

						Year 1 Overview 2026 - 2027
Subject	Autumn 1 2026	Autumn 2 2026	Spring 1 2027	Spring 2 2027	Summer 1 2027	Summer 2 2027
Books						
English	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Combine words to make sentences Leave spaces between words Begin to use capital letters and full stops Use capital letters for names of people and the personal pronoun 'I'	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Join words using and Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places Sequence sentences (link to ideas or event by pronoun)	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks Join words and clauses using 'and' Some accurate use of the prefix -un Add suffixes where no change is needed to the root word eg- ed, -ing, -er, -est	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Join words and clauses using and Punctuate sentences using a capital letter and full stop, question mark or exclamation mark Add suffixes where no change is needed to the root word eg- ed, -ing, -er, -est	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes where no change is needed to the root word eg- ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the prefix un	Pathways to Write Mastery Keys: (Year Group National Curriculum Expectations) Join words and clauses using and Use simple description Sequence sentences to form short narratives (link ideas or events by pronouns) Use a capital letter for places and days of the week Punctuate sentences using a capital letter, a full stop, question mark or exclamation mark
Writing outcome:	To write an adventure story based on the structure of 'Lost and Found' with a new animal.	To write a non-chronological report London using information gathered from the texts.	To write a story about a small animal (mouse) who befriends a large animal in the African savannah.	To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character.	To write a fantasy story about some toys who are taken onto a spaceship with a change of character.	To write a new version of the story with a new character or new setting.
Curriculum Links	Geography- North/South Pole	London	Geography- Hot areas/equator	History- Grandparents' household items and toys	Science- everyday materials History- significant others/space travel	Geography- Human Geography of a small area
Handwriting	National Curriculum: pupils should be taught to: • Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.					
Twinkl Handwriting overview	Week 1-6 The Ladder Family (l, i, u, t, y and j) Week 7 and 8- Assess and Review	Week 9-11 The One-Armed Robot Family (n, m and h)	Week 1-4 The One-Armed Robot Family (k, b, p, and r) Week 5 and 6	Week 7- 12 The Curly Caterpillar Family (c, a, d, e, s and g)	Week 1-3 The Curly Caterpillar Family (f, q and o) Week 4 and 5	Week 6-9 The Zigzag Monster Family (z, v, w and x) Week 10 and 11 (Assess and Review)
Twinkl Phonics	Level 5 Week 1-5 Weeks 1-2 Recap Level 4 from EYFS 1- ay saying /ai/	Level 5 Week 6-9 6. i-e saying /igh/ and o_e saying /oa/ 7. u_e saying /yoo/ and /oo/ and e_e saying /ee/ 8. ou saying /ow/	Level 5 Week 10-15 10. ch saying /c/, ch saying /sh/ 11. ir saying /er/ 12. ue saying /yoo/ and /oo/ 13. ew saying /yoo/ and /oo/	Level 5 Week 16-20 16. ow and oe saying /oa/ 17. wh saying /w/ 18. g saying /j/, c saying /s/ 19- ph saying /f/	Level 5 Week 21-25 21- ie saying /ee/ 22- adding -ed 23- Adding -s and -es 24- Adding -er and -est	Level 5 week 26-30 26- adding -ing and -er 27-are and ear saying /air/ 28-Unspoken 'e'

