

Year 1—2025-2026

	Autumn 1 3.9.25 - 24.10.25 7 weeks + 3 days	Autumn 2 3.11.25 – 19.12.2025 7 weeks	Spring 1 6.1.26 – 13.2.26 5 weeks + 4 days	Spring 2 23.2.26 – 2.4.26 5 weeks + 4 days	Summer 1 20.4.26 – 22.5.26 4 weeks + 4 days (May Day)	Summer 2 1.6.26 – 17.7.26 7 weeks
Theme						
English (Literacy Tree)	<u>Cave Baby</u> <u>Naughty Bus</u>	<u>Dragon Post</u> <u>I want my Hat back</u>	<u>Iggy Peck</u> <u>The Comet</u>	<u>The Comet</u> <u>Yeti and Bird</u>	<u>Lubna and Pebble</u> <u>Lost and Found</u>	<u>Stanley’s Stick</u> <u>The Sea Saw</u>
Maths (Whiterose)	Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction (within 10). Geometry: Shape.	Place Value (within 20) Number: Addition and Subtraction (within 20)	Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division Number: Fractions	Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time
Science (Twinkl)	Animals including humans The human body: I can identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.	Seasonal changes: Autumn/Winter I can observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	Everyday Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials.	Seasonal Changes: Spring/Summer I can observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	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.	Scientists and inventors
History (Kapow)		How am I making history? Changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life. What does the poppy mean and why do we wear it? Event beyond living memory, that are significant national or globally.		How have toys changed? Changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.		How have explorers changed the world? The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Neil Armstrong, Wright brothers, Stephenson) Event beyond living memory, that are significant national or globally.

<p>Geography (Kapow)</p>	<p><u>What is it like here?</u> Use aerial photographs and perspectives to recognise landmarks and basic human and physical features, devise a simple map</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use simple compass directions and locational and directional language (near, far, left and right) to describe the location of features and routes on a map.</p>		<p><u>What is the weather like in the UK?</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p><u>What is it like to live in Shanghai?</u> Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs and perspectives to recognise landmarks and basic human and physical features, devise a simple map</p> <p>Use simple fieldwork</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including sea, vegetation, season, weather, hill, soil Key human features including town, village, factory, farm, house, office, shop</p>	
<p>DT</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>			
<p>Art (Kapow)</p>	<p><u>Exploring line and shape</u> Exploring line and shape through a range of materials and stimuli, children develop control and creativity as they investigate the work of artists Bridget Riley and Paul Klee. Inspired by these artists, they experiment with expressive mark-making and portrait drawing. They learn how lines can vary in appearance and form shapes, and begin to recognise shapes within forms to help them draw more accurately.</p>		<p><u>Colour splash</u> Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p><u>Paper play</u> Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p>	<p><u>Woven wonders</u> Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña</p>	<p><u>Textiles</u> Own tie dye t-shirts</p>
<p>Portfolio task - Pencil sketch portrait</p>		<p>Portfolio task - Flowers, painted</p>		<p>Portfolio task – The school (Own style)</p>		
<p>See additional plan for creative Thursdays</p>						
<p>Computing</p>	<p>Google docs</p>	<p>Introduction to coding</p>	<p>Managing passwords, logging on and logging off, shutting down and where our information is stored.</p>	<p>working with images</p>	<p>What is a computer?</p>	<p>Online drawing, kleki.com</p>

