Year 1 Curriculum Overview Spring Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11
MATHEMATICS	**On-going application of mental, communication, problem solving and reasoning skills.** **Place Value** • To understand place value within 20 – looking up counting within 20, 1 more / less and placing numbers to 20 on a number line • To compare and order numbers to 20 • To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least **Addition and Subtraction (within 10)** • To represent and use number bonds and related subtraction facts within 20 • To find doubles and near doubles. • To subtract ones using number bonds • To learn how to subtract by counting back and by finding the difference • To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9. • To understand a symbol being used for an unknown quantity • To solve word problems involving addition and subtraction • To add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on • To count by making groups of 10 • To partition into tens and ones • To estimate on a number line.					**Assessment Week**	HALF TERM	**On-going application of mental, communication, problem solving and reasoning skills.** **Place Value** • To count from 20-50 • To count by making groups of tens • To count groups of tens and ones • To partition into tens and ones • To know number properties, including odd and even • To count in multiples of twos • To represent and use number bonds and related subtraction facts within 20 • To use number facts to 10 to solve problems including word problems • To compare and measure lengths or heights using non-standard uniform units • To add and subtract one-digit and two-digit numbers to 20, including zero • To understand place value in 2-digit numbers • To count on and back in 10s from any number up to 100. **Length and Height** • To compare lengths and heights • To measure length using objects • To Measure length in centimetres **Mass and Volume** • To understand the terms heavier and lighter • To measure and compare mass • To measure and compare capacity and volume.				
ENGLISH	**<u>The Robot and the Bluebird by David Lucas</u>** • To infer how a character feels and give opinions on why • To introduce speech marks • To understand poetry and use it to describe seasons based on our senses • To create performance poetry • To understand and use verbs • To research non-fiction information on Bluebird. • To identify Non-chronological report. • To deepen their understanding of the characters and setting using adjective. • To know the features of letter writing and be able to write a letter. • To produce a story map • To be able to retell a story • To be able to act out a scene understanding a character's feelings • To write a book review. <u>Possible writing outcomes</u> • Narrative writing • Poetry and performance • Non-Chronological report –information leaflet • Recount of a story • Book review.							**<u>Beegu by Alexis Deacon</u>** • To understand and write speech bubbles and speech marks • To introduce the use of a thesaurus • To deepen their understanding of the characters and setting using adjectives. • To make predictions on a story. • To embed the use of conjunctions into their writing • To understand instructional texts using imperative verbs and time connectives. • To use adjectives for descriptive writing • To know the features of an information text and to be able to use these in their own non-fiction booklets based on the planets • To write a book review. <u>Possible writing outcomes</u> • Grammar - Dialogue and speech marks • Descriptive writing • Instructional texts • Instructional non-fiction booklets.				

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SCIENCE	**Materials** • To distinguish between an object and the material from which it is made • To identify and name a variety of everyday materials , including wood, plastic, glass, metal, water and rock • To describe the simple physical properties of a variety of everyday materials • To compare and group together a variety of everyday materials on the basis of their simple physical properties. Star scientist – Ole Kirk Christiansen.				**Plants** • To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • To identify and describe the basic structure of a variety of common flowering plants			**Plants** • To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • To identify and describe the basic structure of a variety of common flowering plants			
HISTORY								**How has transport changed over time?** • To be able to describe and compare old and modern forms of transport. • To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story. • To find out about the invention of motor cars. • To know what happened at the Rainhill Trials and understand why it was an important event in railway history. • To find out about the first mission to the Moon.			
GEOGRAPHY	**What is the weather like in the UK?** • Name and locate the four countries on a map of the UK. • Identify the country they live in. • Identify the four seasons and the current season and describe some seasonal changes. • Identify the four compass directions. • Identify that the arrow on a compass always shows north. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Suggest appropriate clothing and activities for each season.										
