



Year Group: One

Value Focus: Enjoy

SPRING TERM 1 School Year 2025-2026

RRS: Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

British Values: Individual liberty and Mutual respect

	05/01/2026	12/01/2026	19/01/2026	26/01/2026	02/02/2026	09/02/2026
Whole School Events	Inset Day Establishing Week	Welcome Meetings/Books and Biscuits	After School Clubs and Job Centre starts IEP Meetings X Factor	E1 Moderations Budget closes	Attendance Focus Fortnight Children Mental Health Week HT Open Morning Number Day	Attendance Focus Fortnight Safer Internet Week and Buzz Day
Enrichment	Year 1 Teddy Bear Hospital Chess League	Y3 Ideas Store trip Bow Arts – Reception Mackay Chapter One Meet and greet – 16/01 pm	Bow Arts Years 1-4	Bow Arts Years 1-4 Janet – KS1 and LKS2	Y3 trip to NPG Cameron – Bank of England Chess League Janet – EYFS + UKS2	Y3 trip to NPG Whiffin – Bank of England Y3 Science Workshops Bow Arts Years 1-4 Year 5 Life Exhibition
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List Class reads: Mr Wolf's Pancakes Jack and the Beanstalk Tad					
English Reading	The Tale of Peter Rabbit Block 7 Focus on the core text for prediction and retrieval Focus on the biography for retrieval	The Tale of Peter Rabbit Block 7 Focus on the warning signs for inference and the core text for a personal response	The Tale of Peter Rabbit Block 8 Focus on the core text for retrieval and sequencing Focus on the poem for summarising	The Tale of Peter Rabbit Block 8 Focus on the warning signs for inference and the core text for a personal response	Look Up! Block 9 Focus on the core text for retrieval	Year 1 PiXL Assessments Look Up! Block 9 Focus on the core text and information text for understanding themes
Reading Outcomes	Know: A biography tells us about someone's life The relationship between cause and effect Be able to: Retrieve multiple items Connect the cause and effect in stories and real-life		Know: Chronological order means the order in which events happened An inference can suggest more than one possibility Be able to: Sequence events in chronological order Discuss a moral issue		Know: The difference between true and false Lessons can be learnt from stories Use clue words in questions to help find the answer Be able to: Extract the lessons learnt by different characters	

English Writing		Year 1 Comparative Judgements Recount from personal experience Day of Fun! Explicit teaching of the grammatical structures and text conventions required	Recount from personal experience Execution of extended task	Informal letters Explicit teaching of the grammatical structures and text conventions required	Informal letters Execution of extended task	
Writing Outcomes		Know The terms sequence, chronological order and recount Be able to Explain events in the order that they happened Write simple sentences to explain an event		Know The features and layout of an informal letter How to organise ideas in a letter Be able to Use a question mark accurately Use the personal pronoun 'I' accurately		
VGPS	Introduce: Question marks Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives Revisit: Capital letters and full stops Capital letters for names and for the personal pronoun I Regular plural noun suffixes –s or –es Joining words and joining clauses using and					
Spoken Language Expectations	• Listen and respond to adults and their peers • Ask questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate opinions • Give descriptions, narratives for different purposes, including for expressing feelings • Maintain attention and participate in collaborative conversations • Speak audibly • Participate in discussions, performances, role play, improvisations					

Maths	Establishing Week Begin counting on and back in 2s, 5s, 10s using games Begin identifying coins as amounts Sequence the days of the week go through regularly with the children each school day	Number: Addition and Subtraction (within 20) Represent and use number bonds and related subtraction facts within 20 Domino Sorting, One Big Triangle, Number Lines, Pairs of Numbers, Weighted Numbers, Butterfly Flowers, Ladybirds in the Garden <i>Present and position 1-20 in context of 100 square</i> <i>Count on a number line with intervals in ones</i> <i>Always model positioning the equals sign on both sides of the calculation</i> <i>Use a range of concrete and pictorial resources to represent given amounts.</i> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs How Do You See it?, What Could It Be?, 2,4,6,8 Add and subtract one-digit and two-digit numbers to 20, including zero Two Dice, Sort Them Out (1), Find the Difference Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ The Tall Tower Power Maths; Power Maths NRich: Domino Sorting, One Big Triangle, Number Lines, Pairs of Numbers, Weighted Numbers, Butterfly Flowers, Ladybirds in the Garden, Two Dice, Sort Them Out (1), Find the Difference, The Tall Tower, How Do You See it?, What Could It Be?, 2,4,6,8 Books: Red Riding Hood's Maths Adventure (Laile Harcourt)			Number: Place Value (within 50) Including multiples of 2, 5 and 10 Count to 50 forwards and backwards, beginning with 0 or 1, or from any number Count, read and write numbers to 50 in numerals Given a number, identify one more or one less 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 Count in multiples of twos, fives and tens NCETM Maths Planning Resources Power Maths NRich: Doubling Fives Books: The King's Commissioners (Aileen Friedman)	
Maths vocabulary		Addend, sum, calculation, difference, take away, more/less, equal, number bond, digit			Multiple, more/less, most/least	
Maths Basic Skills	1. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday,	1. Recognise and use language relating to dates, including days of the week, weeks, months and years	1. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]	1. Describe position, direction and movement, including whole, half, quarter and three quarter turns	1. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	1. Count to 50 forwards and backwards, beginning with 0 or 1, or from any number

