

YEARLY OVERVIEW 2025/2026 YEAR 1

Text	Man on the moon Beegu	Meerkat mail How to wash a woolly mammoth	The day the crayons quit Emperors egg	Pattan's pumpkins Tin forest	Halibut Jackson Egg box dragon	Proudest blue Traction man
Writing outcomes	- Story writing - Diary	- Instructions - Letter - poetry	- Letter writing - Information text	- Setting description - Story writing.	- Diary writing - Instruction writing	- Letter writing - Story writing
Mathematics	Yr. 1 Number and place value up to 30 Geometry: Properties of shape Addition and subtraction.	Yr. 1 Addition and subtraction: facts of 7-10 Geometry: Properties of shapes Measurement: Time	Yr. 1 Number and place value up to 100 Addition and subtraction	Yr. 1 Fractions Measurement – length Money	Yr. 1 Addition and subtraction. Measurement: Capacity Measurement – Mass and volume	Yr. 1 Multiplication and division Place value Geometry – position and direction.
History Geography	History Why is Neil Armstrong a significant person?	Geography Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.	History Why did Isambard Kingdom Brunel design the Chepstow railway bridge?	Geography Why is our natural world beautiful? Learning the names and locating the oceans of our world. Identifying features and major characteristics of the UK. Learning about oceans and how we use water, the highest points in our mountain ranges and finding out about some of the wonders of the world. Considering what is unique about our locality and using fieldwork to present this.	History What were the cause and consequences for the Great fire of London?	Geography What is it like to live by the coast? Naming and locating continents and oceans of the world. Revisiting countries and cities of the UK and surrounding seas. Learning about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism
SCIENCE	Biology – Human body Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Explore the enquiry – do the oldest children have the biggest feet? Biology – seasonal changes Observe changes they see in Autumn Collect and record data	Chemistry – Materials describe the simple physical properties of a variety of everyday materials Explore and group different types of rock. Explore the simple processes of; melting and freezing; floating and sinking; suitability of materials and their absorption. Biology – seasonal changes Observe changes they see in Winter Collect and record data	Biology – planting/seasonal change Begin to notice change over time. Identify the basic needs of plants. Name key parts of a plant. Biology – animals understand which animals classify as mammals, birds, fish, amphibians and reptiles. Being to group animals based on their classification. Learn to identify animals by their features	Biology – animals Understand the meaning of carnivores, herbivores and omnivores and group animals based on their eating habits. Sustainability – caring for the planet Explore the concept of sustainability Identify positive and negative impact on the planet. Consider how changes can be made to positively impact the planet. Biology – planting/seasonal changes Observe changes they see in Spring Collect and record data	Biology – plants Name and identify key section of a plant and explore these through dissection. Identify and name key parts of trees. Considering the similarities and differences between different types of trees. Identify and categorise a range of wild and common flowers/plants. Explore and identify plants and trees which are deciduous and ever green. Biology – planting Explore change over time and how seeds have developed/grown into plants.	Sustainability – growing and cooking Explore how food is grown Look at the impact farming has on the foods we eat. Explore – Where does my food come from. Biology – planting/seasonal changes Observe changes they see in the summer. Collect and record data Compare the changes they have noticed throughout the year.
Art / DT	Art Craft and design: Map it out	DT Structures: Baby bear's chair	Art Sculpture and 3D: Clay houses	DT Mechanisms: Fairground wheel	DT Mechanisms: Making a moving monster	Art Painting and mixed media: Beside the seaside
Music	Call and response Animals	Singing (On the island)	Contrasting dynamics (Space)	Structure (myths and legends)	Pitch (musical me)	Musical Storytelling (Fairy tales)
PE	Prostars Fundamental skills and basic ball skills	Prostars Fundamental skills and basic ball skills	Prostars Gymnastics/ Dance	Prostars Advanced ball skills	Prostars Athletics	Prostars Ball and team games.
Computing	Computing systems and networks IT around us. How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and	Creating media Digital photography Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos.	Programming Robot algorithms This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects	Data and information Pictograms This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term	Creating media Digital music Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create	Programming Programming quizzes Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz

	hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.	Finally, they will use this knowledge to recognise that images they see may not be real.	the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.	'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.	different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.	questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
PSHE	<p>SCARF</p> <p>Me and my relationships</p> <p>-Suggest actions that will contribute positively to the life of our classroom</p> <ul style="list-style-type: none"> - Make and undertake pledges. - Recognise our feelings and understand that people can express them differently. - Identify ways to respond to others feelings and how we can help in a positive way. - Understand what bullying is and teasing - -- <p>Understand ways good friends care for each other.</p>	<p>SCARF</p> <p>Valuing differences</p> <p>Identify some of the physical and non-physical differences and similarities between people;</p> <ul style="list-style-type: none"> - Know and use words and phrases that show respect for other people. - Recognise and explain how a person's behaviour can affect other people - Recognise and explain special people to them and identify theirs and their special people's responsibilities. - Identify how it feels to be left out and what we can do to help someone by showing kindness. - Perform random acts of kindness. 	SCARF Keeping myself safe	RSE – growing and changing	<p>Rights and responsibilities</p> <ul style="list-style-type: none"> - Explain, and be able to use, strategies for dealing with impulsive behaviour. - Recognise their responsibility for looking after their environment. - Understand ways money can be used. - Identify what responsibilities they have and the responsibilities of special people to them. 	<p>Being my best (resilience)</p> <ul style="list-style-type: none"> - Understand and give examples of things they can choose themselves and things that others choose for them; - Explain things that they like and dislike, and understand that they have choices about these things; - Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <p>Explain the importance of good dental hygiene.</p>
RE	<p>Unit 1.7</p> <p>Who is Jewish and how do they live?</p> <p>This Unit is an introduction to Jewish beliefs through various artefacts, celebrations and stories from the Bible.</p>	<p>Unit 1.3</p> <p>Why does Christmas matter to Christians?</p> <p>This Unit cements the fact that Jesus was a man born on Earth and explores the timeline of Advent and the Nativity Story. This Unit also attempts to invoke reflection in the children, encouraging them to appreciate what they have to be thankful for at Christmas</p>	<p>Unit 1.1</p> <p>What do Christians believe god is like?</p> <p>In this Unit, different parables are explained in terms of what they teach us about God being a loving and forgiving Father.</p>	<p>Unit 2.5</p> <p>Why does Easter matter to Christians?</p> <p>The themes of this Unit include new life and how churches and Christians commemorate the events of Holy Week.</p>	<p>Unit 1.4</p> <p>What is the 'good news' Christians believe Jesus brings?</p> <p>In this Unit, the themes of friendship, forgiveness and peace are explored which leads into how Christians can bring these qualities to others</p>	<p>Unit 1.9</p> <p>How should we care for others and for the world and why does it matter?</p> <p>In this unit, the children revisit the idea that we all have special skills and learn that some religions believe that serving and supporting others is an important part of being a religious believer. They will also learn that we should also take care of our surroundings, regardless of our religion or beliefs</p>