

## YEAR OVERVIEW 2025 -26 for Year Group 1

Subject	HT1 (8 weeks)	HT2 (7 Weeks)	HT3 (5 weeks)	HT4 (6 weeks)	HT5 (6 Weeks)	HT6 (7 weeks)
<b>Half Term Drivers / Themes</b>	<b>Woodlands and Nature</b>		<b>Dragons</b>	<b>Space</b>	<b>Animals</b>	<b>Humans</b>
<b>Experiential</b>	<b>Local area nature walk</b> (around Lowfield Park)  <b>Make porridge</b>		<b>Chinese New Year</b> Food tasting and exploring artefacts <i>Walk to New Era Square</i>	<b>Crash Landing</b>  A visitor from another planet – <b>Immersion Day</b> <i>Space Dome visit</i>	<b>Visit from mobile zoo animals</b>  <b>Trip to the woodlands (TBC)</b> Linked to term 1 but children more mature and ready for school trip.	
<b>English Writing:</b>  <b>Links:</b> Geography Science History Art DT	<b>Narrative Unit: Traditional Tales</b>  Goldilocks and the Three Bears  Rapunzel  <b>Non-Fiction Unit:</b> A first book of nature (woodland text)	<b>Narrative Unit: Picture books</b>  Adoette  The Extraordinary Gardener  <b>Poetry Unit:</b>  Out and About (Seasonal Poetry)	<b>Narrative Unit:</b>  The Egg  The Adventures of Egg Box Dragon  <b>Non-Fiction Unit:</b>  Chinese New Year  The Great Race (Mixed media stimulus)	<b>Narrative Unit: Picture Books</b>  Beegu  Man on the Moon  <b>Non- Fiction Unit:</b>  Look Up (Space themed Text)	<b>Narrative Unit: Picture Books</b>  The Search for the Giant Arctic Jellyfish  <b>Non-Fiction Unit:</b>  The First Book Of Animals (information text)  <b>Experiential Learning</b> (educational visit) Heeley City	<b>Narrative Unit: Building Stamina</b>  The Owl Who Was Afraid Of The Dark  <b>Poetry Unit:</b>  My Heart is a Poem (poetry text about feelings)
<b>English reading</b>	RWI  Reading for Pleasure texts:  Little Red Riding Hood (traditional tale) Jack and the Beanstalk (traditional tale) The Enormous Turnip (traditional tale) Stuck (tree story) The Gruffalo (woodlands)		RWI  Reading for Pleasure texts:  Zog (familiar story from F2) How to Catch a Dragon (audio book)	RWI  Reading for Pleasure texts:  The Way Back Home (picture book) Space Adventure (interactive story)	RWI  Reading for Pleasure texts:  The Hungry Caterpillar (Picture book)	RWI  Reading for Pleasure texts:  Baby goes to Market (African based picture book) So Much! (Picture book)

