Annual Overview – Year 1 – 2025/26

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	**Space**	**Knights and dragons / Christmas**	**Amazing Animals**	**Spring /Easter**	**Explorers (Pirates / Ships/Weather)**	**Home and Away**
English	Term 1 Week 1 (3 days) - Non Negotiables ➢ Demarcate sentences using capital letters. ➢ Demarcate sentences using full stops. ➢ Use spacing between words. Week 2 and 3 The Man on the Moon – write a character description ➢ Write from memory simple sentences dictated by teacher. ➢ Non-Negotiables ➢ Name the letters of the alphabet in order. ➢ Form lower-case letters, capital letters Week 4 and 5 Instructions - how to make a Rocket ➢ Write from memory simple sentences dictated by teacher. ➢ Non-Negotiables Week 6 and 7 Aliens Love underpants - Letter to Alien ➢ Use the conjunction "and" to join words ie There was a swing and a slide. ➢ Begin to use diagonal and horizontal strokes need to join appropriate letters. Ongoing: ➢ Name the letters of the alphabet in order. ➢ Can spell words containing the range of year 1 phonemes. ➢ Can spell year 1 common exception words. ➢ Form lower-case letters, capital letters	Term 2 *Week 1 and 2 - Room on a Broom* write a character description ➢ Write from memory simple sentences dictated by teacher. ➢ Non-Negotiables Week 3 and 4 Dragons – Non-Chronological Report ➢ Write from memory simple sentences dictated by teacher. ➢ Non-Negotiables Week 5 The Wonky Donkey — *Simple sentences using and* ➢ Use the conjunction "and" to join words ie There was a swing and a slide. ➢ Begin to use diagonal and horizontal strokes need to join appropriate letters. Week 6 Write letters to Father Christmas – *using and* ➢ Use the conjunction "and" to join words ie There was a swing and a slide. ➢ Begin to use diagonal and horizontal strokes need to join appropriate letters. Week 7 - Christmas Poems - handwriting ➢ Begin to use diagonal and horizontal strokes need to join appropriate letters.	Term 3 Week 1 and 2 Little Monkey – OUTCOME: Write setting description - write a postcard • *Begin to use exclamation marks* • *Can spell plural nouns by adding s, es.* Week 3 and 4 The fox and the Crow OUTCOME: Retell the story • *with a different ending- Use the conjunction "and" to join simple sentences to form compound sentences ie Tom was playing and he fell over.* Week 5 and 6 OUTCOME: Recount of vet/animal visit • *Use capital letters for names of people, places, days of the week and I.* • *Consistently use past tense.* • Sequence sentences to form simple non-fiction texts ie invitations, recounts. Ongoing: ➢ Can spell words containing the range of year 1 phonemes. ➢ Can spell year 1 common exception words.	Term 4 *Week 1 and 2* Jack and the beanstalk OUTCOME: Rewrite known story • Sequence sentences to form short narratives • *Use simple organizational features in fiction talk for writing structure.* Week 3 and 4 Tiny seed OUTCOME Instructions - How to plant a seed. • *Use simple organizational features in and non-fiction ie headings, captions, talk for writing structure.* • *Use some non-fiction language features ie imperative verbs for instructions* Week 5 and 6 Chicks – OUTCOME: Write Questions and answers • *Consistently use present tense.* • Begin to use question marks • Use some non-fiction language features ie imperative verbs for instructions, genre specific language features.	Term 5 Week 1 (4 days) and 2 Pirate Pete – Write alternative ending - ➢ Can spell verbs ending in ing,, est (where root word does not need changing) Week 3 (4 days) Blackbeard ➢ Can spell words containing the range of year 1 phonemes. ➢ Can spell verbs ending in ed, er, (where root word does not need changing) Week 4 trip Recount - Trip to Harbour ➢ Sequence sentences to form simple non-fiction texts ie invitations, recounts. ➢ Use some non-fiction language features ie imperative verbs for instructions, genre specific language features. ➢ Consistently use past and present tense. Week 5 (Sports Week) Poetry – pirate songs/poems ➢ Can spell plural nouns by adding s, es.	Term 6 ***Fiction Texts:*** Week 1 and 2 - Snail and the whale - adjectives/story language borrowed from the original text. ➢ Use some simple narrative language features ie adjectives/story language borrowed from the original text. Week 3 and 4 - Fact files about a sea creature/whale ***Using prefix un*** • Can spell words using the prefix un. *Week 5 and 6 – Phonics and red word teaching / Revising* ➢ Can spell words containing the range of year 1 phonemes. ➢ Can spell year 1 common exception words.
	BOOK TALK BOOKS Neil Armstrong ebook Tim Peake	BOOK TALK BOOKS Castles Knights Zog Zog and the princess	BOOK TALK BOOKS **Doc Mc Stuffins** **Town and country mouse**	BOOK TALK BOOKS No More Peas! Supertato	BOOK TALK BOOKS ***Treasure Island*** ***Grace O'Malley***	BOOK TALK BOOKS Tiddler