ART	**Impressionism** • To learn about a range of artists during 1900s • Use a variety of tools, e.g. pencils, crayons, pastels, charcoal, chalk and other dry media • Use a variety of tools and techniques including the use of different brush sizes and types • Talk about and show their own ideas in their artwork • Experiment with and select the correct tools and materials appropriate to the technique and topic • Say what they broadly think of their artwork and the artwork of others • Discuss how art changed through the era. **Artists** Lowry										

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DT								**<u>Lighthouse Keepers Lunchbox</u>** • To explore and evaluate a range of existing products in the context of evaluating the basket used to transport the lighthouse keeper's lunch • To evaluate a product's ability to do a job well • To explore and evaluate a range of existing products in the context of evaluating existing lunch boxes. • To investigate and evaluate existing products • To select from and use a wide range of materials according to their characteristics in the context of exploring materials that could be used to make the lunch box • To explore different materials and decide which will be useful for making my product • To select from and use a wide range of tools and equipment to perform practical tasks in the context of selecting and using the correct tools and equipment to make a lunch box • To select and use tools and equipment to make a product • To evaluate their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria • To test a product and then evaluate it • To use evaluations to make improvements. Is my lunchbox environmentally friendly? **<u>Designers:</u>** Joseph Joseph, Elephant Box
COMPUTING	**COMPUTING STRAND: Computer Science** **Unit 1.5 Maze Explorers - Program; 2Go** • To understand the functionality of the basic direction keys in Challenges 1 and 2 • To be able to use the direction keys to complete the challenges successfully • To understand the functionality of the basic direction keys in Challenges 3 and 4 • To understand how to create and debug a set of instructions (algorithm) • To use the additional direction keys as part of their algorithm • To understand how to change and extend the algorithm lis. • To create a longer algorithm for an activity • To provide an opportunity for the children to set challenges for each other • To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try.							**COMPUTING STRAND: Digital Literacy** **Unit 1.9 Technology Outside School - Program; Writing Templates** • To explore the local community and find examples of where technology is used • To record examples of technology outside school	**COMPUTING STRAND: Information Technology** **Unit 1.6 Animated Story Books - Programs; 2Create A Story** • To be introduced to e-books and to 2Create a Story • To continue a previously saved story • To add animation to a story • To add sound to a story including voice recording and music the children have created • To work on a more complex story including adding backgrounds and copying and pasting pages • To use additional features to enhance their stories. To share their e-books on a class display board.
PE	**<u>Invasion Skills</u>** • To change speed whilst running. • To change direction. • To dodge/catch others in the class. • To understand who to pass to and why. • To understand what being 'in possession' means.							**<u>Sending and Receiving</u>** • To develop rolling and throwing a ball towards a target. • To develop receiving a rolling ball and tracking skills. • To be able to send and receive a ball with your feet. • To develop throwing and catching skills over a short distance. • To develop throwing and catching over a longer distance. • To apply sending and receiving skills to small games.	

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MUSIC	Unit: Dynamics Theme: Seaside • To use appropriate, justified movements to represent dynamics. • To identify sounds within the music and describe them using adjectives. • To recreate sounds using voice or body and extend ideas by adding dynamics. • To create appropriate, original sounds with their voice and body. • To use instruments to create loud and soft sounds. • To justify instrument and sound choices. • To follow instructions during a performance. • To create and play a musical score that showcases understanding by using dynamic symbols.		Unit: Sound Patterns Theme: Fairytales • To chant in time with others. • To make changes to the dynamics (volume) of their voice to represent a character. • To respond to hand signals when playing an instrument. • To choose a suitable sound to represent a point in the story. • To read simple rhythmic patterns comprising one beat sounds and one beat rests. • To clap or play a rhythmic pattern along with spoken words. • To play given sound patterns in time with the pulse. • To follow instructions during a performance. • To join in with repeated phrases using a character voice.