	Nature Trail (Benjamin Zephaniah poetry picture book)	Listen, Listen (science / seasons)	Look inside Space (Non-fiction flap book) Aliens Love Underpants (Picture book)	The mixed-up Chameleon (Picture book) The very quiet Cricket (Picture book) Dear Zoo (flap book) Snail and the Whale (Picture book)	Where are you from? (Picture book) People need people (Benjamin Zephaniah poetry picture book)	
<b>Maths Links:</b>	<p>Practical maths activities / introduction to Power Maths Wk 1, 2</p> <p>Power Maths 1A Unit 1 Number and Place Value to 10 Wks 3, 4, 5, 6, 7</p> <p>Power Maths 1A Unit 2 Number – addition and subtraction Part-whole within 10 Wks 8</p>	<p>Power Maths 1A Unit 2 Number – addition and subtraction Part-whole within 10 WK1</p> <p>Power Maths 1A Unit 3 Number Addition and subtraction within 10 part 1 Wks 2,3, 4</p> <p>Power Maths 1A Unit 4 Number Addition and subtraction within 10 part 2 Wks 5,6,7</p>	<p>Power Maths 1A Unit 5 Geometry and shape Wks 1,2</p> <p>Power Maths 1A Unit 6 Number and Place Value to 20 Wks 3,4</p> <p>Power Maths 1B Unit 7 Number – addition and subtraction Addition within 20 Wks 5, 6</p>	<p>Power Maths 1B Unit 8 Number – addition and subtraction Subtraction within 20 Wks 1,2 Power Maths 1B Unit 9 Number – number and place value Numbers to 50 Wks 3,4</p> <p>Power Maths 1B Unit 10 Measurement Introducing length and height Wks 5</p>	<p>Power Maths 1B Unit 11 Measurement Introducing weight and Volume Wks 1,2</p> <p>Power Maths 1C Unit 12 Number – multiplication and division – Multiplication Wk 3</p> <p>Power Maths 1C Unit 13 Number – multiplication and division – division Wk 4</p> <p>Power Maths 1C Unit 14 Number – fractions Wks 5,6</p>	<p>Power Maths 1C Unit 15 Geometry – position and direction Wk 1</p> <p>Power Maths 1C Unit 16 Number and Place Value – numbers to 100 Wks 2,3</p> <p>Power Maths 1C Unit 17 Measurement – Money Wk 6, 7</p>
<b>Maths – Geometry, Statistics, time</b>	<p>Power Maths Unit 17 Time – days of the week &amp; months on daily calendar</p>				<p><b>Power Maths 1C</b> Unit 17 Measurement – time – Extra afternoon slot</p>	

Calculation	Following the content of the Y1 Mastery Number Programme throughout the year					
	<p><b>Number and Place Value</b></p> <p>1NPV-1 Count within 100, forwards and backwards, starting with any number.</p> <p><b>Counting to 20 and beyond in this half term</b></p>	<p><b>Number Facts</b></p> <p>1NF-1 Develop fluency in addition and subtraction facts within 10.</p>	<p><b>Number and Place Value</b></p> <p>1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using &lt; &gt; and =</p>	<p><b>Number and Place Value</b></p> <p>1NPV-1 Count within 100, forwards and backwards, starting with any number.</p> <p><b>Counting to 50 and beyond in this half term</b></p>	<p><b>Number and Place Value</b></p> <p>1NPV-1 Count within 100, forwards and backwards, starting with any number.</p>	<p><b>Number Facts</b></p> <p>1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p>
<p><b>Science Links:</b></p>	<p><b>Plants</b></p> <p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p>			<p><b>Everyday Materials</b></p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><b>Animals including humans</b></p> <p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p><b>Animals including humans</b></p> <p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>

		<p><b>Seasonal Changes – Autumn / Winter</b> Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Seasonal Changes – Winter / Spring</b> Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>			<p><b>Seasonal Changes – Summer</b> Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>
<p><b>Art and design Links:</b></p>	<p><b>Sketching – Trees/Woodlands</b></p> <p>1.2 To use drawing to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space</p>	<p><b>Painting – Linked to the celebration on bonfire night / fireworks (1 week)</b></p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use painting to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>3D- Clay 3D-Model Making</b></p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use sculpture to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p><b>Painting – Animal Fur/Scales</b></p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Self Portraits – Link to Artist (5 weeks)</b></p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>1.4 About the work of a range of artists</p>

