



## YEAR 1 CURRICULUM PLAN

Spring Term 2026

This term Year 1 children will be learning about:

	SPRING 1 – Winter – Amazing animals	SPRING 2 – The seaside
<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 read 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> <b>Technology around us</b> <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>	<b>Digital Writing</b> <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>	Drawing/Painting <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>	Collage/printing Recreate patterns Manmade/natural materials in art <ul style="list-style-type: none"> <li>Artist- Andy Goldsworthy</li> </ul>
<b>DESIGN TECHNOLOGY</b>	TEXTILES PROJECT: Making a loom and weaving	Cooking & Nutrition (GARDENING) <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 Beethoven – Fur Elise (<i>classical</i>)</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>