	tomorrow, morning, afternoon and evening) 2. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 3. Recognise and name common 2-D shapes, including: rectangles (including squares), circles and triangles	2. Recognise and know the value of different denominations of coins and notes 3. Represent and use number bonds and related subtraction facts within 20	2. Represent and use number bonds and related subtraction facts within 20 3. Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	2. Add and subtract one-digit and two-digit numbers to 20, including zero 3. Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number	2. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 3. Count to 50 forwards and backwards, beginning with 0 or 1, or from any number	2. Count, read and write numbers to 50 in numerals 3. Recognise and name common 3-D shapes including: cuboids (including cubes), pyramids and spheres
Science	Materials - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties					
	What are materials? What are things made of in school?	How can I describe materials?	Which materials are waterproof and which are not?	Which materials are transparent and which are opaque?	What's the best material for the job? Why?	
	Tier 2 Absorb, rough, smooth, waterproof, metal, plastic Tier 3 Materials, properties, flexible, transparent, opaque, physical					

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Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE		History The lives of Significant people (Anning and Attenborough) Natural History Museum (Fossil Marine Reptiles- Mary Anning Exhibition) Planet Earth- BBC i Player <u>National Curriculum:</u> Study the lives of significant individuals in the past who have contributed to national and international achievements <u>Cusp outcomes:</u> - Who was Mary Anning? What did she do? - What did Mary Anning discover? - Who is David Attenborough? What does he do? - What has David Attenborough achieved?		Art <u>Block B – Year 1 - Painting</u> Exploration of materials Explicit teaching of skills Application of knowledge and techniques Know: Paint can be used to create a range of marks The names of the primary colours Be able to: Make thick and thin marks Identify shades of primary colours https://vimeo.com/559441934/6226cf772a <u>Block B – Year 2 - Painting</u> Exploration of materials Explicit teaching of techniques Application of knowledge and techniques Know:		PSHE Computer Safety Baseline Topic During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of computer safety Online Bullying understand how your online actions can affect others be able to identify the positives and negatives of using technology know who and how to

		Compare the lives of Mary Anning and David Attenborough - What was similar and what was different?	Colour and line can be used to show mood, movement and feelings Be able to: Select colours and painting tools Make painted marks to express feelings https://vimeo.com/559365587/0a9eea8f68	ask for help be able to recognise kind and unkind comments
Vocabulary		Tier 2 Legacy Inspire Revealed Explore similar Tier 3 Fossil Documentary Significant Naturalist Expedition	Palette Primary colours Brushstroke Bristles Ferrule Handle Secondary colours Imagination Control Concentric shapes Contrast Motif	
Computing	Junior Jam			
Music	Junior Jam			
MFL - Spanish	Junior Jam			
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing			
P.E.	Dance (Specialist Teacher – Leire) - Confident to explore space within their dances and movements - Recognise that dances can have themes and stories - Perform basic body actions along with music - Use different parts of the body, combine arm and leg actions - Perform with an awareness of body shape required - Perform with an awareness of body shape required - Remember and repeat simple movement patterns - Move with control and show spatial awareness - With help, compose a basic movement phrase - Work with a partner - Engage with the class to perform marching sequence and canon			

	Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end					
PSHE Weekly Reflection (Scheme Blocked)	New Year's Resolutions	Be happy on purpose	Enjoy your learning	Thomas Buxton is a Bully Free Zone	Accentuate the positive, eliminate the negative.	Calm Down! Ways to keep your cool.
P4C Skills	Start to understand concepts by picking from a selection. Beginning to agree and disagree Begin to form questions.					
P4C Enquiries	PSHE		Religion or spiritual education		Wellbeing	