



## YEAR 1 CURRICULUM PLAN

### Spring Term 2026

This term Year 1 children will be learning about:

	<b>SPRING 1 – Winter – Amazing animals</b>	<b>SPRING 2 – The seaside</b>
<b>ENGLISH</b>	<p><b>Power of Reading: (Word reading / Comprehension)</b></p> <ul style="list-style-type: none"><li>listen to, discuss and express views about books</li><li>discuss the significance of the title and events</li><li>link what they hear or read to own experiences and explain their understanding of what is read</li><li>discuss favourite words and phrases</li><li>knowing and joining in with repetitive phrases when reading the stories</li><li>answer and ask questions</li></ul> <p><b>Writing Outcomes include:</b></p> <ul style="list-style-type: none"><li>Character descriptions</li><li>Writing a narrative sequence, retelling the story (identify beginning, middle and end);</li><li>Punctuate sentences with a capital letter and a full stop</li><li>Spelling some Year 1 Common Exception Words correctly</li><li>Form lower case and upper case letters correctly</li></ul>	<p><b>Power of Reading: (Word reading / Comprehension)</b></p> <ul style="list-style-type: none"><li>link what they read or hear to their own experiences</li><li>become very familiar with key stories retelling them and considering their particular characteristics</li><li>discuss word meanings, linking new meanings to those already known</li><li>answer and ask questions and make simple inferences</li></ul> <p><b>Writing outcomes include:</b></p> <ul style="list-style-type: none"><li>Exploring characters and settings</li><li>Writing a series of simple sentences<ul style="list-style-type: none"><li>Punctuate sentences with a capital letter and a full stop</li><li>Spelling some Year 1 Common Exception Words correctly</li><li>Form lower and upper case letters correctly</li><li>Using some Phase 5 graphemes in their writing</li></ul></li><li>Developing understanding of grammar including:<ul style="list-style-type: none"><li>singular and plural (adding -s or -es to words)</li><li>suffixes (-ing &amp; -ed)</li></ul></li></ul>
<b>MATHS</b>	<ul style="list-style-type: none"><li>Geometry and shape:<ul style="list-style-type: none"><li>Recognise and name 2d and 3d shapes</li></ul></li></ul>	<ul style="list-style-type: none"><li>Place value within 50 including:<ul style="list-style-type: none"><li>Using a part-whole model</li></ul></li></ul>



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	<ul style="list-style-type: none"><li>○ Sort 2d and 3d shapes</li><li>○ Patterns with 2d and 3d shapes</li><li>● Place value within 20 including:<ul style="list-style-type: none"><li>○ Sorting and counting objects</li><li>○ Recognising numbers as words</li><li>○ Counting on from any number</li><li>○ 1 more and 1 less</li><li>○ Counting backwards</li><li>○ Comparing groups and numbers</li><li>○ Fewer, more and less</li><li>○ Greater than, less than and equal to</li><li>○ Ordering objects and numbers</li><li>○ Using a number line</li><li>○ Addition and subtraction</li></ul></li></ul>	<ul style="list-style-type: none"><li>○ Writing number sentences</li><li>○ Fact families</li><li>○ Number bonds</li><li>○ Adding together and adding more</li><li>○ Subtracting by finding a part and by taking away</li><li>○ Subtracting on a number line</li><li>○ Adding 1 and 2</li><li>● Length and height</li><li>● Mass and volume</li></ul>
<b>SCIENCE</b>	<p><b>Animals</b></p> <ul style="list-style-type: none"><li>● identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>● Caring for the planet</li></ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"><li>● Observing changes within the 4 seasons</li></ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"><li>● identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>● identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>● describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li></ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"><li>● observe changes across the 4 seasons</li></ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"><li>● UK map and four countries</li><li>● Human and physical features</li></ul>	<ul style="list-style-type: none"><li>● Geographical skills - looking at maps</li><li>● Comparing Peterborough to a small area within the UK.</li></ul>