						making links to their own work
<b>Computing Links:</b>	<b>Strand 1 Key Skills</b>  What is a Computer?  Mouse & keyboard Skills: Logging on: Opening & Saving work! Organising files: Searching for investigation:	<b>Strand 1 Communicating: Text and images</b>  1.1 How do I use the school computer independently?	<b>Strand 2 Communicating: Multimedia</b>  2.1 How do I record sounds and pictures?	<b>Strand 3 Understanding &amp; Sharing Data</b>  3.1 How do I present data using pictures?	<b>Strand 4 Programming A</b>  <b>Algorithms – Sequencing and Sorting</b>  4.1 What is an algorithm?	<b>Strand 5 Programming B</b>  <b>Algorithms – Sequencing and Sorting</b>  5.1 What is a program?
<b>Design and technology Links:</b>		<b>Mechanisms – sliders and levers (6 weeks)</b>  <u>Design</u> 1.1 design purposeful, functional, appealing products for themselves and other users based on design criteria 1.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u>		<b>Structures/Textiles (5 weeks)</b>  <u>Design</u> 1.1 design purposeful, functional, appealing products for themselves and other users based on design criteria 1.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u>		<b>Food (2 weeks)</b>  1.1 use the basic principles of a healthy and varied diet to prepare dishes 1.2 understand where food comes from.

		<p>2.1 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  <u>Evaluate</u>  3.1 explore and evaluate a range of existing products  3.2 evaluate their ideas and products against design criteria  <u>Technical knowledge</u>  4.2 explore and use mechanisms [for example, levers, sliders,], in their products.</p>		<p>2.1 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  <u>Evaluate</u>  3.1 explore and evaluate a range of existing products  3.2 evaluate their ideas and products against design criteria  <u>Technical knowledge</u>  4.1 build structures, exploring how they can be made stronger, stiffer and more stable</p>		
<b>Geography Links:</b>	<p><b>Geographical skills and fieldwork</b>  1.4b  Use simple locational and directional language to describe the location of features and routes on a map  1.4c  devise a simple map; and use and construct basic symbols in a key  1.4d  Use simple fieldwork and observational skills</p>		<p><b>Locational and Place Knowledge</b>  1.1a  To name and locate the world's 7 continents  1.1b  To name and locate all of the 4 countries and capital cities of the United Kingdom and its surrounding seas  1.2a  Understand geographical similarities and differences through studying the human and physical geography of a small</p>			

	<p>to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>Human and Physical Autumn</b> 1.3a Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>area of the United Kingdom, and of a small area in a contrasting non-European country Geographical skills and fieldwork</p> <p><b>Geographical skills and fieldwork</b> 1.4a Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><b>Human and Physical Winter</b> 1.3a Identify seasonal and daily weather patterns in the United Kingdom</p>	<p><b>Human and Physical Spring</b> 1.3a Identify seasonal and daily weather patterns in the United Kingdom</p>	<p><b>Human and Physical Summer</b> 1.3a Identify seasonal and daily weather patterns in the United Kingdom</p>	
<p><b>History Links:</b></p>		<p><b>The Gunpowder Plot story (1605) (2 weeks)</b></p> <p>1.2 Events beyond living memory that are significant nationally or globally</p>		<p><b>Explorers &amp; Inventors</b> <b>Neil Armstrong</b> 1969 –Moon Landing <b>Helen Sharman</b> (from Sheffield)</p> <p>1.3 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to</p>		<p><b>Toys</b> 1.1 Changes within living memory.</p>

				compare aspects of life in different periods 1.3 Significant historical events, people and places in their own locality.		
<b>PE Indoor Links:</b>	<p><b>Key Skills</b></p> <p><b>PE2/1.1a (including athletics and personal challenges)</b> Use <b>running, jumping,</b> throwing and catching in <b>isolation</b> and in combination</p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>Key Skills</b></p> <p><b>PE2/1.1a (including athletics and personal challenges)</b> Use running, jumping, <b>throwing</b> and catching in <b>isolation</b> and in combination</p> <p><b>PE2/1.1b Games</b></p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p><b>Dance</b></p> <p>Perform dances using a range of movement patterns</p> <p>(dragon dancing – linking to Chinese New Year)</p>	<p><b>Key Skills</b></p> <p><b>PE2/1.1a (including athletics and personal challenges)</b></p> <p>Use running, jumping, throwing and catching <b>in isolation and in combination</b></p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>Sport and Games</b></p> <p><b>PE1/1.1b Invasion Games</b></p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p><b>Key Skills</b></p> <p><b>PE2/1.1a Evaluating Performance</b></p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<b>PE Outdoor Links:</b>	<p><b>Fundamental Movement Skills</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (key physical skills)</p>	<p><b>Fundamental Movement Skills</b></p> <p><b>Sport and Games</b></p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Fundamental Movement Skills</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b participate in team games,</p>	<p><b>Fundamental Movement Skills</b></p> <p><b>Sport and Games</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>Fundamental Movement Skills</b></p> <p><b>Sport and Games</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>Fundamental Movement Skills</b></p> <p><b>Sport and Games</b></p> <p>PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>

