



Dear Parents,

This is the Year 1 Plan 2026/2027. 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>
<u>Familiar settings</u> - To order and orally retell stories. - To participate in role play, improvisations and performances of class texts. - To plan and say what they want to write before they write. - Appreciate the use of adjectives. - To understand the term character - To give opinions and ask and answer questions about stories. - To speak and write simple sentences using the correct structure. - Write a retell of a familiar story - Write their own version of a familiar story <u>Information texts</u> - To understand the purpose and features of a non-fiction book. - To write own simple Non-fiction book. - order of the alphabet. - To write upper and lower case letters of the alphabet. - To write instructions <u>Poetry</u> - To appreciate vocabulary - To create a word bank. - To use adjectives to describe the colours and sounds that fireworks make. - To create a class poem Texts- The Farm Concert, The Smartest Giant in Town, Superworm, Oliver's Vegetables, Dogger, The Tiger Who Came To Tea, Harvey Slumfenburger's Christmas Phonics- Learn and apply graphemes to both reading and writing from the 'Little Wandle Revised Letters and Sounds' scheme. Spelling- Weekly spellings linked to the sounds and tricky words taught each week based on the 'Little Wandle Revised Letters and Sounds' scheme. 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. 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.	To continue all term 1 writing objectives. <u>Traditional tales</u> - 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. <u>Poetry / rhyme (Animals)/nursery rhymes</u> - To take part in reciting poems and rhymes using pace and rhythm. - To write an acrostic poem. - To order and write a rhyme using adjectives. - To recognise language patterns and repeated words and phrases in texts. <u>Stories from other Cultures</u> - To understand the term setting. - To appreciate how different settings add effect to fiction. - To use adjectives to describe the fruit in 'Handa's Surprise'. - To write a postcard <u>Non Fiction (Animals)</u> - To identify key features and style of simple non-fiction texts. - To understand how a non-fiction text is organised and write their own Texts- Rumble in the Jungle, Handa's Surprise, Little Red Riding Hood, Goldilocks and the Three Bears Phonics- Continued from Autumn term. 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 s, er, est Spoken language- (see Autumn term - continued) 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.	To continue all term 1 writing objectives. <u>Make believe/Funny texts</u> - To order a story. - To describe characters' feelings - To use adjectives to describe dragons. - To re-read work to begin to improve their writing. - To plan and write own story. - To write and answer questions about characters. - To use exclamation marks - To independently choose what to write about, plan and follow it through. <u>Recount texts</u> - To write about own experiences - diary, Victorian Day, time in Year 1 - To write events in order. - To write in the past tense - To read own work and check that it makes sense. Texts- The Rainbow Fish, The Very Hungry Caterpillar, Would you rather... Phonics- Continued from Autumn/ Spring term. Spelling- Weekly spellings linked to the sounds and tricky words taught each week based on the 'Little Wandle Revised Letters and Sounds' scheme. Days of the week Suffixes- adding, ing, ed, s, es, er, est 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. 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. Rainbow Grammar Simple sentences - subject, predicate, stop; noun, adjective, capital letters and full stops,

Rainbow Grammar Simple sentences - subject, predicate, stop; noun, adjective, capital letters and full stops, capitalise proper nouns, 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.	Rainbow Grammar Simple sentences - subject, predicate, stop; noun, adjective, capital letters and full stops, capitalise proper nouns, joining two subjects with a coordinating conjunction (and, but, so) Join two predicates with a coordinating conjunction, use prepositions, question marks, exclamation marks 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	capitalise proper nouns, joining two subjects with a coordinating conjunction (and, but, so) Join two predicates with a coordinating conjunction, use prepositions, question marks, exclamation marks 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.
Autumn term- Maths 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 ICT www.ictgames.com	Spring term- Maths Using a number line to add/subtract to 20 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 ICT www.ictgames.com	Summer term- Maths 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 ICT www.ictgames.com
Autumn term- Science 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	Spring term- Science 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 Season and Weather Compare changes in weather across	Summer term- Science Plants Cress experiment- predict and record Parts of plant and labels. Compare bulbs and seeds. What do seeds and bulbs need to grow? Summer Summer walk- Signs of Summer Compare the four seasons Sun safety