	2- oy saying /oy/ 3- ie saying /igh/ 4- ea saying /ee/ 5- a_e saying /ai/	9. Long vowel sounds	14. y saying /ee/ 15. aw and au saying /or/	20- ea saying /e/	25- tch saying /ch/	29- ore saying /or/ 30- Adding the prefix un-
Spellings	Words containing the sounds above, plus the following common exception words:					
	said so have like come some were there little one do when	do when what oh water where who why	Mr Mrs love your people looked asked called any eye who why	thought through work house many laughed because different any eye	friend also once please live coming Monday Tuesday Wednesday brother	Wednesday brother more before January February April July scissors castle beautiful treasure
Maths	White Rose Maths Year 1 small steps provide the structure and guidance for learning.					
Theme	Children delve into each learning challenge topic, exploring rich and diverse learning and developing key skills. The end of each theme generally culminates in a celebration of learning					
	Explore (Geography)		Discover (History)		Create (Art/D&T)	
	Welcome to my world		Our wonderful world		Look at our amazing world	
Outcome / Event / Visits	UK Celebration Day Local Area walk linked to Geography and staying safe in our local area Harvest Assembly – local charity support Christmas Performance Share our work with parents at coffee morning		Assembly/Dance Performance - perform in front of school/family audience George Stephenson -Chesterfield Town Centre visit in support of History and wider local area knowledge/safety		Art in our landscape Yorkshire Sculpture Park in support of children’s Art curriculum Share our work with parents at coffee morning	
Values	Perseverance, Tolerance, Love, Courage		Respect, Hope, Honesty, Trust		Happiness, Peace, Empathy, Responsibility	
PSHE	Jigsaw 1: Being Me in My world	Jigsaw 2: Celebrating Differences	Jigsaw 3: Dreams & Goals	Jigsaw 4: Healthy Me	Jigsaw 5:Relationships	Jigsaw 6: Changing Me
UNICEF	Sharing thoughts freely	Name and Nationality	Access to education	Health, water, food environment (local fundraiser)	Best interests of the child	Life, survival and development
		Forest School			Forest School	

Science	Seasons – Autumn	Materials Investigation	Animals incl Humans Seasons – Winter Investigation	Seasons - Spring	Plants	Seasons - Summer
Computing	Technology around us (unplugged) Seesaw skills Project Evolve: Privacy and security To know that online means connected to the internet To know that computers are used in the wider world To know that I can use Seesaw to save my work and log in/out by myself	Moving a robot Project Evolve: Online relationships/online reputation To know that an algorithm is a set of step by step instructions	Project Evolve: Online Bullying, self image and identity	Digital Writing Project Evolve: Health, well-being and lifestyle	Digital painting Project Evolve: Managing Online Information To know that I should tell a grown up if I come across something online that makes me worried, scared or sad	Intro to animation (Scratch) Project Evolve: Copyright and ownership
Geography	Where do we live and work? Knowing our addresses Landmarks of Chesterfield School environment Using a map to locate local landmarks. Towns, villages and cities comparison using human and physical features. To know directional language: forwards, backwards, left, right, up, down	The UK – knowing it is in the northern hemisphere. Locating the equator and hot and cold areas of the world. Naming the 4 countries of the UK and the surrounding seas and capital cities. Know geographical similarities and differences of a small area of the UK. Forest school field work. To know the four countries of the UK To know the capital cities London, Cardiff, Edinburgh, Belfast To know that the UK is an island surrounded by bodies of water: The English Channel, The North Sea, the Irish Sea, Atlantic Ocean To know what the Equator is				
History	Black History Month Rosa Parkes		People in the past who have changed our lives Sara Saeed, Professor Sarah Gilbert/ a celebration of a variety of scientists (linked to Science Week) History of transport - George Stephenson	People in the past who have changed our lives- Neil Armstrong Amelia Earhart To know that historical artefacts are objects that were made and used in the past.		