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<table>
<tr><td rowspan="4"></td><td colspan="2">Writing Milestones:
➢ Demarcate sentences using capital letters.
➢ Demarcate sentences using full stops.
➢ Use spacing between words.
➢ Form lower-case letters, capital letters and digits 0-9 correctly.
➢ Name the letters of the alphabet in order.
➢ Write from memory simple sentences dictated by teacher.
➢ Use the conjunction “and” to join words ie There was a swing and a slide.
➢ Begin to use diagonal and horizontal strokes need to join appropriate letters.</td><td colspan="2">Writing Milestones:
➢ Use capital letters for names of people, places, days of the week and I.
➢ Consistently use past and present tense.
➢ Begin to use question marks and exclamation marks
➢ Use the conjunction “and” to join simple sentences to form compound sentences ie Tom was playing and he fell over.
➢ Sequence sentences to form short narratives.
➢ Use simple organizational features in fiction and non-fiction ie headings, captions, talk for writing structure.
➢ Use some non-fiction language features ie imperative verbs for instructions, genre specific language features.
➢ Sequence sentences to form simple non-fiction texts ie invitations, recounts.
➢ Can spell plural nouns by adding s, es.</td><td colspan="2">Writing Milestones:
➢ Consistently use past and present tense.
➢ Use some non-fiction language features ie imperative verbs for instructions, genre specific language features.
➢ Use some simple narrative language features ie adjectives/story language borrowed from the original text.
➢ Sequence sentences to form simple non-fiction texts ie invitations, recounts.
➢ Can spell plural nouns by adding s, es.
➢ Can use past and present tense so writing makes sense.
➢ Can spell verbs ending in ing, ed, er, est (where root word does not need changing)
➢ Can spell words containing the range of year 1 phonemes.
➢ Can spell year 1 common exception words.
➢ Can spell words using the prefix un.</td></tr>
<tr><td colspan="2">Handwriting: (See separate overview for details)
Practice name writing / capital letters / special friends joining
Introduce red words practice

Composition:
- Say out loud what they are going to write about
- Compose a sentence orally before writing it</td><td colspan="2">Handwriting: (See separate overview for details)
Continue special friends joining + red words practice
Days of the week
Descenders with tails / Ascenders with “long necks”
Blue words

Composition:
- Read aloud their writing clearly enough to be heard by their peers and the teacher.</td><td colspan="2">Handwriting: (See separate overview for details)
Numbers in words
Review special friends joining
Review red words practice

Composition:
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils.</td></tr>
<tr><td colspan="2">Reading:
Word Reading
- Apple phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phonemes
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Comprehension
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Become very familiar with key stories, fairy stories, traditional tales – retelling them and considering their particular characteristics
- Learn to appreciate rhymes and poems, and to recite some by heart
- Recognise and join in with predictable phrases</td><td colspan="2">Reading:
Word Reading
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read other words of more than one syllable that contain taught GPCs
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Comprehension
- Link what they read or hear to their own experiences
- Discuss word meanings, linking new meanings to those already known
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Discuss the significance of the title and events</td><td colspan="2">Reading:
Word Reading
- Read words containing taught GPCs and –s, -es, -ing, -ed, -er, and –est endings.
- Read words with contractions (e.g. I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letters
- Re-read books to build up fluency and confidence in word reading

