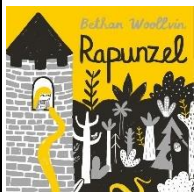
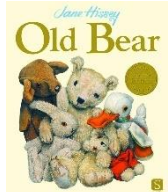
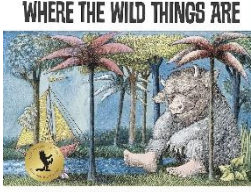
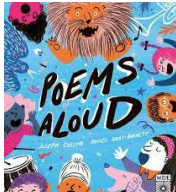
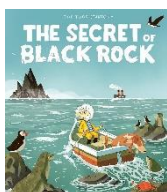
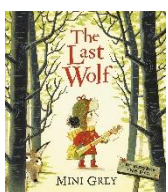
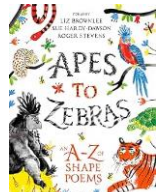


Year 1 Curriculum Overview 2026-2027

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Curriculum Driver	Around Our School		Toys	Kings and Queens	The UK	Heroes	Hot and Cold Places	
Ready, Steady Write Text	Foundations for Success							
Writing		Non-Fiction – Narrative (traditional tale) Purpose – To entertain	Fiction – Narrative (story) Purpose – To entertain	Non-Fiction – Information sentences Purpose – To inform	Poetry – Performance Poem Purpose – To entertain	Fiction – Narrative (recount) Purpose – To entertain	Non-Fiction – Instructions (recipe) Purpose – To explain	Poetry – Shape Poem Purpose – to entertain
SPAG		Plural suffix -s and -es Adding the suffix -er to verbs Combining words to make a sentence Using 'and' to join words and clauses Finger spaces Capital letters Full stops	Build on previous skills Regular plural noun suffixes -s and -es	Adding the suffixes -ing -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives Question marks Exclamation marks Capital letters for names and the personal pronoun I		Build on previous skills Reinforce the plural noun suffix -s and -es	Reinforcing previous skills taught	
Handwriting	Warm Up Activities Letter Families		A B C D and E	F G H I and J	K L M N and O	P Q R S and T		U V W X Y and Z
Phonics and tricky words	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each		/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk	Phonics Screening Check review – no new GPCs or tricky words		/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

	Phases 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	/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 /or/ aw claw their people oh your Mr Mrs Ms ask* could would should our house mouse water want	/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 any many again who whole where two school call different thought through friend work	/ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /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 once laugh because eye	/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 busy beautiful pretty hour move improve parents shoe	
Whole Class Reading Text	 We follow the Little Wandle Guided Reading Scheme. The children will read a book closely matched to their reading ability in small groups with an adult.					
Reading	To apply phonic knowledge to decode words. To blend sounds in unfamiliar words using the GPCs that I have been taught. To respond speedily, giving the correct sound to grapheme for all of the 40+ phonemes. To read Y1 common exception words.	To begin to make predictions based on titles, text, blurb and/or pictures. To recognise simple recurring language (e.g. Once upon a time, Far, far away, In the deep, dark woods...)	To read words containing -s, -es, -ing, -ed, and -est endings. To begin to make inferences on the basis of what is being said and done.	To begin to discuss the significance of the title and events. to make plausible predictions about characters based on what has been said, my own experiences or knowledge of the story.	To comment on characteristics and actions and characters. To begin to discuss favourite words and phrases.	To read words with contractions (I’m, I’ll, we’ll) To write some familiar rhymes, predictable phrases, simple poems and songs by heart.
To read books closely matched to my improving phonic knowledge.						
Reading for Pleasure						
These are a small selection of the texts we will read together for pleasure. The entire selection can be found in our reading spine.						
Maths	Number: Place value within 10		Number: Place value between 20 Number: Addition and Subtraction within 20		Number: Multiplication and Division Number: Fractions	

	Number: Addition and Subtraction within 10. Geometry: Shape			Number: Place value within 50. Measurement: Length and Height Measurement: Mass and Volume.		Geometry: Position and Direction Number: Place value within 100 Measurement: Money Measurement: Time	
R.E	Creation and Covenant		Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Science	Everyday Materials	Seasonal Change Autumn	Seasonal Change Winter	Plants	Seasonal Change Spring	Animals including humans	Seasonal Change Summer
Computing	Online Safety		Improving Mouse Skills	Algorithms Unplugged	Digital Imagery	Programming	Programming
History			Toys	Kings and Queens		Heroes	
Geography	Around Our School				The UK		Hot and Cold Places
PE	Cricket		Football	Gymnastics	Dance	Tennis	Athletics
Art and Design	Textiles: Puppets			Mechanisms: Matching slider game			Food: Fruit and Vegetables
Design and Technology			Drawing: Exploring Line and Shape		Painting and mixed media: Colour Splash	Sculpture and 3D: Paper play	
Music	Hey You! How pulse, rhythm and pitch work together		Rhythm in the way we walk and Banana Rap Pulse, rhythm and pitch. Rapping, dancing and singing	In the Grove How to be in the groove with different styles of music	Round and Round Pulse, rhythm and pitch in different styles of music	Your Imagination Using your imagination	Reflect, Rind and Replay The history of music. Look back and consolidate your learning and learn some of the language of music
RSHE	Created and Loved by God: Let the children come I am unique Girls and Boys Clean and Healthy (My Body) Feelings, Likes and Dislikes		Created to Love others: God loves you Special People Treat Others well... ...and say sorry Real life Online Rules to Help Us	Created to Love in Community: Three in One Who is my Neighbour? The Communities we Live In	British Values: Democracy Rule of Law Individual Liberty Mutual Respect, Tolerance and Diversity	Economic Well-Being What is money? Keeping money safe What is a bank? Spending and saving Jobs in schools Jobs out of schools	Transition Strengths and Transition

Preparation for Life in Modern Britain	Class Contract - Rules and Law SMC Golden Rule – Rule of Law School Council – Democracy Class Debates – Democracy Exploring Mission Statement – Rules and Law Collective Worship – Respect and Tolerance Judaism – Respect and Tolerance	Internet Safety Day – Individual Liberty RSHE Topics – British Values Celebration of Lent – Respect and Tolerance	Money – Rules of Law Class Transition – Rules and Law/ Individual Liberty Other Faith Topic - Respect & Tolerance
Opportunities for extended writing	RE: Retelling scripture, diary entries, letters Science: Writing up experiments History/ Geography: Non-Chronological Reports, Explanation Texts English: Descriptions, diary entry, recount, instructions	E-Safety: Information booklet English: diary entry, setting description History: Information text, explanation text DT: Instructions Science: Discussion text exploring the differences between scientific and religious belief RE: diary entry, letter, recount	English: descriptions, Science: Explanation text, Instructions, Writing up experiment History: diary entry, comparison writing, Geography: Information report RE: Charter to live by, Explanation text, letter