

Year 1 Overview – 2026-2027

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic/Hook	<i>Oh I do like to be beside the Seaside</i>	<i>A Pirates life for me</i>	<i>Blast off!</i>	<i>Once upon a castle...</i>	<i>Prehistoric Creatures</i>	<i>Claws, Paws and Jaws</i>
Enquiry	How is the seaside different to where you live?	Would you like to be a pirate?	Would you like to live on the moon? Would you travel to space?	Which traditional tale character would you like to be? Why?	What if dinosaurs come back?	What is your favourite animal? Is it right to kill animals?
Concepts	Loss, family, belonging, Thanking	Power, trust, money, Change	Change, difference, fear, good, bad Changing emotions (happy/sad)	Fear, bravery, good, bad, Light as a symbol	Friendship, family, love, choice, Love	Difference, power, evil, good, bad Special places
English Reading	- This is Our House - Super Me! - Beegu - Where the Wild Things Are	- The Storm Whale - The Owl and the Pussy Cat - Aesop's Fables: The Boy who Cried Wolf	- The Tale of Peter Rabbit - Look up!	- And Tango Makes Three! - Chocolate Cake	- Here We Are - The Lion Inside	- There's a Rang-Tan in My Bedroom - The Hare and The Tortoise - The Proudest Blus
English Writing	- Daily Sentence Composition - Poetry: Pattern and Rhyme - Setting Description	- Stories with familiar setting - Instructional Writing - Poetry: playing with language	- Recount from personal experience - Informal letters - Poetry on a theme: Nature	- Stories with familiar setting - Poetry: playing with language (enrichment)	- Lead Piece: Instructional writing - Lead Piece: Setting Descriptions	- Poetry on a theme: Nature (Enrichment) - Informal Letters - Lead Piece: Recount from personal experience
Maths No Problem	See Separate Plan					
Ongoing Science	Seasonal Changes Continue to look at seasons for the whole year. - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies.					
Science	<u>Weather and Seasons</u> -Observe changes across the four seasons in the UK.	<u>Senses</u> -Identify, name, draw and label the basic parts of the human body and say which part of the body is	<u>Everyday Materials</u> -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.	<u>Plants</u> -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	<u>Animals</u> -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	

	-Observe and describe weather associated with the seasons and how day length varies. -Observing closely, using simple equipment i.e. measuring weather -Using their observations and ideas to find answers to questions gathering and recording data to help in answering questions i.e. through making tables and charts.	associated with each sense. -Asking simple questions and recognising that they can be answered in different ways. - Using their observations and ideas to find answers to questions gathering and recording data to help in answering questions. -Performing simple tests.	-Describe the simple physical properties of a variety of everyday materials. -Compare and group together a variety of everyday materials based on their simple physical properties. -Identifying and classifying -Performing simple tests i.e. What is the best material for...? <u>Seasons</u> - Observe changes across the four seasons in the UK. -Observe and describe weather associated with the seasons and how day length varies.	-Identify and describe the basic structure of a variety of common flowering plants, including trees. -Observing closely, using simple equipment i.e. using magnifying glasses. -Identifying and classifying i.e. comparing and contrasting familiar plants. -Observe changes across the 4 seasons – observe how plants change over time.	-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. -Identifying and classifying	
Computing	<u>Digital Writing</u> -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. -Use technology safely and respectfully, keeping personal information private.		<u>Programming Animations</u> -Understand what algorithms are, how they are implemented as programs on digital devices, and that programs are executed by following precise and unambiguous instructions. -Create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs.		<u>Grouping Data</u> -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. -Use technology safely and respectfully.	<u>Digital Painting</u> -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.
Online Safety	Self-image and identity Health, wellbeing and lifestyle	Online relationships Online bullying	Online reputation	Managing online information	Privacy and security	Copyright and ownership