Comprehension
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense as they read and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Explain clearly their understanding of what is read to them</td></tr>
<tr><td>Maths</td><td>• Number and place Value (within 10)
• Addition and subtraction</td><td>• Number and place Value (within 20)
• Addition and subtraction
• Geometry -2d and 3d shape
• Measure -length and height</td><td>• Number and place Value
• Addition and subtraction
• Measure -Mass and Volume</td><td>• Number and place Value (within 50)
• Addition and subtraction
• Multiplication and Division</td><td>• Number and place Value (within 100)
• Addition and subtraction
• Multiplication and Division</td><td>• Fractions
• Money
• Time
• Geometry - Position and direction</td></tr>
<tr><td>PSHE
(Jigsaw Scheme)</td><td>Being me in my world</td><td>Celebrating Difference</td><td>Dreams and Goals</td><td>Healthy Me</td><td>Relationships</td><td>Changing Me</td></tr>
</table>

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Science *Teaching Sequence:* ❖ *Wondering* ❖ *Explore* ❖ *Learn* ❖ *Evaluate*	Everyday 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 Seasonal Changes ➢ Observe and describe weather associated with the seasons **(Autumn)** ➢ Introduce class calendar and weather chart	Everyday Materials ➢ describe the simple physical properties of 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 **(Winter)** ➢ 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 Seasonal Changes ➢ Observe and describe weather associated with the seasons **(Winter)**	Animals including humans ➢ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals) ➢ identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense Seasonal Changes ➢ Observe and describe weather associated with the season **(Spring)**	Plants ➢ Name and label parts of a plant ➢ 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 and describe weather associated with the seasons **(Spring/Summer)** ➢ Observe and describe weather associated with the seasons and how day length varies	SCIENCE WEEK Plants ➢ Name and label parts of a plant ➢ 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 and describe weather associated with the seasons ➢ observe and describe weather associated with the seasons and how day length varies **(Summer)**
Geography/ History	**HISTORY** *Lives of significant people in the past who have contributed to National and International Achievements:* ➢ Learning about Neil Armstrong and the 1969 Moon Landing (Apollo 11) Comparing past and present – Tim Peake vs Neil Armstrong	*Geography* *Geographical Skills & Fieldwork* *Use world maps, atlases and globes to identify the United Kingdom and its countries* *Geographical Skills & Fieldwork* *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* ➢ Name and describe physical and human features in the school environment	**HISTORY** Gunpowder plot *Significant historical events, people and places in their own locality.*	*Geography* *Geographical Skills & Fieldwork* *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* ➢ I know I live in Bristol. ➢ I can say where I live – I can draw simple maps and symbols - - School hunt	**HISTORY** *Significant historical events, people and places in their own locality.* *Brunel* ➢ Clifton suspension bridge – Brunel ➢ SS Great Britain ➢ Building bridges ➢ How and when the bridge was built	*Geography* *Place Knowledge* *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country* • *Comparing Bristol Harbour to Sydney harbour*
RE Give one example of a belief or practice e.g. a festival or ritual and be able to explain the meaning behind them. Listen and respond to religious and moral stories. Explain how people belong to a faith community.	Unit – Belonging What does it mean to belong to a faith community? Christianity and Judaism - Talk about what is special and of value about belonging to a group that is important to them - Show an awareness that some people belong to different religions. - Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might	Unit – Christianity Celebrations How and Why do we celebrate special and sacred times? Identify a special time they celebrate and explain simply what celebration means. - The story of Christmas – how do Christians celebrate Christmas? - Identify some ways Christians celebrate Easter.	Unit – Islam What does it mean to be Muslim and what do Muslims believe? -Talk about the fact that Muslims believe in God (Allah) -Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. - Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. - Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.	Unit – Judaism What does it mean to be Jewish and what do Jewish people believe? Talk about Jewish people believing in God and the stories of Jesus and how this differs to Christianity Identify ways in which they celebrate Shabbat, Hanukkah, Rosh Hashanah, Yom Kippur Talk about what happens in a Bar and Bat Mitzvah	Unit – Places of Worship What makes some places sacred? - Recognise that there are special places where people go to worship, and talk about what people do there. - Identify at least three objects used in worship in two religions. - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are	Unit - Reflection ❖ What have we learned about this year? ❖ What has surprised you? ❖ What did you find the most interesting? ❖ What would you like to find out more about? Decide on coverage based on children's responses and assessment throughout the year.

