


English	 <p style="text-align: center;">CURRICULUM INFORMATION SPRING 2026 YEAR 1</p>	Maths
<p>Narrative: Children will innovate the story Stanley’s Stick so that they are the main character of their own story. Children will publish their stories by completing their illustrations and creating a front cover. They will also read their stories aloud so they can be heard.</p> <p>Rules & Recount: Children will write a recount of a time when they had a roar like Ravi or a worry like Ruby. Focus on what their worry or roar was about, how they felt and what made them feel better. Children will then publish their writing in a class book.</p> <p>Poetry: range of nursery rhymes. Children will create their own nonsense rhymes using the same structure as On the Ning Nang Nong and perform their poems to the class.</p> <p style="text-align: center;">SPRING 2:</p> <p style="text-align: center;">Narrative (Traditional Tales)</p> <p style="text-align: center;">Recipes</p> <p style="text-align: center;">Poetry: List Poems</p>		RE
Phonics (EYFS ,KS1)	Spring 1 Galilee to Jerusalem	
Consolidate Phase 3	<p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God’s world and retell this story in any form. Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth. Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation. Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other. Know that Pope Francis wrote a letter, called Laudato Si’, about the gift of Creation and the importance of taking care of the world as it is everyone’s home. Recognise that prayer is a way of drawing closer to God. <p style="text-align: center;">Autumn 2 Prophecy and Promise</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise that, for Christians, the Christmas story reveals God’s love by sending Jesus his Son. Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels. Sequence the accounts from the Annunciation through to the visit of the shepherds. Know that in the Annunciation God called Mary and she said ‘Yes’ to his call and why this makes Mary important for Christians. Match the first words of the Hail Mary with the words of the Angel Gabriel. 	<p>* Measures – The Language of Comparing Length, Height, Mass and Speed Sequencing Events – Days of the Week and Months of the Year</p> <p>* Numbers to Twenty – Adding using ‘Think 10’ Numbers to Twenty – Subtraction using ‘Think 10’</p> <p>* Numbers to Twenty – Equality and Balance Numbers to Twenty</p> <p>* Numbers to Twenty – Language and Problem Solving</p> <p>Numbers to Twenty – Comparison (difference, more, less, fewer) including Statistics</p> <p>* Measures – Coins and Combinations to 20p, Ordering and Comparing</p> <p>* Counting in 2s, 5s 10s.</p>
Phase 5		
Core Texts:		
<p style="text-align: center;">Three Billy Goats Gruff (by Alison Edgson), The Princess And The Pea (by Rachel Isadora), Stop! That’s Not My Story (by Smriti Halls and Erikan Meza), Professor Goose Debunks Goldilocks And The Three Bears (by Paulette Bourgeois and Alex G Griffiths)</p> <p style="text-align: center;">Gruffalo Crumble (by Julia Donaldson) Big Bright Feelings series (by Tom Percival) Ravi’s Roar & Meesha Makes Friends Stanley’s Stick (by John Hegley)</p>		<p>* Measures – Non-standard Measures and Introducing Simple Standard Measures</p>

<p>Madlenka (by Peter Sis)</p>	<p>Recognise that angels bring God's message and are a sign that Jesus is the Son of God</p> <p>*Our lessons will teach us about the importance of change, how Lent is a time to grow to be more like Jesus. We will look at the stories of Palm Sunday, Good Friday and Easter Sunday.</p>	
<p>Science</p>	<p>Geography & History</p>	<p>Music</p>
<p>Plants</p> <ul style="list-style-type: none"> * The children will identify and describe the basic structure of a variety of common flowering plants, including trees * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. * The children will also grow, care for and measure their own sunflowers. <p>Seasonal Changes:</p> <ul style="list-style-type: none"> * continue our learning about seasons and observe changes across the 4 seasons. *observe and describe weather associated with the seasons and how day length varies 	<p>Geography - What is the weather like in the UK?</p> <p>Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.</p>  <p>History - How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and consider what toys may be like in the future.</p> 	<p>Sing songs with greater awareness of pitch matching.</p> <p>Vocal copycat – short phrases (similar to singing warm ups).</p> <p>Listen with attention to details and characterisation.</p> <p>Begin to be aware of dynamic changes etc.</p> <p>Clap and play the pulse with greater awareness of tempo changes.</p> <p>Play rhythm copycat games with some accuracy.</p> <p>Begin learning about pitch and the sol-fa scale and hand signs.</p> <p>Use action patterns to represent different pitches.</p> <p>Explore pitch on musical ICT programme.</p> <p>Improve knowledge of percussion instruments.</p> <p>Choose instruments to fit written symbols.</p> <p>Respond to written symbols and signals to begin and stop playing.</p> <p>Choose suitable instruments to create sound effects.</p> <p>Choose and combine sounds to make season soundscapes.</p> <p>Learn to play chime bars with good beater control.</p> <p>Learn to perform a simple sequence of notes from colour notation.</p> <p>Compose a short melodic “code” or sequence.</p> <p>Begin learning about traditional notations for rhythms (crotchets, quavers and minims only).</p> <p>Annotate percussion picture with words for timbre.</p>
<p>Computing</p>	<p>History launch-Activity & Data</p>	<p>PSHE - Jigsaw</p>

<p>Unit 1.3 Pictograms *children will learn that data can be represented in picture format. They will contribute to a class pictogram and use a pictogram to record the results of an experiment.</p> <p>Unit 1.4 Lego Builders * Children will compare the effects of adhering strictly to instructions to completing tasks without complete instructions. They will follow and create simple instructions on the computer and will consider how the order of instructions affects the result.</p>	<p>Activity – Bring in your favourite toy to share and talk about. Explore the old toys in our new toy museum and find out interesting facts about them!</p> <p style="text-align: center;">Date – TBC</p>	<p>Dreams and goals: * helping children think about their hopes and dreams, their steps to achieving their goals, how they can achieve together as a class, stretch their learning, overcome obstacles and celebrate their successes. We will also look at the ‘treasure chest of success’.</p> <p>Healthy Me:</p> <ul style="list-style-type: none"> • During this topic, the children will learn about being healthy and making healthy choice. They will learn about medicine safety and road safety. We will also develop their understanding of being a happy, healthy individual
<p>Unit 1.5 Maze Explorers * Children will learn how to use the direction keys. They will understand how to create and debug a set of instructions (algorithm). Children will then use the additional direction keys as part of an algorithm. * The children will understand how to change and extend the algorithm list. The children will create a longer algorithm for an activity and learn how to set challenges for peers. They will also learn how to access challenges set by the</p>		<p style="text-align: center;">RSE</p> <p>Feelings, Likes and Dislikes In this session, children will watch a video where two presenters, Zoe and Joey, are trying to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people’s feelings might differ from theirs.</p> <p>Feeling Inside Out In this session, film presenters Zoe and Joey continue to try to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people’s feelings might differ from theirs.</p> <p>Super Susie Gets Angry Using the knowledge they gained from Zoe and Joey over the previous sessions, children will have to take up the mantle of the expert and help Super Susie through</p>

		<p>experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play (depending on teacher preference and age/stage of children). They will learn more about consequences of choices and what to do when it all goes</p>
<p align="center">Creative: Art/DT</p>		<p align="center">PE</p>
<p>Art - Painting and mixed media: Colour splash: Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>DT - Textiles: Puppets Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating. Example theme: Storybook character.</p>		<p>Sending and receiving: In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p> <p>Invasion games: In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>Gymnastics: In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use</p>

of levels, directions and shapes when travelling and balancing.

Fitness:

In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.