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	<ul style="list-style-type: none"><li>Understand and be able to use vocabulary such as village, town, city and country and compare the difference.</li></ul>	
<b>HISTORY</b>		<ul style="list-style-type: none"><li>Victorian Seaside – comparing the seaside in the past and present.</li><li>Victorian school role play – my school now/schools in the past</li></ul>
<b>COMPUTING</b>	<ul style="list-style-type: none"><li>Internet Safety</li><li>Brewster Avenue Computing Rules</li><li>How to log on and use a program on the laptops</li></ul> <p><b>Technology around us</b></p> <ul style="list-style-type: none"><li>I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</li><li>I can give examples of some of these rules</li></ul>	<p><b>Digital Writing</b></p> <ul style="list-style-type: none"><li>I can identify and find keys on a keyboard</li><li>I can enter text into a computer</li><li>I can use backspace to remove text</li><li>I can use letter, number, and space keys</li><li>I can identify the toolbar and use bold, italic, and underline</li><li>I can type capital letters</li><li>I can change the font</li><li>I can select a word by double-clicking</li><li>I can select all the text by clicking and dragging</li></ul>
<b>ART</b>	<p>Drawing/Painting</p> <ul style="list-style-type: none"><li>Colour mixing- shade and tone</li><li>Evaluating- How can you improve your work?</li><li>Collage - Printing</li><li>Primary and secondary colours</li><li>Vocabulary such as primary and secondary</li><li>Use lines/marks to represent objects seen, remembered or imagined</li></ul>	<p>Collage/printing</p> <p>Recreate patterns</p> <p>Manmade/natural materials in art</p> <ul style="list-style-type: none"><li>Artist- Andy Goldsworthy</li></ul>
<b>DESIGN TECHNOLOGY</b>	<p>TEXTILES PROJECT:</p> <p>Making a loom and weaving</p>	<p>Cooking &amp; Nutrition (GARDENING)</p> <ul style="list-style-type: none"><li>where food comes from</li></ul>



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		<ul style="list-style-type: none"><li>• preparing a healthy dish</li></ul>
<b>MUSIC</b>	<p>Call and response songs</p> <p><b>Children use their voices to:</b></p> <ul style="list-style-type: none"><li>• Speak and chant together</li><li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li><li>• Sing in time to a steady beat</li><li>• Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li></ul> <p><b>Exploring (using Charanga, begin to learn the 'dimensions of music'):</b></p> <ul style="list-style-type: none"><li>• Different sounds made by the voice and hands (<i>timbre</i>)</li><li>• High and low sounds (<i>pitch</i>)</li><li>• Long and short sounds (<i>duration</i>)</li><li>• Loud and quiet sounds (<i>dynamic</i>)</li><li>• Fast and slow sounds (<i>tempo</i>)</li></ul> <p>Listen and appraise <a href="#">Beethoven – Fur Elise (classical)</a></p> <p>Charanga (sing/play) - Animals</p>	<p><b>Children use their voices to:</b></p> <ul style="list-style-type: none"><li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li><li>• Co-ordinate actions to go with a song</li></ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"><li>• Listen to a piece of music and move in time to its steady beat</li></ul>
<b>PE</b>	<p>Gymnastics</p> <ul style="list-style-type: none"><li>• Developing balance</li><li>• Climb on apparatus</li><li>• Line walking</li><li>• Perform a point and patch balance</li></ul>	<p>Dance using imoves</p> <ul style="list-style-type: none"><li>• Creating a dance sequence with different moves</li></ul>
<b>PSHE</b>	<b>Belonging to a community</b>	<b>Money &amp; work</b>



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	<p>What rules are; caring for other's needs; looking after the environment</p> <p><b>Media literacy &amp; digital resilience</b></p> <p>Using the internet and digital devices; communicating online</p>	Strengths and interests; jobs in the community
<b>RE</b>	<ul style="list-style-type: none"><li>• How is the birth of a baby celebrated around the world?</li></ul>	<ul style="list-style-type: none"><li>• How is Easter celebrated in the UK?</li><li>• Why is Pesach/Passover important to Jews?</li></ul>
<b>Other</b>	<ul style="list-style-type: none"><li>• Parent Café</li><li>• Safer internet day</li></ul>	<ul style="list-style-type: none"><li>• World book day</li><li>• Science week</li></ul>