			To know that there is a difference between life now and in the past. To know how George Stephenson changed rail travel in Great Britain. To know the vocabulary of everyday historical terms – past, present, now, then, timeline, artefact	To know that things have changed over time		
Art	Drawing Focus on skills- line, shape, tone, colour. Remembrance Day – Georgia O’Keefe. To know key facts about Georgia O’Keefe, including who she was and her artwork. To understand shape and colour and how I can use this in my artwork.				Collage Landscape inspired- poster/mobile. Beatriz Milhazes Painting Self portrait – face. Klee, Matisse, Luciana Abait. To know the primary and secondary colours To know and explain what Texture is	YSP enrichment visit 3D form - Sculpture To know that modelling is shaping of a soft material like clay to make form.
DT				Cooking. Understanding a healthy and varied diet. Cooking skills Creating a healthy dish To know that all food comes from plants or animals and that food has to be farmed, grown elsewhere (e.g. home) or caught.	Exploring mechanisms To know that leaver and sliders are mechanisms.	Design and make. Structure on the edge-hill/wood/garden/Coast. To know that a product is something, for somebody for some purpose. To select from and use a range of tools and equipment to perform practical tasks. to know and explain why you like or dislike a product.
Music	Sing Up: Colonel Hathi’s march Harvest Songs <i>Musical focus:</i> Beat, march, timbre, pitch, graphic symbols film and classical music. To know the difference between the beat and a rhythm pattern.	Christmas Celebration: Singing and exploring instruments <i>Musical focus:</i> performance.	Sing Up ‘Dawn’ from <i>Sea interludes’</i> Musical conversations <i>Extend to the full half term to increase composition opportunities and the use of musical instruments.</i> <i>Musical focus:</i> Beat, active listening, composition, instruments, graphic score and 20th century and classical music. To know that composing is like writing a story with music.	Sing Up Football <i>Musical focus:</i> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C). To know that you can express opinions about music.	Sing Up Nautilus / Cat and mouse <i>Musical focus:</i> Active listening, mood, tempo, dynamics, rhythm, timbre, dot notation. electronic music. To know that there are a variety of musical styles.	Sing Up Come dance with me <i>Musical focus:</i> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest and developing beat skills. To know how to play tuned and un-tuned instruments with increasing control.

RE	<u>Christianity</u> Creation Story What do Christians believe about God? <i>To know that Christians believe God created the world and how we can look after it.</i>	<u>Christianity</u> Christmas What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? <i>To know the main events of the Christmas story.</i>	<u>Judaism</u> Who is God to the Jews? Enquiry 1 Introduction to Judaism - God's covenant with Abraham, the Jewish believe in one God, the story of Moses and the 10 commandments and the 613 Mitzvot <i>To know who god is to the Jewish community.</i>	<u>Christianity</u> Easter- Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<u>Judaism</u> Is Shabbat important to Jewish Children? Enquiry 2 Shabbat the Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat <i>To know what Shabbat is and how it is celebrated.</i>	<u>Judaism</u> Does visiting the synagogue help Jewish children feel closer to God? Enquiry 3 Synagogue - the importance of Jerusalem and pilgrimage there, and the synagogue as a place of worship and community <i>To know that the synagogue is the place of worship for the Jewish Community.</i>
PE	<u>Real Gym</u> Steps / routines. Exploring movement, formation and pattern. <u>Real PE</u> Unit 1 – static balance and coordination <i>To know that exercise is important for a healthy lifestyle.</i>	<u>Real Gym</u> Steps / routines. Exploring movement, formation and pattern. <u>Real PE</u> Unit 2 - static balance and dynamic balance and agility <i>To know what balance is</i>	<u>Fundamental Dance Movement skills</u> Telling a story and responding to a music stimulus / action rhymes. <u>Real PE</u> Unit 3 – small base and dynamic balance <i>To know how to move safely</i> <i>To know how to link simple movements to create a simple sequence.</i>	<u>Fundamental Ball Skills</u> Sending, rolling attacking, defending. (movement & position) <u>Real PE</u> Unit 4 – counter balance in pairs, coordination (ball skills) <i>To know that there are a range of ways to throw a ball.</i>	<u>Games for understanding - Attacking</u> Sending, rolling Striking, passing, dribbling, attacking, stepping, jogging, running, sprinting, stopping, (movement & position) <u>Real PE</u> Unit 5 – coordination with equipment and agility reaction	<u>Fundamentals of Rackets and Ball Skills</u> Dribbling, pushing, targets, dominant hand, aiming, sending, hitting, safety, <u>Real PE</u> Unit 6 – static balance floor work and agility ball chasing