Music	Key Focus: Pulse • To know two songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • Begin to learn the names of the notes in their instruments. • To begin to learn the names of instruments played in class. • Begin to understand that Improvisation is about making up your own tunes on the spot. • Begin to understand that composing is like writing a story with music. • To be able to warm up your voice. • To begin to improvise your own piece of music. • To begin to compose your own piece of music. • To begin to evaluate the music of others and your own. Tuned: Chime Bars Un-tuned: Triangles	Key Focus: Rhythm and Pitch • To know two songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • Begin to learn the names of the notes in their instruments. • To learn the names of instruments played in class. • Begin to understand that Improvisation is about making up your own tunes on the spot. • Begin to understand that composing is like writing a story with music. • To be able to warm up your voice. • To begin to improvise your own piece of music. • To begin to compose your own piece of music. • To begin to evaluate the music of others and your own. Tuned: Chime Bars Un-tuned: Triangles	Key Focus: Temp and Dynamics • To know three songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • To learn the names of the notes in their instruments. • To learn the names of instruments played in class. • To understand that Improvisation is about making up your own tunes on the spot. • Begin to understand that composing is like writing a story with music. • To be able to warm up your voice. • To improvise your own piece of music. • To begin to compose your own piece of music. • To begin to evaluate the music of others and your own. Tuned: Steel Pans Un-tuned: Maracas	Key Focus: Combining pulse, rhythm and pitch. • To know three songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • To learn the names of the notes in their instruments. • To learn the names of instruments played in class. • To understand that Improvisation is about making up your own tunes on the spot. • Begin to understand that composing is like writing a story with music. • To be able to warm up your voice and understand why. • To improvise your own piece of music. • To begin to compose your own piece of music. • To begin to evaluate the music of others and your own. Tuned: Steel Pans Un-tuned: Maracas	Key Focus: Improvisation and Composing • To know four songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • To learn the names of the notes in their instruments. • To learn the names of instruments played in class. • To understand that Improvisation is about making up your own tunes on the spot. • To understand that composing is like writing a story with music. • To be able to warm up your voice and understand why. • To improvise your own piece of music. • To compose your own piece of music. • To evaluate the music of others and your own. Tuned: Recorders Untuned: Sleigh Bells	Key Focus: Performing • To know four songs off by heart. • To know what songs are about. • To recognise different instruments. • To know that music has a steady pulse. • To know that we can create long and short rhythm. • To learn the names of the notes in their instruments. • To learn the names of instruments played in class. • To understand that Improvisation is about making up your own tunes on the spot. • To understand that composing is like writing a story with music. • To be able to warm up your voice and understand why. • To improvise your own piece of music. • To compose your own piece of music. • To evaluate the music of others and your own. Tuned: Recorders Untuned: Sleigh Bells
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RE	<u>Thanking - Sukkot</u> - Communicate - Apply - Enquire - Contextualise - Evaluate	<u>Symbol of Light - Advent/Hanukkah</u> - Enquire - Contextualise - Evaluate - Communicate - Apply	<u>Change - People Jesus met</u> - Communicate - Apply - Enquire - Contextualise - Evaluate	<u>Changing Emotions – Sad and Happy at Easter</u> - Communicate - Apply - Enquire - Contextualise - Evaluate	<u>Belonging - Shabbat</u> - Communicate - Apply - Enquire - Contextualise - Evaluate	<u>Specialness - Special Places - The Church/The Hindu Temple</u> - Communicate - Apply - Enquire - Contextualise - Evaluate
Art	<u>Drawing and Painting</u> -To begin to name primary and secondary colours. -Begin to mix and match basic colours and make them lighter or darker. -To begin to understand that you can mix primary colours to make secondary colours. -To know that it is easiest to start with the lighter colour first when colour mixing. -To use the appropriate brush for colour mixing. <i>Artist - David Miller (2023 only)</i> <i>Vincent Van Gogh</i>		<u>Collage</u> -Creating space collages using shapes and a range of materials. - Use a combination of materials that are cut, torn and glued. - Sort and arrange materials. <i>Artist – Shawn Marie Hardy</i>	<u>Drawing -Sketching</u> -To make different types of marks and effects on paper. -To be able to create shade and tone using pencils. <i>Artist – Andrew Wilton</i>	<u>EXTRA ART OPPORTUNITY</u> <u>Collage – Natural Collage</u> Using skills from the unit in Spring 1 create natural collage pictures at the park during the visit.	<u>Clay – African Animals</u> -Use clay as a material to sculpt. -Include lines and texture. - Use a combination of shapes. <i>Artist – Alfred Drury</i> <u>EXTRA ART OPPORTUNITY</u> Drawing - Sketching Using skills from the unit in Spring 2 to sketch animals at Marwell.