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Develop curiosity and wonder about the world.	mean and why they matter to believers. - Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. - Identify two ways people show they belong to each other when they get married. - Respond to examples of co-operation between different people.	- Retell stories connected with Easter and say why these are important to Christians. • ***Matthew 27:27-65 (The crucifixion and burial)*** • ***Matthew 28:1-10 (The Resurrection)*** • ***Christmas: Luke 2:26-38 (Mary is visited by Gabriel)*** • ***Luke 2:1-7 (Jesus is born)*** • ***Matthew 1:18-24 (Joseph accepts Jesus as his son)*** • ***Luke 2:8-18 (The shepherds)*** • ***Matthew 2:1-12 (The wise men)***	- Re-tell a story about the life of the Prophet Muhammad. ***Prophet Muhammad's early years; Muhammed grows up; Muhammad and the angel's message. Please refer to the J Drive Muslim stories support resources.*** - Recognise some objects used by Muslims and suggest why they are important. - Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.	Talk about the Torah and how Jewish people keep it sacred Discuss what a synagogue is and what happens in one (Rabbi service, menorah, star of David) Discuss what Jewish people often wear (tallit, kippah, • Abraham and Isaac • Jacob's Ladder • Jonah and the Whale • The story of Moses	used - Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. - Ask good questions during a school visit about what happens in a church, synagogue or mosque.	
Computing (KAPOW Scheme)	Improving Mouse Skills	Algorithms unplugged	Digital Imagery	Bee bots	Online safety	Review skills
PE Getset4PE	**Fundamentals**	**Sending and receiving**	**Target Games**	**Gymnastics**	**Striking and Fielding**	**Athletics**
	Ball Skills	**Dance**	**Team Building**	**Net and Wall Games**	**Invasion Games**	**Swimming**
Music (Kapow Scheme)	**Pulse and Rhythm** All about Me	**Tempo** Snail and Mouse	**Musical Vocabulary** Under the Sea	**Timbre and Rhythmic Patterns** Fairytales	**Pitch and Tempo** Superheroes	**Vocal and body sounds** By the Sea
Art + Design/ Design & Technology	Art & Design- Spirals • Draw from observation for a few minutes at a time. • Make different marks with different drawing tools. Explore the different marks they can make with a soft pencil, a graphite stick and a pen. • Explore how water affects the graphite and pen, and explore how to use a brush to make new marks. • Make choices about which colours to use in their drawing. • Draw from their finger tips, wrist, elbow, shoulder and body. • Make a drawing using a continuous line for a minute or two. • Create artwork in the style of Van Gogh's Starry Night painting. • See the work of an artist and listen to how the artist made the work.	Design & Technology- A moving card with sliders/ levers • Explore and evaluate a range of existing cards with moving parts. • Identify strengths and weaknesses of existing product design. • Design a card with moving parts- sliders/levers- using research to influence design (could choose Mother's Day) • Use research and own experience to inform design. • Use rulers and pencils to mark and score. • Use spatulas, glue sticks, split pins and treasury tags. • Identify strengths and weaknesses of own design. • Start to talk about changes made during the making process. ⍰ Discuss how closely their card meets their design criteria. • Suggest improvements.	Art & Design- Simple Printmaking • Explore their environment and take rubbings of textures they find. • Use rubbings to make an image. • Use colour, shape, and line to make their prints interesting. • Collect their prints and test ideas. • Make simple prints using hands and feet. • Push objects they find into plasticine and make prints. • Cut shapes out of foam board and stick them on a block to make a plate. Print from the plate. • Draw into the surface of the foam board and print from the plate. • Create a repeat print. • Create a symmetrical or sequenced print. • Use subject vocabulary confidently to describe and compare creative works. • Use their own experiences of techniques and making processes to	Design & Technology- Join materials to make a bag • Explore a range of bags: what they are for, how they work, materials used, effectiveness for purpose. • Design, individually or in groups with support, a new bag for Stickman/ a story character. • Use talk or drawings to communicate ideas. • Develop design criteria. • Use a hole punch and scissors to cut and make holes and a stapler to join. • Use spatulas, glue sticks, masking tape, Sellotape,, split pins and treasury tags. • Add further materials to make the bag stronger and more stiff. • Weave with paper. • Join by linking. • Discuss how closely their bag meets their design criteria.	Art & Design- Playful Making (sculpture) • Explore what we mean by "sculpture" and think about what they like about different pieces of sculpture. • Make drawings inspired by sculptures they have seen, to help them think about what they like, and to remember what they have seen. • Use hands to make small sculptures out of lots of different materials. Bend, twist, fold, cut and fasten. • Use hands to make sculptures without designing first. Just see what happens if… • Discover that sometimes working with materials is hard work – things break or fingers hurt – but that's ok! • Describe similarities and differences between practices in Art and Design, eg between painting and sculpture, and link these to their own work. • Share their work and listen to what other people like about it.	Design & Technology- Cooking & Nutrition- sandwich • Design a tasty and nutritious sandwich. • Select a range of healthy ingredients covering several food groups. • Grow cress to put in our sandwiches. • Slice vegetables safely, with support. • Describe the taste, texture and smell of the ingredients. • Describe the information that should be included on a label. • Use the basic principles of a healthy and varied diet to prepare dishes.

