

Year Group Overview: Year One 2026-2027

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 6 1/2 weeks
Theme/ Key Question (Lead focus- Geog/ Hist)	History Who are the Royal British family and why are they important to Britain?	Geography What is it like here?	History How has transport changed over time?	Geography What is the weather like in the UK?	History How have Florence Nightingale and Mary Secole influenced nursing and hospitals today?	Geography What is it like to work in Shanghai?
Enhancements/ planned trips/ visitors (2 per year)	Owl sanctuary visitors to come to school	Locality walk				Ponderosa Zoo
Texts/ Stimuli	Man on the moon Owl babies Polished pieces: 2	Stick man We’re going to find the monster Polished pieces: 2	The leaf thief Monkey Do! Polished pieces: 2	The lighthouse keeper’s lunch Supertato Polished pieces: 2	The Giant jam sandwich A dark, dark tale Polished pieces: 2	The lion inside Goldilocks and the three crocodiles Polished pieces: 2
Phonics	Review Phase 3 and 4 graphemes Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Tricky words Phase 2-4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ I tiger /ai/ a paper /ee/ e he /ai/ a-e shake igh /i-e time /oa/ o-e home /oo/yoo/u-e rude cute /ee/ e-e these /oo/yoo/ ew chew new /ee/ ie shield /oe/ aw claw Tricky words their people oh your Mr Mrs Ms ask could would should our house mouse water want	Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup Tricky words Any many again who whole where two school call different thought through friend work	Phase 5 graphemes /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half fater /or/ a water /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze Schwa at the end of words: actor Tricky Words Once laugh because eye	PSC review – no new GPCs or tricky words	Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Tricky Words Busy beautiful pretty hour move improve parents shoe
Oral composition	(Teacher modelling 3-5 simple sentences in the right order)	(Teacher modelling 3-5 simple sentences in the right order)	(Teacher modelling 3-5 simple sentences in the right order. Begin to model a compound sentence)	(Teacher modelling 3-5 simple sentences in the right order. Begin to model a compound sentence)	(Teacher modelling a mixture of compound and simple sentences in the right order)	(Teacher modelling a mixture of compound and simple sentences in the right order)
Oracy skills explicitly taught	Explain ideas and events in chronological order. (History link – Royal family)		Explain ideas and events in chronological order. (Science link – life cycle of a plant)			You need to be loud to be heard and important. Do you agree or disagree? Linked to English text. Be willing to change their mind based on someone else’s opinion. Disagree with someone else’s opinion politely. Use appropriate tone of voice in the right context.(Voice projection/clear speaking for an audience) – Community worship.

Year 1 Writing progression of skills	- 3 and 4 sound words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing 3 and 4 sound words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS - Understand words as individual units with finger spaces - Letters formed and orientated correctly	- 3-5 sound words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing 3-5 sound words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS - Introduce conjunction ‘and’ - Understand words as individual units with finger spaces - Letters formed and orientated correctly - Writing sentences independently	- 3-5 sound words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing 3-5 sound words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS - conjunction ‘and’ - Personal pronoun ‘I’ - Understand words as individual units with finger spaces - Letters formed and orientated correctly - Writing sentences independently	- short, medium and multisyllabic words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS - conjunction ‘and’ - Personal pronoun ‘I’ - Question mark - Exclamation mark - Capital letters for people and places - Understand words as individual units with finger spaces - Letters formed and orientated correctly	- Independently orally rehearse and sequence sentences to form short narratives - short, medium and multisyllabic words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS - conjunction ‘and’ - Personal pronoun ‘I’ - Question mark - Exclamation mark - Capital letters for people and places - Understand words as individual units with finger spaces - Letters formed and orientated correctly - Writing sentences independently	- Independently orally rehearse and sequence sentences to form short narratives - short, medium and multisyllabic words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS - conjunction ‘and’ - Personal pronoun ‘I’ - Question mark - Exclamation mark - Capital letters for people and places - Understand words as individual units with finger spaces - Letters formed and orientated correctly - Writing sentences independently
Grammar and spelling	Nouns Adjectives	Nouns Adjectives Plural suffix s es Suffix ing	Nouns Adjectives Verbs Past tense suffix ed Suffix ing	Nouns Adjectives Verbs Suffix er est Plural suffix s es	Nouns Adjectives Verbs Past tense suffix ed Suffix ing	Nouns Adjectives Verbs Prefix un Suffix er est
Must haves	Leaving spaces between words Letter formation and orientation	Leaving spaces between words Use a capital letter Using full stops Letter formation and orientation			Skills for simple sentences Using capital letters for people and places Using conjunction ‘and’	Skills for simple sentences Using exclamation and question marks correctly Capital letter for ‘I’ Using conjunction ‘and’
Talk through stories texts	Six dinner Sid Aliens love underpants	There’s a snake in my school Billy and the dragon	Burglar Bill Dogger	I’m in charge Slow Samson	The rainbow fish The scarecrow’s wedding	Winnie the witch Sonya’s chickens
Poetry	Poetry to listen to	Poetry to read together	Poetry to perform	Poetry to listen to	Poetry to read together	Poetry to perform
	Smile out loud by Joseph Coelho & Daniel Gray Bennet	Spaghetti Spaghetti by Jack Prelutsky	Water by Shirley Hughes	The puffin book of fantastic poems	Please do not feed the animals by Robert Hull	Snowball by Shel Silverstein
Maths (White Rose)	Place Value within 10 (5 weeks) Addition and subtraction within 10	Addition and subtraction within 10 continued Geometry – Shape (1 week) Consolidation	Place Value within 20 (3 weeks) Addition and subtraction within 20 (2 weeks) Place value within 50 Length and height (1 week) Mass and volume (1 week)	Multiplication and division (3 weeks) Fractions (1 week) Geometry – position and direction (1 week)	Place value within 100 (1 week) Money (1 week) Time (2 weeks)	
Science (White Rose)	Biology: The human body (week1-5) Biology: Seasonal changes (week 6) Chemistry: Materials (weeks7-11) Biology: Seasonal changes (week 12)		Biology: Planting A (Week 1) Biology: Animals (weeks 2-7) Sustainability: Caring for the planet (week 8) Biology: Seasonal changes (week 10) Biology: Planting (week 11)		Biology: Plants (weeks 1-5) Biology: Planting C (week 6) Sustainability: Growing and cooking (week 7) Biology: Seasonal changes (week 10)	