DT		<u>Cooking and Nutrition (Healthy Sandwiches) Design</u> To begin to use design criteria to design a healthy sandwich. Begin to generate, develop and communicate ideas. <u>Make</u> To begin to choose and use the appropriate tools to prepare food. To choose suitable ingredients for a healthy sandwich. To make a healthy sandwich. <u>Evaluate</u> To explore a range of ingredients and express likes and dislikes. Begin to evaluate whether their sandwich meets the design criteria. <u>Cooking and Nutrition</u> Begin to learn about healthy foods. To understand what is needed to make a sandwich. Begin to talk about where different foods come from.	<u>Mechanisms - levers and sliders (Moving Pictures) Design</u> Begin to generate, develop, model, and communicate their ideas through talking. To design a moving picture, based on design criteria. <u>Make</u> Begin to select from a range of equipment and materials for making a moving picture; To make a picture with one or more moving parts for others to enjoy. <u>Evaluate</u> To explore and begin to evaluate a range of moving pictures and pop-up books. Begin to develop and improve ideas. Begin to evaluate their ideas and products against design criteria. <u>Technical Knowledge</u> To explore how simple sliders and levers work; To make and use simple sliders and levers in their products. Computing link: To use technology purposefully to create, organise, store, manipulate and retrieve digital content		<u>Stable Structures (Dinosaur Enclosure)</u> To talk about and share their own ideas. Begin to use design criteria to design and enclosure for dinosaurs. <u>Make</u> To explore and practice joining craft materials together. Begin to choose suitable tools to make an enclosure to keep the dinosaurs secure. Begin to choose suitable materials. To make a model that is strong and stable. <u>Evaluate</u> To evaluate their own and others enclosures to make improvements and changes supporting and <u>Technical Knowledge</u> Begin to talk about how a dinosaur enclosure can be made strong and stable. To explore ways to make structures stiffer and more stable.	
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Real PE	Personal Unit 1 The Birthday Surprise/Pirate Pranks Pre-level 1 – I enjoy working on simple tasks with help (ALL) Level 1 - I can follow instructions, practice safely and work on simple tasks by myself (MANY) Level 2 – I try several times if at first, I don't succeed and I ask for help when appropriate. (SOME)	Social Unit 2 Journey to the Blue Planet/Monkey Business Pre-level 1 – I can play with others and take turns with help (ALL) Level 1 - I can play with others, taking turns and sharing (MANY) Level 2 – I can help praise and encourage others in their learning. (SOME)	Cognitive Unit 3 Tilly the Train's Big Day/ Thembi Walks the Tightrope Pre-level 1 – I can follow simple instructions (ALL) Level 1 - I can understand and follow simple rules and can name some things I am good at. (MANY) Level 2 – I can begin to order instructions, movements and skills. With help I can reorganize similarities and differences in performance, and I can explain why someone is working or performing well. (SOME)	Creative Unit 4 Clowning Around/ Wendy's Water Ski Challenge Pre-level 1 – I can observe and copy others (ALL) Level 1 – I can explore and describe different movements (MANY) Level 2 – I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. (SOME)	Physical Unit 5 John and Jasmine learn to Juggle/ Ringo to the Rescue Pre-level 1 – I can move confidently in difference ways (ALL) Level 1 - I can perform a single skill or movement with control. I can perform a range of skills and link 2 movements together (MANY) Level 2 – I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level, direction or speed. (SOME)	Health and Fitness Unit 6 Sammy Squirrel/ Casper the Very Clever Cat Pre-level 1 – I am aware of the changes to the way I feel when I exercise (ALL) Level 1 – I am aware of why exercise is important for good health (MANY) Level 2 – I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (SOME)
	<u>Real Gym</u> Shape and Travel	<u>Real Gym</u> Shape and Travel	<u>Dance</u> To develop shape, patterns, circles, and artistry.	<u>Real Gym</u> Flight and rotation	<u>Dance</u> To develop shape, patterns, circles, and artistry.	<u>Athletics</u> Consolidation of fundamental skills

