

# Year One Overview

## Exciting Events:

- Poetry week and poetry assembly
- Disco – Thursday 12<sup>th</sup> February
- 500 word story writing competition
- Value's Champion – Resilience

## English

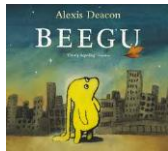
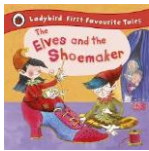
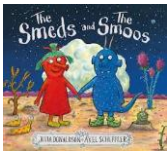
### We will be learning to

- Use capital letters for the personal pronoun (I).
- Join clauses with the conjunction *and*.
- Use capital letters for names (proper nouns).
- Add 's' and 'es' to make nouns plural.
- I use prepositions for position to show where an object is. (on, between, across, through)
- I use prepositions for time to show when something happened.

**We will be writing:** sentences and short narratives about characters, settings and adventures in stories during our Curious Quests sessions.



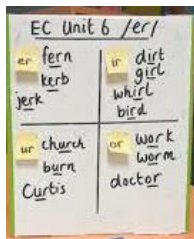
Some of the books coming to Curious Quests this term ...



## Phonics

**We will be learning the different spellings of these sounds:**

- ie, igh, i, y, i-e
- oo, oul, u
- u, o, ou
- s, ss, se, ce, c, st, sc



# Spring Term One

We are looking forward to a wonderful spring term and a great start to 2026. During this term, we will be consolidating the independent working skills that the children have been developing. The children will continue to enjoy the magic of 'Drawing Club' through the 'Curious Quests' and we will be focusing on the children writing accurate sentences that are correctly punctuated and with increasingly correct letter formation.

## Mathematics

### Key concepts: Addition and Subtraction and Length

#### Our main objectives this term:

- Addition facts of numbers 9 to 16
- Subtraction facts of numbers 9 to 16
- Compare lengths using the language of longer than and shorter than
- Order lengths
- Measure length using non-standard units
- Compare heights using the language of taller than and shorter than
- Measure heights using non-standard units
- Measure lengths and heights using common standard units

## Personal Development

### In the Safety & Changing Body topic we will learning:

- To know how to respond to adults in a safe and familiar context.
- To recognise how to respond to adults in a range of situations.
- To recognise what to do if you get lost.
- To know what an emergency is and how to make a phone call if needed.
- To begin to understand the difference between acceptable and unacceptable physical contact.
- To begin to understand what is safe to put into or onto our bodies.
- To recognise that there are dangers at home and how these can be avoided.
- To understand that there are people in the local community who help to keep us safe.

## Physical Education

### Gymnastics.

#### We will be learning to:

- Make body tense, relaxed, curled and stretched.
- Copy sequences and repeat them.
- Roll in different ways.
- Travel safely in different ways.
- Balance in different ways.
- Stretch and curl in different ways.
- Create a sequence which follows a set of simple 'rules'
- Perform simple movement phrases that are controlled on different apparatus
- Watch, copy and describe performances and suggest improvements

## Art

### Creating a painting in the style of Sam Morris (local artist) We will be learning to:

#### PAINTING

- Use thick and thin brushes.
- Know and use the primary colours.

#### DRAWING

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Include different grades of pencils, charcoal, pastels, chalk etc.



## Religious Education

### Key question: What is God's job?

- To investigate different beliefs about God through exploring the 99 names of Allah.
- To identify what a Jewish story teaches about a special relationship with God.
- To describe what some people believe about God using Jewish scripture.
- To describe what some people believe about God using a Christian story.
- To describe what some Hindus believe about God's different forms and the Trimurti.
- To explore some Zoroastrian beliefs about God through their creation story.

## Science

### Sensitive Bodies. We will be learning:

- To name parts of the human body.
- To sort body parts into groups.
- To name the body parts used for each sense.
- To spot patterns in data.
- To identify the body parts used for the sense of taste and touch.
- To use the senses to make observations.
- To identify the body parts used for the sense of smell and sight.
- To recognise that scientists are always making new discoveries.
- To identify the body part used for the sense of hearing.
- To investigate how sound changes as you move further away.
- To recognise how the senses are used in everyday life.
- To recognise the importance of the senses in certain jobs.



## Music

### In our Dynamics topic we will be learning to:

- To understand how music can be used to represent an environment.
- To understand how music can represent changes in an environment.
- To explore using instruments, body and voice to create a seaside soundscape.
- To identify how dynamics can reflect environments.
- To create and represent sounds using symbols.

## History

### Key question: How have toys changed?

- To talk about a favourite toy.
- To find out what toys our parents and grandparents played with.
- To investigate what toys were like up to 100 years ago.
- To compare toys from the past with modern toys.
- To investigate how teddy bears have changed over time.
- To know how toys have changed over time.



## Computing

### Pupils will be able to develop and explore a range of coding skills.

- Using beebots, they will navigate these devices in a variety of contexts.
- Understand what algorithms are.
- Know where some algorithms are used in our lives.
- Explore the possible actions of Beebots.
- Create algorithms for a specific outcome.