	<p>Write a story</p> <p>Format it</p> <p>Share it</p> <p>Comment on a friend's work</p>	<p>What is an algorithm</p> <p>Making a sandwich</p> <p>Making our own algorithms for a dance.</p> <p>Subroutines - a part of the dance with its own set of instructions that we can call for with just one word when we need it.</p>		<p>Google slides</p> <p>Cut and paste</p> <p>Crop and rotate</p>	<p>Draw it, explain what it does.</p> <p>Give children a screen, ask them to turn it on. Where is the computer?</p> <p>Give them a keyboard, ask them to use it. Where is the computer?</p> <p>hid, display, mouse, trackpad, touchscreen</p>	<p>abstraction, create icons</p>
<p>PSHE</p> <p>(SCARF)</p>	<p><u>Me and My relationships</u></p> <p><u>Why we have classroom rules:</u> Understand that classroom rules help everyone to learn and be safe;</p> <p>Explain their classroom rules and be able to contribute to making these.</p> <p><u>How are you listening?</u> Demonstrate attentive listening skills;</p> <p>Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.</p> <p><u>Thinking about feelings:</u> Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p><u>Our feelings:</u> Identify a range of feelings; Identify how feelings might make us behave;</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p><u>Feelings and bodies:</u> Recognise that people's bodies and feelings can be hurt;</p>	<p><u>Valuing Difference</u></p> <p><u>Same or different?</u> Identify the differences and similarities between people;</p> <p>Empathise with those who are different from them;</p> <p>Begin to appreciate the positive aspects of these differences.</p> <p><u>Unkind, tease or bullying?</u> Explain the difference between unkindness, teasing and bullying;</p> <p>Understand that bullying is usually quite rare.</p> <p><u>Harold's school rules:</u> Explain some of their school rules and how those rules help to keep everybody safe.</p> <p><u>It's not fair!</u> Recognise and explain what is fair and unfair, kind and unkind;</p> <p>Suggest ways they can show kindness to others.</p> <p><u>Who are our special people?</u> Identify some of the people who are special to them;</p> <p>Recognise and name some of the qualities that make a person special to them.</p> <p><u>Our special people balloons:</u></p>	<p><u>Keeping myself safe</u></p> <p><u>Super sleep.</u> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>Identify simple bedtime routines that promote healthy sleep.</p> <p><u>Who can help? 1</u> Recognise emotions and physical feelings associated with feeling unsafe;</p> <p>Identify people who can help them when they feel unsafe.</p> <p><u>Good or bad touches.</u> Understand and learn the PANTS rules;</p> <p>Name and know which parts should be private;</p> <p>Explain the difference between appropriate and inappropriate touch;</p> <p>Understand that they have the right to say "no" to unwanted touch;</p> <p>Start thinking about who they trust and who they can ask for help.</p> <p><u>Sharing Pictures</u></p> <p><u>What could Harold do?</u></p>	<p><u>Rights and responsibilities</u></p> <p><u>Harold has a bad day.</u> Recognise how a person's behaviour (including their own) can affect other people.</p> <p><u>Around and about the school.</u> Identify what they like about the school environment;</p> <p>Recognise who cares for and looks after the school environment.</p> <p><u>Harold's wash and brush up:</u> Recognise the importance of regular hygiene routines;</p> <p>Sequence personal hygiene routines into a logical order.</p> <p><u>Taking care of something.</u> Demonstrate responsibility in looking after something (e.g. a class pet or plant);</p> <p>Explain the importance of looking after things that belong to themselves or to others.</p> <p><u>Harold's money.</u> Explain where people get money from;</p> <p>List some of the things that money may be spent on in a family home.</p> <p><u>How should we look after our money?</u> Recognise that different notes and coins have different monetary value;</p>	<p><u>Being my best</u></p> <p><u>I can eat a rainbow:</u> Recognise the importance of fruit and vegetables in their daily diet;</p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p><u>Eat well:</u> Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p><u>Catch it! Bin it! Kill it!</u> Understand how diseases can spread;</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p> <p><u>Harold learn to ride his bike.</u> Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p> <p><u>Pass on the praise.</u> Demonstrate attentive listening skills;</p>	<p><u>Growing and changing</u></p> <p><u>Healthy me.</u> Understand that the body gets energy from food, water and air (oxygen);</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p><u>Then and now.</u> Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.</p> <p><u>Taking care of a baby.</u> Understand some of the tasks required to look after a baby;</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p><u>Who can help? 2</u> Explain the difference between teasing and bullying;</p> <p>Give examples of what they can do if they experience or witness bullying;</p> <p>Say who they could get help from in a bullying situation.</p> <p><u>Surprises and secrets.</u> Explain the difference between a secret and a nice surprise;</p>

	<p>Suggest ways of dealing with different kinds of hurt.</p> <p>Good friends: Identify simple qualities of friendship;</p> <p>Suggest simple strategies for making up.</p>	<p>Recognise that they belong to various groups and communities such as their family;</p> <p>Explain how these people help us and we can also help them to help us.</p>	<p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Harold loses Geoffrey. Recognise the range of feelings that are associated with loss.</p>	<p>Explain the importance of keeping money safe;</p> <p>Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p> <p>Basic First Aid</p>	<p>Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.</p> <p>Inside my wonderful body! Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p> <p>Understand and explain the simple bodily processes associated with them.</p>	<p>Identify situations as being secrets or surprises;</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>Keeping privates private. Identify parts of the body that are private;</p> <p>Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p> <p>Whole school first aid theme: Calling 999 and getting help; recovery position; bumps to the head and grazes.</p>
<p>Music (Charanga)</p>	<p>New charanga scheme Introducing beat How can we make friends when we sing together? Topic related songs</p>	<p>New charanga scheme Adding Rhythm & Pitch How does music tell stories about the past? Topic related songs</p>	<p>New charanga scheme Introducing tempo & dynamics How does music make the world a better place? Topic related songs</p>	<p>New charanga scheme Combining pulse, rhythm and pitch How does music help us to understand our neighbours? Topic related songs</p>	<p>New charanga scheme Having fun with improvisation What songs can we sing to help us through the day? Topic related songs</p>	<p>New charanga scheme Explore sound and create a story. How does music teach us about after our planet? Topic related songs</p>
<p>RE</p>	<p>CREATION: Who do Christians say made the World? (1.2) Harvest</p>	<p>What does it mean to belong to a faith community? (1.10)</p>	<p>GOD: What do Christians believe God is Like? (1.1)</p>	<p>Who is Jewish and how do they live? (PART 1). (1.7)</p>	<p>Who is Jewish and how do they live? (PART 2). (1.7)</p>	<p>How should we care for the world and for others, and why does it matter? (1.9)</p>
<p>PE (Getset4PE)</p>	<p>Getset4PE Fundamentals Ball skills</p>	<p>Getset4PE Fitness Target games</p>	<p>Getset4PE Gymnastics Dance</p>		<p>Getset4PE Sending and receiving Striking and fielding</p>	<p>Getset4PE Athletics Team building games</p>