			developing simple tactics for attacking and defending (variety of team games and races)	PE1/1.1b participate in team games, developing simple tactics for attacking and defending	PE1/1.1b participate in team games, developing simple tactics for attacking and defending	PE1/1.1b participate in team games, developing simple tactics for attacking and defending (variety of events linked to sports day)
<b>RE Links:</b>	<b>Unit 7</b> Who do Christians say made the world? (Creation)	<b>Unit 8</b> Why does Christmas matter to Christians? (Incarnation)	<b>Unit 9</b> Who is Jewish and how do they live? (Judaism)	<b>Unit 10</b> What do Christians believe God is like? (God)	<b>Unit 11</b> What does it mean to belong to a faith community? (Thematic)	<b>Unit 12</b> How should we care for the world and for others, and why does it matter? (Thematic)
<b>RSHE Links:</b>	<b>Community Living in the wider world</b>  Online Safety (1 week)  <b>Friends</b>  <b>Keeping friendships healthy</b>  Fr1 - Who is my friend? (3 weeks)  Fr2) What makes a good friend? (3 weeks)	<b>Community Living in the wider world</b>  Online Safety (1 week)  <b>Friends</b> <b>Keeping friendships healthy</b>  Fr3) Should friends tell us what to do? (3 weeks)  Anti-Bullying Week (1 week)  Fr4) How do we stop bullying? (2 weeks)	<b>Community Living in the wider world</b>  Online Safety (1 week)  <b>Our Communities</b>  C1) How do we make a happy school? (2 weeks)  Safer Internet Day (1 week)  C2) Who lives in my neighbourhood? (2 weeks)	<b>Community Living in the wider world</b>  Online Safety (1 week)  <b>Mental Wellbeing</b> <b>Understand my feelings</b>  M1) Where do feelings come from? (2 weeks)  M2) Who am I? (2 weeks)	<b>Community Living in the wider world</b>  Online Safety (4 weeks)  <b>Mental Wellbeing</b> <b>Understand my feelings</b>  M3) What helps me to be happy? (2 weeks)	<b>Community Living in the wider world</b>  Online Safety (1 week)  <b>Mental Wellbeing</b> <b>Understand my feelings</b>  Transition to Y2 Activities
<b>Music Links:</b>	<b>Woodlands and nature</b>  <b>Key songs</b>  The Teddy bears Picnic  Acorns into Oak Trees		<b>Dragons</b>  <b>Key songs</b>  We're going on a dragon Hunt	<b>Space</b>  <b>Key songs</b>  Flying to the Moon	<b>Animals</b>  <b>Key songs</b>  Old Macdonald Had a Farm	<b>Humans</b>  <b>Key songs</b>  Head, Shoulders, Knees and Toes

	<p>I'm a little Hedgehog</p> <p>Let us Play in the woods today</p> <p>The leaves are falling down</p> <p>Walking in the forest</p>	<p>Puff the Magic Dragon</p>	<p>Zoom Zoom Zoom, We're Going to the Moon</p> <p>In a Rocket</p> <p>Journey to the Moon</p> <p>The planets Song</p>	<p>Alice the Camel</p> <p>5 Little Ducks</p> <p>Through the Jungle</p> <p>Mary had a Little Lamb Walking</p> <p>I had a little Turtle</p>	<p>Dem bones</p>
<p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>					