Matching tree, seed, leaf	the seasons	
Autumn term- Computing Health, Well-being and Lifestyle: I can explain rules to keep myself safe when using technology both in and beyond the home. Self-Image and Identity: I can recognize that there may be people online who could make someone feel sad, embarrassed or upset. 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	Spring term- Computing Online Relationships: I can give examples of when I should ask permission to do something online and explain why this is important. Copyright and Ownership: 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.	Summer term- Computing Privacy and Security: I can explain how passwords are used to protect information, accounts and devices. Managing Online Information: 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.
Autumn term- ART 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	Spring term- Art 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	Summer term – Art 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
Autumn term DT week Sewing Skills - Baubles - Increase proficiency with scissors/other tools. - Learn to modify/improve design ideas. (ongoing) - Explore different types of Christmas decorations. - Design, make and evaluate a Christmas bauble (2d flat model). ICT National Centre for Computing Education	Spring term- DT week Fruit Salad - Increase proficiency with knives/other tools. Learn to modify/improve design ideas. (ongoing) - Health and safety practices for hygiene and the use of cooking tools and learn where food comes from. - Plan, make and evaluate a fruit salad. ICT National Centre for Computing Education	Summer term-DT week 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. ICT National Centre for Computing Education
Autumn term- History My family, Kings and Queens (monarchy and civilization) Specific words and phrases relating to the passing of time My Family, Family Timeline	Spring term- History (Trade, civilization, industry) Toys My Favourite Toy Parents/Grandparents Toys Comparing Old and New	Summer Term- History Schools/ Victorians Comparing schools through time Comparing homes through time Comparing the seaside through time Comparing swimwear through time

Queen Elizabeth II, Family and Timeline Significant Events Guy Fawkes- Story Remembrance Day ICT Infant Tool Kit Artefacts and labels. Dynamo History.	Victorian Toys ICT Barnaby Bear website.	Life as a Victorian Child (Industry, religion, empire) ICT Barnaby bear website My World Explorer(DK)
<u>Autumn term Geography</u> Our Local Area Our school environment Mapping our School Local Enquiry - Local area walk Glen Parva- Local Area Walk- Street Detectives St Andrew's Day Ways to improve my local area. The UK Early map skills- Map of the U.K Countries and capital cities of the UK	<u>Spring term- Geography</u> St David's Day 1st March St Patrick's Day 17th March	<u>Summer term- Geography</u> Local area/seaside comparison Barnaby Bear visits Poole Human and Physical Features Compare the Seaside to Glen Parva St George's Day 23rd April
<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: <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 <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	<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: <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 <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	<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: <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 <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
<u>Autumn term- PE</u> Weekly games lesson outdoors with specialist games company. <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. <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. Music and movement. Outdoor climbing equipment.	<u>Spring term- PE</u> Weekly games lesson outdoors with specialist games company. <u>Invasion Games- Dribbling</u> Pupils play a variety of games linked to different invasion games focussing on dribbling. Football, Hockey, Basketball. <u>Dance</u> -make different shapes with their bodies as they travel, jump and spin; • 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;	<u>Summer term- PE</u> Weekly games lesson outdoors with specialist games company. <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. <u>Athletics</u>- Pupils should run and walk in different directions with good balance and posture. 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. Sports Day

	• 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. Outdoor climbing equipment.	
<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 1.8 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 wedding Special Celebrations Baptism, Aqiqiah, Christian, Muslim, Humanist, Weddings 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	<u>Spring term- RE</u> Unit 1.5 Why does Easter matter to Christians? [Salvation] Easter Story, egg design with symbols of new life Mothering Sunday.	<u>Summer term-RE</u> Unit 1.6 Who is Muslim and how do they live? Allah, Shahadah, stories about Muhammad
<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? Family and Friends How To Be a Good Friend Kindness Diversity and Communities Recognise own identity- value similarities and differences with others Belonging to communities Caring for the environment Anti-Bullying Week	<u>Spring term- PSHE</u> RSE Naming parts of the body My body belongs to me How to keep healthy NSPCC-‘Pantosaurus’ My Emotions Identifying different feelings Strong emotions Worry Box Safety Circles Keeping calm	<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 Managing Safety and Risk Risky situations Who can help? Road Safety Water Safety Sun Safety Help if lost –Being Safe