

Year 1 Overview 2025 – 2026

	Autumn		Spring		Summer	
Topic	If You Go Down to The Woods Today	Let's go exploring	Stories From Around The World	Animal Magic	Are we nearly there yet?	Finding an egg (It's a secret but it's 'Dragons'!)
Trips / Visits				British Wildlife Centre	Brooklands	
Writing Books or inspirational text source	'We're Going on a Bear Hunt' by Michael Rosen 'Where's My Teddy?' Jez Alborough	Lost and Found' by Oliver Jeffers	The Gingerbread Man (America) Baobab Tree (Africa) The Magic Porridge Pot (Europe)	Various books/websites based on animals 'What Do You Do With A Tail Like This?' by Steve Jenkins Animal fact posters DK findoutabout.com	Mrs Armitage on Wheels (Quentin Blake) Transport poems: <i>Go, go, go!</i> <i>At the Car Wash</i> <i>Down by the station</i> <i>Diggers!</i> Using suffixes :ed and ing	<i>A series of letters:</i> A letter from Mr Smith (the caretaker at St. Paul's!) A mysterious letter from the Museum... Using suffixes :-er and est
English	'We're Going on a Bear Hunt' by Michael Rosen 'Where's My Teddy?' Jez Alborough Simple sentence structure. Capital letters for names and to start a sentence. Capital letters for names and to start a sentence Adjectives, Nouns Conjunction – 'and' Character and setting description Daily phonics Handwriting practise – linked to letter groups Purpose and Audience To know what a sentence is To write a simple sentence To write and use adjectives To begin to use 'and'	'Lost and Found' by Oliver Jeffers Innovate Lost and Found Story <i>Writing about what they would need to take on an expedition to Antarctica (link to History)</i> Questioning Sentence construction continued Capital letters for names and to start a sentence Using two adjectives, nouns Conjunction – and Character description Daily phonics Handwriting practise – linked to letter groups Purpose and Audience	Range of traditional tales from other countries The Gingerbread Man (America) Baobab Tree (Africa) The Porridge Pot (Europe) Learning a patterned text with actions to aid independent writing. Use time words to start sentences (first, next, then, etc) Conjunction – because Daily phonics Handwriting practise – linked to letter groups Purpose and Audience To learn patterned text and innovate with own idea (Pie Corbett style)	Books based on animals Information/non fiction writing What do you do with a tail like that, rewritten. Identify and find out facts about British Wildlife and pets. Use facts to write own information leaflet using heading, topic sentence, technical words and captions. Write individual senses poem. Conjunction – because Daily phonics Handwriting practise – linked to letter groups Purpose and Audience	Mrs Armitage on Wheels Story writing Non fiction: Factual sentences about transport from the past and present linked to trip from Brooklands. Suffixes Daily phonics Handwriting practise – linked to letter groups Purpose and Audience To write sentences which link to form a simple story. To write sentences giving information about transport from different time periods. Linked to History	Find an egg, letter from museum Describing different "weather dragons" using adventurous adjectives. Instructions on how to look after a dragon. Journey – write own story in a fantasy land. Suffixes Daily phonics Handwriting practise – linked to letter groups Purpose and Audience To help museum of unusual things identify and care for types of dragons To write a set of instructions on how to care for a dragon in response to letters from Museum of Unusual things

