>	<p><u>Summer term-DT week</u> Kite Making Increase proficiency with scissors/other tools. Learn to modify/improve design ideas. (ongoing) Explore kites and evaluate a range of existing products. Design, make and evaluate kites.</p> <p>ICT National Centre for Computing Education</p>
<p><u>Autumn term- History</u> My family, Kings and Queens (monarchy and civilization) Specific words and phrases relating to the passing of time My Family, Family Timeline Queen Elizabeth II, Family and Timeline Significant Events Guy Fawkes- Story Remembrance Day ICT Infant Tool Kit Artefacts and labels. Dynamo History.</p>	<p><u>Spring term- History (Trade, civilization, industry)</u> Toys My Favourite Toy Parents/Grandparents Toys Comparing Old and New Victorian Toys</p> <p>ICT Barnaby Bear website.</p>	<p><u>Summer Term- History</u> Schools/ Victorians Comparing schools through time Comparing homes through time Comparing the seaside through time Comparing swimwear through time Life as a Victorian Child (Industry, religion, empire)</p> <p>ICT Barnaby bear website My World Explorer(DK)</p>
<p><u>Autumn term Geography</u> Houses Labelling a House Different types of houses Glen Parva- Local Area Walk- Street Detectives My Route from Home to school Early map skills- Map of the U.K St Andrew's Day Ways to improve my local area- How to help animals Barnaby Bear and the Badgers</p>	<p><u>Spring term- Geography</u> Weather St David's Day 1st March St Patrick's Day 17th March</p>	<p><u>Summer term- Geography</u> Local area/seaside comparison St George's Day 23rd April Barnaby Bear visits Poole Human and Physical Features Compare the Seaside to Glen Parva</p>
<p><u>Autumn term- Music</u> <u>Unit 1-Pulse and Unit 2-Voice</u> Our focus is on creating music within small/ class groups, using new skills and skills taught previously, and to perform and evaluate compositions using appropriate vocabulary. We will be exploring the basics of pulse and Voice by performing, composing and appraising learning the following skills:</p> <p><u>Unit 1</u> To create, explore, respond and identify long and short sounds. To keep a steady pulse and perform simple rhythms with some accuracy To create a group performance using instruments the pulse or play a rhythm To comment on my own and other people's performances using Yr 1 vocabulary learnt</p> <p><u>Unit 2</u> To sing and perform songs, which contain a small range of notes with growing confidence. To follow performance instructions including starting and stopping with accuracy. To recognise when the pitch of a song gets higher or lower To use actions and dynamics to enhance my performance To comment on my own performance using yr 1 vocabulary learnt</p>	<p><u>Spring term- Music</u> <u>Unit 3-Rhythm and Unit 4-Pitch</u> Our focus is on creating music within small/ class groups, using new skills and skills taught previously and to perform and evaluate compositions using appropriate vocabulary We will be exploring the basics of rhythm and pitch, composing and appraising learning the following skills:</p> <p><u>Unit 3</u> To demonstrate and explain the difference between pulse and rhythm To confidently copy given rhythms To play along to a pulse and maintain a steady tempo To record rhythms and perform them using a graphic score To perform as part of a group and play rhythms in time. To listen to ideas from others and use them to help improve my work</p> <p><u>Unit 4</u> To identify and explain the difference between high and low pitched sounds To recognise changes in pitch when singing and listening to musical sounds To use pitch and timbre to create my own composition To represent a sound using graphic notation To comment on my own and other people's performances using Yr 1 vocabulary learnt</p>	<p><u>Summer term- Music</u> <u>Unit 5- Music technology and Unit 6- 20th Century Music</u> Our focus is on creating music within small/ class groups, using new skills and skills taught previously and to perform and evaluate compositions using appropriate vocabulary We will be exploring how technology is used to create and listen to music learning the following skills through technology:</p> <p><u>Unit 5</u> To use technology to create and change sounds To demonstrate an understanding of simple musical structure To comment on my own and other people's Performances using Yr 1 vocabulary learnt</p> <p><u>Unit 6</u> To identify and perform features of contemporary folk music. To identify and perform features of Experimental music. To identify and perform features of disco music. To create and practice a piece of music Using features of different genres (using Yr 1 key skills and knowledge). To comment on my own and other people's Performances using Yr 1 vocabulary learnt</p>