Geography	<u>Beaches and Holidays</u> <u>Locational Knowledge</u> -Begin to <u>name and locate</u> characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -Begin to <u>name and locate</u> the world's seven continents and five oceans <u>Human and Physical Geography</u> Begin to <u>use</u> basic geographical vocabulary to refer to: key human features. <u>Geographical skills and fieldwork</u> -Begin to <u>use</u> world maps, atlases, and globes -Begin to <u>use</u> simple compass directions	<u>Continents/Pirates</u> <u>Locational Knowledge</u> -<u>To know</u> the names and locations of the continents. -<u>To know</u> the names and locations of the continents and oceans.			<u>Local Area</u> <u>Human and Physical Geography</u> -Begin to <u>identify</u> seasonal and daily weather patterns in the United Kingdom -<u>Describe</u> some seasonal and daily weather patterns in the United Kingdom, and the comparative location and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Geographical skills and fieldwork</u> -Begin to <u>describe</u> the location of features and routes on a map-Begin to <u>use</u> simple fieldwork and observational skills to study the geography of their school and its grounds -<u>Know</u> some key human and physical features of its surrounding environment -Begin to <u>use</u> aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. -Begin to <u>devise</u> a simple map -Begin to <u>use and construct</u> basic symbols in a key -Begin to <u>use</u> locational and directional language.	<u>Africa</u> <u>Locational Knowledge</u> -Begin to <u>name and locate</u> the world's seven continents and five oceans <u>Place Knowledge</u> -Begin to <u>understand</u> geographical similarities and differences -<u>Use</u> vocabulary in the study of the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <u>Human and Physical Geography</u> Begin to <u>use</u> basic geographical vocabulary to refer to: key physical features. <u>Geographical skills and fieldwork</u> -Begin to <u>use</u> world maps, atlases, and globes
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History	<u>Comparing holidays</u> <u>– Now and in the past</u> - Use words and phrases such as a long time ago, recently. - Know how and why aspects of the past have changed. - To identify key vocabulary from seaside holidays in the past. - Begin to identify some of the different ways in which the past is represented. - Ask questions such as: What happened? How long ago? - Show their emerging sense of chronology by placing a few events and objects in order. - To observe changes in living memory linked to seaside holidays.		<u>Man on the Moon – Neil Armstrong</u> - Ask questions such as: What happened? How long ago? - Label timelines using everyday terms about the passing of time. - Can identify historical facts about people (Neil Armstrong, Tim Peake). - Can identify historical people in their own locality (Tim Peake – Chichester). - Begin to identify some of the different ways in which the past is represented. - Label timelines using everyday terms about the passing of time. -Use dates where appropriate. - Compare and contrast 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. - Compare and contrast changes within living memory (Tim Peake's space exploration VS Neil Armstrong space exploration).	<u>Castles</u> - Ask questions such as: What happened? How long ago? - Label timelines using everyday terms about the passing of time. - Use words and phrases such as a long time ago, recently. - Know how and why aspects of the past have changed. - To identify key vocabulary from castles in the past. - To identify local historical places in their own locality (Portchester Castle). - Begin to identify some of the different ways in which the past is represented. - Ask questions such as: What happened? How long ago? - Begin to identify some of the different ways in which the past is represented. - Label timelines using everyday terms about the passing of time. -Use dates where appropriate. - Compare and contrast 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. - To discuss local historical places in their own locality (Portchester Castle).		
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PSHE	Making Friends: playing and learning together - Ground Rules - Learning and playing together - Let's be friends - Let's make up - Let's be kind - Asking for permission	Mental health and wellbeing - Noticing feelings - Distraction - Paying attention to pleasant feelings - Helpful and unhelpful thoughts - reacting	Celebrating me, you and out families - All different, all special - Sameness and difference - What makes a family - Different families	Safety at home - Keeping safe at home Drug Education - Keeping safe - Keeping healthy - Medicines and household products	Being healthy - Keeping safe in the sun - Ready for sleep - Keeping healthy with food and drink - looking after our teeth - The importance of handwashing - Physical activity	Showing kindness to ourselves and others Every mind matters - Emotions - Kindness - Self-care Wellbeing way - 5 a day
Social Links	• Making friends • Good Manners • Respecting others • Working together • Learning acceptable behaviour	• Resolving conflicts • Actively participate in group activities • How did people live aboard Pirate ships?	• How to be a good competitor? • Co-operating well with others • Respecting others • Dealing with emotions	• Behaviour expectations for a performance • Character relationships in a variety of traditional tales	• How should we behave outside of school? • Respecting others • Keeping safe • Keeping healthy	• Growing up • Looking forward to next year • Keeping healthy
Moral Links	• Differentiating between right and wrong. • Evaluating and respecting others' opinions. • Rights and Responsibilities. • Identifying and dealing with bullying.	• Doing the right thing • Following instructions • Identifying and dealing with Bullying. • Living conditions on a Pirate ship	• Should we send animals into space? • Should we send humans into space? • Should we use robots to help us?	• Discussion of moral issues in a range of traditional tales, e.g. Was Goldilocks a bad character.	• How should we treat our local area? • Why do we need more bees?	• Is it right for poachers to kill animals? • Is it right to cull animals, such as badgers or foxes? • Evaluating and respecting others' opinions.
Spiritual Links	• Seeing similarities and differences and respecting them regardless of faith or race. • Understanding the importance of family	• Religious festivals • Learning about the Christian religion and reflecting on different people's faiths, feelings and values • Caring for myself	• Religious festivals • Christmas celebrations • Light as a symbol	• Religious festivals • Easter – What does Easter mean to Christians? • Caring for others and their feelings • Dealing with emotions	• Religious festivals • What does love mean to different people?	• Special Places • What does the church mean to Christians? • Why is the Church a special place?

	to identity and safety. • Thanking others					
Cultural Links	• British holidays now and then • Holidays around the world • Understanding the community they live in. • Behaviour expectations within that community. • Safety in the community	• Where did famous Pirate travel around the world? • Foods from around the world	• Space race between Russia and America • European space agency – working together	• British Traditional tales • Traditional tales around the world • Puppets from around the world	• Our cultural heritage	• African culture • Comparing African culture with British culture • Understanding cultural diversity
School Trips and Visits/ Special Events	Visit from RNLI	Pirate Immersion Day Christmas activities	Space Dome into school		Church Visit	Zoo lab African workshop and African celebration day