	Using senses in the copse to create a whole class Autumn poem to rehearse and perform for other class.	To write a known story using a introduction, problem and ending. To innovate a known story to include own ideas. Write about what would need to take on an expedition to the South Pole. Linked to History	To write an alternative version of The Gingerbread Man. To write sentences using because to explain why the Baobab Tree moans. To describe the appearance of the old lady in the Magic Porridge Pot Story.	To write a leaflet about dogs – appearance/ habitat/ food. To write factual sentences about animals at the British Wildlife Centre. To perform senses poem to the rest of the class. Linked to Science		
Maths	-Place value within 10	-Addition and subtraction within 10. Writing addition and subtraction number sentences. - 2D shapes and their properties - 3D shapes and their properties. -Shape patterns.	-Place value within 20 -Addition and Subtraction- to 20 (including pairs of numbers that total 20)	-Place value within 50 -Length and height -Mass and Volume	-Multiplication and division -Fractions -Position and direction	-Place value within 100 -Money -Time
Science	The Human Body <i>Working scientifically</i> <i>Observe closely, identify and classify</i> <i>gather and record data and use observations to answer questions,</i> Identify senses and associated body parts.	Seasonal Changes – Autumn Materials <i>Working scientifically</i> <i>Asking simple questions, Observe closely, identify and classify</i> <i>gather and record data and use observations to answer questions,</i>	Seasonal Changes – Winter Planting A Caring for the planet – sustainability Animals Observe growing plants <i>Observe closely, identify and classify</i>	Seasonal Changes -Spring Animals <i>Working scientifically</i> <i>Asking simple questions; Observe closely, identify and classify</i> <i>gather and record data and use observations to answer questions,</i>	Planting B Plants <i>Working scientifically</i> <i>Observe closely, identify and classify</i> <i>gather and record data and use observations to answer questions,</i> <i>Perform simple tests</i>	Growing and cooking – Sustainability Seasonal changes - Summer Planting C Observe growing plants <i>Observe closely, identify and classify</i>

	Name main body parts of humans and a variety of animals (including pets) and compare.	Sort, compare & group by properties. Identify and name a variety of materials. Naming objects and material it's made from; describe properties. Predicting/generate questions Record results in different ways (All year – observe changes across the four seasons –signs of Autumnal change)	<i>gather and record data and use observations to answer questions,</i> Identify and name variety of animals including fish, amphibians, reptiles, birds and mammals (begin to learn the names for each group) (All year – observe changes across the four seasons –signs of Winter change)	Identify and name variety of animals including fish, amphibians, reptiles, birds and mammals (begin to learn the names for each group) Identify and name a variety of carnivores, herbivores and omnivores (All year – observe changes across the four seasons –signs of Spring change)	Parts of the plant Growing and observing Name and identify a range of common flowering wild and garden plants and trees (deciduous and evergreen) Identify and describe the basic structure of a variety of common flowering plants, including trees	<i>gather and record data and use observations to answer questions,</i> (All year – observe changes across the four seasons –signs of Summer change)
RE	Christianity – Why do Christians call God 'Creator'?	CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?	JUDAISM: What is the Torah and why is it important to Jewish people?	CHRISTIANITY: What do Christians learn from stories of Jesus?	ISLAM: Who is Allah and how do Muslims worship him?	THEMATIC: Why should we look after our world?
Computing	Online Safety 'We are Year 1 rule writers' Technology around us: Develop understanding of technology and how it can help them in their everyday lives. Become familiar with the different components of a computer by developing keyboard and mouse skills.	Online Safety: 'We are kind and thoughtful' Digital painting: Develop understanding of a range of tools used for digital painting. Use these tools to create digital paintings inspired by artists work.	Online Safety: We are responsible internet and device users Moving a robot Introduction to early programming concepts. Use individual commands, both with other learners and as part of a computer program. Introduction to the early stages of program design through	Online Safety: 'We are information protectors' Grouping data: Introduction to data and information. Labelling, grouping, and searching. Logging on to the computers, opening their documents, and saving their documents.	Online Safety: 'We are good digital citizens' Develop understanding of using a computer to create and manipulate text. Become more familiar with using a keyboard and mouse to enter and remove text. Consider how to change the look of their text, and will be able	Online Safety: 'We are responsible gamers' Introduction to on-screen programming through Explore the way a project looks by investigating sprites and backgrounds. Use programming blocks to use, modify, and create programs. Introduction to the early stages of program design through

	Consider how to use technology responsibly. Learn to log on and type user name correctly	(MS Paint)	the introduction of algorithms. (Bee-Bots)		to justify their reasoning in making these changes. (MS Word)	the introduction of algorithms. (Scratch Jr)
History	Not a focus this half term	Famous explorers Captain Scott – significant individuals What is a significant person? What happened on Captain Scott's journey? Research skills Finding out about explorers in the past Looking at picture sources Introduce class history timeline – where does Scott's expedition go on the timeline	Not a focus this half term	Toys now and then. What is a significant toy? Changes within living memory- comparing toys Look at and describe the differences between toys from the past and modern toys: Dolls, teddies and building blocks. Order pictures of toys on a timeline.	History of transport – Significant historical events - places and people in locality – first world race track at Brooklands by Hugh Locke King Changes beyond living memory – the first flight – the Wright Brothers. Changes through time – cars and planes. Create own “artefacts” for a class transport museum (post trip) and write information label to go with it.	
Geography	Where do I live? What are the 4 countries of UK and their capital cities? Where in the world is the UK? What are the features of the countries of the UK? Where do I live? Identifying location of the school and local area.		What are Hot and cold places like? Where in the world are hot and cold places? Identify and label equator and poles on a world map. Compare a hot and cold place. What is it like? How is it changing? How does it			All around the world Identify the 7 continents of the world. What is like to live there? Can they find each place on a map? What animals live there? How does it compare to other places? How are places connected?