<p><u>Autumn term- PE</u> Weekly games lesson outdoors with specialist games company.</p> <p><u>Gymnastics</u> fundamental movement skills such as running, jumping, balancing, and landing. learning basic locomotor and non-locomotor skills that are essential for gymnastic movements. control their bodies through various movements, positions, and shapes. Pupils starting to use small and large apparatus and gain confidence.</p>	<p><u>Spring term- PE</u> Weekly games lesson outdoors with specialist games company.</p> <p><u>Invasion Games- Dribbling</u> Pupils play a variety of games linked to different invasion games focussing on dribbling. Football, Hockey, Basketball.</p> <p><u>Dance</u> -make different shapes with their bodies as they travel, jump and spin;</p>	<p><u>Summer term- PE</u> Weekly games lesson outdoors with specialist games company.</p> <p><u>Striking and fielding- Kick Rounders</u> Pupils can collect a ball and feed the ball well to a partner. They begin to field as a team. I can kick a ball into an area where fielders are not using simple tactics.</p> <p><u>Athletics-</u> Pupils should run and walk in different directions with good balance and posture.</p>

<p><u>Invasion games- Sending and receiving.</u> Pupils play a variety of games linked to different invasion games focussing on sending and receiving. Football, Hockey, Basketball.</p> <p>Music and movement.</p> <p>Outdoor climbing equipment.</p>	<ul style="list-style-type: none"> • say what is good about a partner's performance; • perform a simple action in unison with a partner; • use ideas from previous learning independently; • show some awareness of others when working in a group; • perform given ideas independently; • copy and repeat actions with some prompting; • show some awareness of the beat when dancing; • change the speed of their movements in response to a percussion instrument; • respond to questions about their own performance. <p>Outdoor climbing equipment.</p>	<p>Pupils can jump in different ways towards targets using their arms and legs. Pupils can throw over and underarm towards a target accurately. Pupils use the skills learnt to compete against other pupils in fun games.</p> <p>Sports Day</p>
<p><u>Autumn term- RE</u> Unit 1.2 Who do Christians say made the world? [Creation] The Creation Story and Harvest time – giving thanks for our wonderful world. Unit 1.3 Why does Christmas matter to Christians? [Incarnation] Christmas Nativity Story found in the New Testament – Luke Daily Assemblies. Harvest Festival. Diwali – The story of Rama and Sita</p>	<p><u>Spring term- RE</u> Unit 1.6 Who is Muslim and how do they live? Allah, Shahadah, stories about Muhammad, Unit 1.5 Why does Easter matter to Christians? [Salvation] Easter Story, egg design with symbols of new life Mothering Sunday.</p>	<p><u>Summer term-RE</u> Unit 1.8 What makes some places sacred to believers? Own special places, mosques, churches, visit to Glen Croft Church Unit: 1.10 What does it mean to belong to a faith community? Mrs Variava (Muslim faith) visits to talk about her Special Celebrations Baptism, Aqiqiah, Christian, Muslim, Humanist, Weddings</p>
<p><u>Autumn term- PSHE</u> Beginning and Belonging Ground Rules Getting to know my class Feelings about new situations Safety Circles- Which people can help you?</p> <p>Family and Friends How To Be a Good Friend Kindness</p> <p>Diversity and Communities Recognise own identity- value similarities and differences with others Belonging to communities Caring for the environment</p> <p>Anti-Bullying Week</p>	<p><u>Spring term- PSHE</u> RSE Naming parts of the body My body belongs to me How to keep healthy NSPCC-‘Pantosaurus’</p> <p>My Emotions Identifying different feelings Strong emotions Worry Box Safety Circles Keeping calm</p>	<p><u>Summer term- PSHE</u> NSPCC- Speak Out Stay Safe Working Together Recognise and celebrate some of their strengths, emotions, gifts and talents Understand and practise some skills of a good communicator, including listening skills, turn taking and explaining Know and practise effective group work skills</p> <p>Managing Safety and Risk Risky situations Who can help? Road Safety Sun Safety Help if lost –Being Safe</p>