

Year 1 Yearly Overview 2025-2026

Term	Autumn	Spring	Summer
Special visits	Castles and Traditional Tales Windsor Castle Workshop Rosh Hashanah Workshop	Dinosaurs The UK Coast Oxford Museum	Journeys and Change Flight Flight Day
English	Non-fiction- place value of punctuation- features of a sentence Fiction - Traditional Tales (The Three Little Pigs) Non-fiction - Letter Writing to King	Fiction - Dinosaur Story Poetry - Pop up Dinosaur Poem Book Non Fiction- Recount from Oxford Museum Trip	Fiction - Setting Descriptions from around the world Non-fiction - Transport Information class book Fiction - Whatever Next Non-Fiction - Instructions- How to build a rocket
Maths	Number - Counting, sequencing, ordering, correspondence, more/less, addition, subtraction, number bonds sequencing events Geometry - names and properties of 2D shape, position and movement	Number - more/less, number bonds, addition, subtraction, one-step problems, number bonds, place value, counting, counting in multiples of 2 and 10, Measurement - money, measurements Quarters - halves, quarters	Number - number bonds, one-step problems, addition, subtraction, place value, counting, counting in multiples of 2, 10 and 5, Measurement - time Geometry - names and properties of 3D shapes, position and movement, halves and quarters of shapes
Science	Every day 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 Seasonal changes - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.	Animals, including humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working Scientifically - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests	British Plants and Trees - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees Seasonal changes - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.

		- identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	
Art & Design	Investigating primary/secondary colours - Mondrian Colour mixing Famous architectural landmarks - Windsor and castles around the UK Capital city landmarks	Jurassic art Exploring the colour of stormy /calm seas in art- John Constable Creating sea colour washes	Painting portraits Colour mixing Richard Symonds Making a pop up book

Computing	Computing Systems and Networks- Technology around us Creating Media- Digital Painting	Creating Media- Digital Writing Data and information- Grouping Data	Programming- Moving a robot Programming- Introduction to animation
Design & Technology	Castles and Homes - Inside and Out & Helping Others *Design purposeful, functional, appealing products for themselves and other users based on design criteria *Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) *Evaluate their ideas and products against design criteria *Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. * Build structures, exploring how they can be made stronger, stiffer and more stable *Use the basic principles of a healthy and varied diet to prepare dishes *Understand where food comes from Mechanisms - Pulleys and winches for the a castle drawbridge.	Dinosaurs & The UK Coast *Design purposeful, functional, appealing products for themselves and other users based on design criteria *Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) *Evaluate their ideas and products against design criteria *Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. * Build structures, exploring how they can be made stronger, stiffer and more stable *Use the basic principles of a healthy and varied diet to prepare dishes *Understand where food comes from Mechanisms - Dinosaur pop out books Food - Designing a sandwich	Around the world *Design purposeful, functional, appealing products for themselves and other users based on design criteria *Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) *Evaluate their ideas and products against design criteria *Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. * Build structures, exploring how they can be made stronger, stiffer and more stable Textiles - Sewing animal hand puppets for a story

Geography	Farley Hill and famous Castles around the UK • Map of local area and walk • Field work – look at grounds, physical environment and surroundings. Geographical skills and fieldwork • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	The UK – Capital cities, surrounding seas, compass points. • The 4 countries and the capital cities • Maps/atlasses and directions – N,S,E,W, language to describe location. • Plot features on a map of the school. Locational knowledge • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Geographical skills and fieldwork • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	The Weather Where are you going? • Where would you like to go? • Look at weather – seasonal and daily Human and physical geography • identify seasonal and daily weather patterns in the United Kingdom Geographical skills and fieldwork • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
History	Queen Elizabeth II + Learning about the different types of castles. • Children now, parents, grandparents, great grandparents. • Linked to Windsor Castle • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • significant historical events, people and places in their own locality.	Mary Anning + Grace Darling • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Amelia Earhart + Wright Brothers and changes in flight • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality.
Languages French	N/A	N/A	N/A

Music	Charanga My Musical Heartbeat Christmas Nativity	Charanga Dance, Sing and Play! Learning to listen	Charanga Having fun with improvisation Let's Perform together
P.E.	Gym / Yoga Games	Gym / Games Dance / Games	Ball skills/Games Sports Day Practice/ Athletics
R.E.	NATRE Judaism/Christianity: Who is Jewish and how do they live? Why does Christmas matter to Christians?	NATRE Christianity: Who do Christians say made the world? What do Christians believe God is like?	NATRE What does it mean to belong to a faith community? How should we care for others and the world and why does it matter?
P.S.H.E.	Jigsaw Scheme * Being in My World * Celebrating Difference	Jigsaw Scheme * Dreams and Goals * Healthy Me	Jigsaw Scheme * Relationships * Changing Me
Cookery	Castle Banquet	Sandwiches	Creating salads