	What is it like in Dorking? Looking at bird's eye views Look at maps- what are they? Why do we use them?		compare to another place? What is the weather like?			
Art	Mark Making Drawing – experimenting with line, pattern and texture Painting, printing and colour Artists: Paul Klee	Not a focus this half term	Not a focus this half term	Self Portraits Drawing - Line, pattern and texture Collage, sculpture and 3-D art Responding to artwork and using a sketchbook Artists: Henri Matisse Frida Kahlo Rembrandt Vincent Van Gogh Julien Opie	Not a focus this half term	Colour Creations Painting, printing and colour Collage, sculpture and 3-D art Responding to artwork and using a sketchbook Artists: Piet Mondrian Wassily Kandinsky
DT	Not a focus this half term	Plan a design and select tools to cut, and join and shape materials Evaluate ideas and product against criteria <i>Make free standing tent for toy – link to History work on Scott's expedition to Antarctica</i> Project on a page	Explore and use mechanisms (levers, sliders, wheels) Evaluate ideas and product against criteria <i>Make a picture with moving parts for a story (linked to Topic)</i> Project on a page	Not a focus this half term	Cooking: Design, make and evaluate a <i>Healthy dragon themed sandwich</i> (Cutting and grating skills, understand where food comes from) Evaluate ideas and product against criteria Project on a page	Not a focus this half term
PE	Outdoor – Cooperative games	Outdoor - cooperative and playground games.	Outdoor – cooperative and playground games.	Outdoor – Games	Outdoor- Athletics	Outdoor- Athletics

	Indoor - Dance- Follow Dance planning for Year 1 – Weather topic	Indoor - Gymnastics - Follow Gym planning for Year 1- Shapes and landings	Indoor -Gymnastics - Follow Gym planning for Year 1- Using gym equipment	Indoor -Dance- Follow Dance planning for Year 1	Outdoor – Golf	Outdoor – Fundamentals of PE (putting skills into practise)
Music	Charanga: Hey You!	Charanga: Rhythm in the way we walk and banana rap	Charanga: In the groove	Charanga: Round and round	Charanga: Your imagination	Charanga: Consolidation and revision
PSHE	<p><u>Being Me In My World</u> The children are introduced to Jigsaw. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safe.</p>	<p><u>Celebrating Difference</u> The class talk about similarities and difference between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is okay to have differences from their friends. The children also talk about being nice to and looking after other children who might be being bullied.</p> <p>Anti- Bullying Week- Use SEAL resources and those linked to the Anti-Bullying Alliance yearly theme</p>	<p><u>Dreams and Goals</u> The class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p> <p><u>Online Safety – We are responsible internet and device users.</u> Children consider how much time they spend using devices and come up with ideas for other activities that they might do instead.</p>	<p><u>Changing Me</u> Following the Chris Winter scheme of work</p> <p>NSPCC PANTS CAMPAIGN LESSON</p>	<p><u>Relationships</u> Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a family member and as part of a community, and are encouraged to celebrate this.</p>	<p><u>Healthy Me</u> The class talk healthy and unhealthy choices make them feel. They talk about hygiene, keeping themselves clean and that germs that can make unwell. The children learn about road safety as well as people who can help them stay safe.</p> <p><u>Online Safety – We are information protectors.</u> Finding out about personal information and keeping it private.</p>

		Aut 2 - <u>Online Safety – We are kind and thoughtful.</u> Understanding the impact of our behaviour on others.	SID – Safer Internet Day (Focus Day)		<u>Online Safety – We are good digital citizens.</u> Developing awareness that good digital citizenship is important.	
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