Year one Overview 2025/2026

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | **Norman the Slug with a Silly Shell.** **Books:** Norman the Slug with a Silly Shell.**Narrative** **Instructions**- How to make slime | **Transport****Books:** Star in the Jar**Narrative** **Recount**- transport steam train trip | **Animals****Books**: The lost Penguin**Narrative****NCR-** Their own penguin | **Fairy tales and traditional Tale****Books**: 3 Billy Goats Gruff**Narrative** **Instructions-** Make a vegetarian meal for the troll | **Dinosaurs****Books:** Tyrannosaurus Drip **Narrative****NCR-** their own dinosaur | **Holidays/seaside****Books:** Billy’s Bucket**Narrative****Recount:** Beach/Billy’s bucket party |
| Maths | Numbers to 10 Part-whole within 10 Addition within 10  | Subtraction within 102D and 3D shapes | Numbers to 20 Addition and Subtraction with 20  | Numbers to 50 Introducing length and height Introducing mass and capacity | Multiplication and division Fractions Position and direction  | Numbers to 100MoneyTime |
| History | **Transport**How we travel around Warrington now and then.First aeroplane flight Orville and Wilbur 1903.(NC- Changes within living memory andEvents beyond living memory. Links to transport) | **Transport**How we travel around Warrington now and then.First aeroplane flight Orville and Wilbur 1903.(NC- Changes within living memory andEvents beyond living memory. Links to transport) | **Our local shops/Toys**Would our grandparents Christmas list have been similar to ours?(NC- Changes within living memory) | **Our local shops/Toys**Would our grandparents Christmas list have been similar to ours?(NC- Changes within living memory) | **Who is Florence Nightingale/Mary Seacole and what they have done for me?**(NC -lives of significant people beyond living memory) | **Who is Florence Nightingale/Mary Seacole and what they have done for me?**(NC -lives of significant people beyond living memory) |
| Geography | **The local area**Use simple fieldwork and observational skills to study the geography of their school and it’s grounds and the key human and physical features of it’s surrounding environment. Use simple compass directions. And locational and directional language (near, far, left and right) to describe the location of features and routes on a map. Use basic geographical vocabulary to refer to key physical features, including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. Use ariel 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.  | **The local area**Use simple fieldwork and observational skills to study the geography of their school and it’s grounds and the key human and physical features of it’s surrounding environment. Use simple compass directions. And locational and directional language (near, far, left and right) to describe the location of features and routes on a map. Use basic geographical vocabulary to refer to key physical features, including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. Use ariel 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.  | **The United Kingdom**Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and it’s countries as well as the continents and oceans studied in this key stage.Use basic geographic vocabulary to refer to key physical features including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather-Key human features including, city, town, village, factory, farm, house, office, port, harbour and shop.  | **The United Kingdom**Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and it’s countries as well as the continents and oceans studied in this key stage.Use basic geographic vocabulary to refer to key physical features including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather-Key human features including, city, town, village, factory, farm, house, office, port, harbour and shop | **Weather and climate**(NC**-**Identify seasonal and daily weather patterns in the UK).Know the months of the year and say them in the correct order. Know the seasons and the weather associated with them. Be able to identify the consequences of the weather. Be able to identify weather patterns in the UK.  | **Weather and climate**(NC**-**Identify seasonal and daily weather patterns in the UK).Know the months of the year and say them in the correct order. Know the seasons and the weather associated with them. Be able to identify the consequences of the weather. Be able to identify weather patterns in the UK.  |
| Art and DT | ArtDrawing: Exploring line and shape | DTMechanisms: Matching slider games | ArtPainting and mixed media: Colour splash | DTStructures: Stable structures | ArtSculpture and 3D: Paper play | DTFood – fruit and vegetablesFruit kebabs |
| Science | ‘EVERYDAY MATERIALS’Links to transport through the agesLocal environment study-revisit materials in History in Spring when looking at Toys | ‘SEASONAL CHANGES’Links to geography and local area | ‘**ANIMALS** INCLUDING HUMANS’(Other Animals: Basic structure)Amazing animals Non-chron | PLANTSPLANTS (introducing common Names and basic Structure & ongoing nature journals) Theme continued throughout the year Instructional writingHow to grow a dinosaur….Best time of year to grow. | ‘SEASONAL CHANGES’Revisit and explore the seasonal changes of spring and summer from the winter  | ‘ANIMALSINCLUDING **HUMANS**’(Humans: Basic Structure and senses)Poetry-senses |
| Computing | Computing Systems and Networks | Creating media- Digital painting | Creating media-Digital writing | Data and information- Grouping data | Programming A- Moving a robot | Programming B- Introduction to animation |
| PE | Gym – Balance and AgilityThrowing and catching (Invasion)Creative Play (OAA)Balance and control – Striking (Net Games) | Ball Control (Invasion)Dance The UK – CelebrationsPartner Games (Strike and Field)Dance Fictional Characters – Traditional Tales | Athletics – FUNdamentalsGym – Position and DirectionDance Animals – JungleRunning and Jumping (Athletics) |
| SMSC | Introduction lessonFamily and relationshipsHealth and well being | Family and relationshipsHealth and well being | Health and well beingSafety and the changing body | Safety and the changing bodyCitizenship | CitizenshipEconomic well being | Economic wellbeingTransition lesson |
| RE | Unit 7 Who do Christians say made the world? (Creation) | Unit 8 Why does Christmas matter to Christians?(Incarnation | Unit 9 Who is Jewish and how do they live? (Judaism) | Unit 10 What do Christians believe God is like? (God) | Unit 11 What does it mean to belong to a faith community? (Thematic) | Unit 12 How should we care for the world and for others, and why does it matter? (Thematic) |
| Music  | Keeping the pulse | Tempo  | Dynamics | Sound patterns | Pitch | Musical Symbols |
| Additional Opportunities | Walk around Culcheth Village. | Christmas ProductionGordon’s Part (English)Manchester Transport Museum or Warrington Museum – get the bus? | Knowsley Safari Park Trip – coach? Animals Unit in English  | Class AssemblyFairy Tale day Grandparents Day (virtual?) links to Changes within living memory- History and Geography | Presentation to Y2Dinosaur experience | Southport/ Formby TripWalton gardens trip. |