SRE/ PSHE	<u>Internet Safety</u> • To recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time • To make good choices about age appropriate activities • To suggest basic ways to keep safe online. E.g. Keeping passwords safe or recognising that they need to know who they are sharing knowledge with online. <u>Cross-curricular with English</u> • To be able to identify and interpret feelings through facial expressions and identifying positive qualities • To communicate feelings to others and identify how others show feelings. <u>Cross-curricular with Geography</u> • To be aware of what people can do to improve/harm the local community and environment. <u>Children's Mental Health Week – 9th – 15th February – 'This is my place.'</u> • To recognise what they are good at • To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something. <u>Daily Issues</u> • To know how to ask for help when worried (worry box) • To listen to each other and work and play cooperatively • To learn how to contribute to the life of the classroom • To agree to and follow rules and understand how rules help them. (Ongoing and through circle time).		**<u>RSHE</u>** • To understand how to keep themselves clean • To identify similarities and differences between themselves and the opposite gender • To know about growing and changing and that babies grow into children and then into adults • To describe their family and understand why everyone's family is special • To identify which people look after them and who to go to if they are worried. <u>Cross-curricular with Science</u> • To understand that people and living things have needs and that they have responsibilities to meet them. <u>Daily Issues</u> • To know how to ask for help when worried (worry box) • To listen to each other and work and play cooperatively • To learn how to contribute to the life of the classroom • To agree to and follow rules and understand how rules help them. (Ongoing and through circle time). <u>Neurodiversity Week – 17th – 23rd March 2026</u> • To learn that everyone has views and opinions. • To know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. • To know that people have things in common but everyone is unique. • To identify and respect the similarities and differences between people. • To learn that everyone communicates differently and recognise how others show feelings or how they are feeling. British Values – Mutual Respect and Tolerance

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MENTAL HEALTH & WELLBEING	**Module 2** **Celebrate** Children will learn: - What Character Strengths are and how they make us unique and special. - About the 5 Character Strengths and what they mean: 1. Love and Kindness 2. Bravery and Honesty 3. Exploring and Learning Teamwork and Friendship 4. Love of Life and Our World - How the best way to learn more about your strengths is to notice them. - That our Character Strengths are like superpowers and, when we use them, it helps us to be our best and feel happy. - That it is nice to tell other people when they use their Character Strengths, as it makes them feel good.		**Module 3** **Appreciate** Children will learn: - What 'appreciate' means, what types of things we appreciate, and how we show appreciation. - That we can appreciate others, experiences and ourselves and not just material things. - They will be able to say the categories on the Wheel of Gratitude. - How to develop an Attitude of Gratitude. - They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. - How Happy Breathing exercises help to remind us to appreciate the things we might forget. - By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity - That when we give and receive gratitude, it makes Team H-A-P happy, and they can work well together.
FRENCH	**Sous L'Ocean (Under the Sea)** • To recognise and recall 7 sea creatures in French • To recall numbers 1-5 more easily in French.		**Dans Ma Ville (In my Town)** • To recognise, recall, and remember up to 7 places in the town in French • To try to spell some of these nouns with the correct indefinite article/determiner • To attempt to build a sentence using the structure 'il y a' (there is) plus the noun and the correct indefinite article/determiner.
JEWISH STUDIES	**Hebrew Reading:** • To prepare for our chagigat siddur • To participate in our Chaggigat Hasiddur. **Parasha:** • Parashat Shemot – Having a Jewish name • Parashat Vaera – Recognising Hashem in our everyday lives • Parashat Bo - obeying instructions • Parashat Beshalach - being brave • Parashat Yitro - respecting and listening to our parents. • Parshat Mishpatim –Keeping the laws of the Torah • Parshat Ki Tisah –zerizut **Jewish Way Of Life: Kashrut** • To introduce the topic of Kashrut • To know what makes animals kosher • To know what makes birds kosher • To be able to identify milk and meat foods • To understand the concept of parev and be able to identify parev foods • To know what makes fish kosher. **Chagim: Tu BiShvat** • To understand the uses of trees and wood • To know what the shivat haminim are • To experience a Tu B'shvat seder, sampling 15 fruits.		**Hebrew Reading:** • To review all final letters. • To know how to read words with a final chaf and a kamatz. • To gain more confidence to break words in to syllables and read accurately • To start being able to navigate a siddur. **Chagim: Purim** • To know the Purim story • To understand the four mitzvot of Purim • To make Purim puppets • To celebrate Purim at school. **Chagim: Pesach** • To role play the story of Pesach • To know the order of the seder • To know what chametz is and know how we recognise it • To know what happens in Kadesh, urchatz and karpas • To know what the afikomen is and when we use it • To learn the basic meaning of the four Ma Nishtana question • To know what happens in tzafun, barech, hallel and nirtzah at the seder • To complete a Pesach craft • To experience and participate in a school seder.