RE (Trust)	UC: God What do Christians believe God is like?	UC: Incarnation Why does Christmas matter to Christians?	World Faith Who is Muslim and what do they believe? (Part 1)	UC: Salvation Why does Easter matter to Christians?	World Faith Who is Jewish and how do they live? (Part 1)	Thematic Who am I and what does it mean to belong?
Christian Values (Friendship, Forgiveness, Courage, Hope, Trust)	Friendship – What makes a good friend? Who are my friends?	Trust – Who can I trust?	Forgiveness – Circle time around making mistakes and forgiveness.	Courage Being brave. When might we need to have courage and be brave?	Hope – Our hopes for next year. Reflecting on our achievements in year one and looking forward to the future.	Christian Values consolidation
Fundamental British Values (Democracy, rule of law, individual liberty, mutual respect & tolerance)	Rule of law: We are all equal and our voice matters. Compiling classroom rules together, discussing school rules. Why do rules and laws exist?	Democracy: Voting for our end of term treat Voting for storytime text	Circle time: Mutual respect and tolerance – How can we show respect to others.	Rule of law: Revisiting our classroom rules	Circle time: Individual liberty	Summary – making a flag to show our British values
Geography		What is it like here?		What is the weather like in the uk?		What is it like to live in Shanghai?
New knowledge Revisit (for curriculum area)						
History (CCA bespoke)	The Royal Family		Travel & Transport		Nurturing Nurses (Florence Nightingale & Mary Seacole)	
Art (Kapow)	Drawing: Make your mark (4 lessons) Painting and mixed media: Colour splash (4 lessons)		Sculpture and 3d: Paper play (5 lessons)		Craft and design: Woven wonders (5 lessons)	
DT (Kapow)	Food: Fruit and vegetables (4 lessons) Structures: Windmills (3-4 lessons)		Mechanisms: Matching slider game (5 lessons)		Textiles: Puppets (4-5 lessons)	
Computing (Kapow)	Computing systems and networks: Improving mouse skills	Programming 1: Algorithms unplugged	Skills showcase: Rocket to the moon	Programming 2: Bee bot	Creating media: Digital imagery	Data handling: Introduction to data
	Online Safety Lesson (1)	Online Safety Lesson (2)	Online Safety Lesson (3)	Online Safety Lesson (4)	Online Safety Lesson (5)	Online Safety Lesson (6)
Music (Kapow)	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and Mouse)	Dynamics (Theme: Seaside)	Sound patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)	Musical symbols (Theme: Under the Sea)
PE (Get set for PE)	Fundamentals	<u>Coach</u> - Gymnastics pilates/yoga	Ball Skills	<u>Coach</u> - Dance/movement to music	Invasion games	<u>Coach</u> - Athletics
RSHE (SCARF)	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Forest School	Nature (Trees, Fungi & Birds)	Bushcraft	Social & Emotional	Nature & Growing Things	Woodland Exploration	Enchanted Woodland (Treekeepers)