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	• Share how they feel about the work. • Talk about what they like in their drawings, and what they'd like to try again.	• Integrate sliders and levers into picture on card. • Select materials and resources for a purpose. • Measure and mark using a template for reference. • Choose materials to add reinforcement- stiffer and stronger. • Use templates.	explain how art works may have been made • Describe and compare features of their own and others' art work.	• Identify things that went well and things that could have been better • Build structures, exploring how they can be made stronger, more rigid and more stable.	• Look at other people's work and sometimes share what they like about it with them.	
Forest schools (See skills progression map for specific objectives)	➢ Investigating plants and trees – Autumn - fun with conkers ➢ Exploring materials in the natural environment – linked to spirals. ➢ Exploring and naming colours in the natural environment – make sun-stain paint art ➢ 'We're all explorers' – creating dens and homes on another planet. ➢ Seasons and weather spotters walk. ➢ Take iPads and record weather reports. ➢ Harvest	➢ Using pinecones & other natural materials to create natural art or objects ➢ Use natural objects to weave dream catchers ➢ Christmas Campfire – toast marshmallows / smores	➢ Create magic potions with natural objects – explore colour mixing, changes to materials, using senses ➢ Nature Hunt, noticing seasonal changes ➢ Build mini-shelters for imaginative magical creatures (e.g. fairies, elves)	➢ Visit the pond for signs of new life (frogspawn) ➢ Create woodland crowns ➢ Story telling around the fire circle – chn to create their own stories using nature for inspiration + props	➢ Bug hunt – identifying and classifying groups of insects/minibeasts ➢ Build a minibeast hotel (identifying microhabitats and their requirements) ➢ Nature Hunt, noticing seasonal changes	➢ Identify and name a variety of common wild and garden plants ➢ identify and describe the basic structure of a variety of common flowering plants, including trees. ➢ Nature crayon rubbings – e.g. trees, leaves, any natural objects to create Nature Art
Experiences	WOW – 'Aliens' St James' Church Visit – Local Walk Career link – astronaut	WOW – Junk modelling – Building Castles EYFS/KS1 Christmas Performance Career link – architect, programmer, coder	Vet Visit Career link – vet, vet nurse, zoologist, zoo keeper	Mother's Day Sunflower competition Hatching Chicks UWE to Visit? Career Link: Farmer, Gardner, landscaper,	Trip – Bristol harbour Career link – Engineer, vicar	Father's Day Sports Week / Sports Day End of Year Picnic - link to DT Career link: Chef