

Year 1 Overview- 2025-26

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Superheroes and Villains	On Safari	Toys	Wings and Wheels	On the Farm	Land and Sea Phonics Screening
Trips/ Visits/ Outings	Harvest Festival at St Peter's and Paul's Super hero dress up day	Anti-bullying week Christmas Show	History off the page Chinese New Year MIS Book Festival Week World Book Dress up Day			Boat Day Pirate Day
Book focus	Superworm Supertato Jack and the Beanstalk Three Billy Goats Elliot Midnight Hero	Fireworks and Remembrance Handa's Surprise Handa's Hen Emeka's Gift We're going on a lion hunt Monkey Puzzle	Paddington History of Toys/ bears Lost in the museum Stanley's stick Toys In Space	The way back home Mrs Armitage on wheels The 100 Decker Bus Spring Poems	The Farm and farm animals What the ladybird heard (Poetry) What the ladybird heard next Hullabaloo	Pirates NF Blackbeard Boat day Billy's bucket Commotion in the ocean - rhyming

Fluency	Five SuperHeroes If I was a Superhero	Little Acorns	The old Toy room	Fluency reading— Back down to earth with a bump	Down on the farm Wake up time on Bumble Farm	Blackbeard Story Starry Eyed Stan
Literacy Focus	Fiction focus Word building Story sequencing Sentence building	Non fiction Captions Sentence building Fiction Story sequencing	Fiction Story sequencing Non-Fiction Recount Instructions	Letter writing to Mrs Armitage	Non fiction writing Story writing	Story writing Poetry Recount Boat Day
Maths	Maths Mastery Plan					
Science	Biology To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Observe and describe weather associated with the seasons.	Biology To identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds identify and name a variety of common animals that are carnivores, herbivores and omnivores Observe and describe weather associated with the seasons.	Chemistry To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Observe and describe weather associated with the seasons.	Physics To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties Observe and describe weather associated with the seasons.	Biology To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees Observe and describe weather associated with the seasons.	Biology To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees Observe and describe weather associated with the seasons and how day length varies.
Science	Sc1/1.1 asking simple questions and recognising that they can be answered in different ways Sc1/1.2 observing closely, using simple equipment Sc1/1.3 performing simple tests Sc1/1.4 identifying and classifying Sc1/1.5 using their observations and ideas to suggest answers to questions Sc1/1.6 gathering and recording data to help in answering questions.					

History	I can use common words and phrases relating to the passing of time...past, present, future...yesterday, today, tomorrow...long ago, years, decade, century Chronological understanding I can place known events in the order of when they happened...e.g. My Life timeline...'recent' dated events to order post war					
		Guy Fawkes I can use common words and phrases relating to the passing of time...past, present, future...yesterday, today, tomorrow...long ago, years, decade, century Historical enquiry I can find answers to some simple questions about the past from simple sources of information...pictures, artefacts, video clips, text Study the lives of significant individuals in the past who have	History of Toys I can sequence events and recount changes within living memory ...comparing parents/grandparents' childhoods to now I can describe some simple similarities and differences between man-made objects e.g. toys/homes/houses then and now I can sort historical objects from 'then' and 'now'. I can ask and answer relevant basic questions about the past...e.g. what was it like to...? What	History of Transport The Wright Brothers Study the lives of significant individuals in the past who have contributed to national and international achievements.		Grace Darling I can use common words and phrases relating to the passing of time...past, present, future...yesterday, today, tomorrow...long ago, years, decade, century Historical enquiry I can find answers to some simple questions about the past from simple sources of information...pictures, artefacts, video clips, text Study the lives of significant individuals in the past who have contributed to

		contributed to national	happened...why...when...			national and international achievements.
Geography ongoing skills	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: physical features, including: beach, coast, forest, hill, mountain, river, soil, sea, ocean and weather, city, town, village, factory, farm, house, office and shop					
Geography	Mersea Island use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features,	African animals Sing the continents song (but no formal learning or recording of work on the continents 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 (Africa)			Farming use simple compass directions (North, South, East and West) and locational ... [for example, near and far], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic	Mersea Island use aerial 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 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

					symbols in a key	surrounding environment. Link to Grace Darling: Name and locate the four countries of the United Kingdom. Grace was in Northern England.
ICT	NCCE Computing programme					
	Technology around us	Creating Media	Moving a Robot	Data and Information	Creating Media	Programming
Art	Drawing - 1.Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care. 2. Explores tone using different grades of pencil, pastel and chalk. 3. Experiments and investigates with a variety of drawing tools (pencil, rubbers, crayon, pastels, chalk, felt tip). 4. Use a variety of drawing techniques: scribbling , stippling and blending. 5. Observe and draw patterns. 6. Encourage drawings of people. 7. To talk about their own work and that of other artists					
	Painting in Style of Andy Warhol Painting - Primary colours. Superhero logos	Edward Tingatinga Painting 4. Mix primary and secondary colours and shades using different types of paint. a. Begin to reproduce the colours of different objects.	DT see below	DT - See below	Sculpture Clay Animals 1. Safely use and explore a variety of materials, tools and techniques. 2. Experiment with a range of materials such as recycled, natural and malleable materials and structures. 3. Continue to explore the use of shape and form.	DT see below Printing - Beach huts Andy Warhol Printing with card leaves 2. Design their own printing block. 3. Explore printing in relief. Use string and card. 4. Explore impressed printing. Drawing into ink, printing from objects.

					4.Begin to apply simple decoration techniques Introducing patterns.	5.Create a Simple repeating pattern and recognise pattern in the environment. 6.Use equipment and media correctly and start to produce a clean printed image.
DT			Textiles - puppets To know what a template is To know how a simple 3D textile product is made To know how to join two pieces of fabrics using different joining techniques (glueing, stapling, stitching) To know a range of finishing techniques available To know how to follow relevant health and safety protocols	Making moving pictures - Mechanics Pushes, Pulls and Levers <u>Technical Knowledge</u> To identify simple levers and sliders in moving books/products and explain how they work To make drawings of simple products to show how they work To use appropriate vocabulary to describe mechanisms To try out their ideas using construction kits to make simple levers (with some adult support) assemble strips of card to make		Cooking To know how to use simple cutting tools to prepare soft fruit and vegetables To chop using a claw grip. To know how to follow simple health and safety procedures To know how to peel, chop, slice and grate foods. To know technical vocabulary relevant to the project <u>Wider knowledge</u> To know where a range of fruit and vegetables come from. To know the principles of a varied diet

				simple sliders and lever mechanisms To choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture		
PE- see yearly plan	Gymnastics. Send and Return.	Gymnastics. Hit Catch Run.	Dance. Hit Catch Run.	Dance. Run Jump Throw.	Attack Defend Shoot. Run Jump Throw.	Attack Defend Shoot (RUGBY COACHES)
PSHE	Scarf Coram Life Education Programme					
	Me and my relationships	Valuing Difference	Keeping myself safe	Rights and Responsibilities	Being my Best	Growing and Changing
RE	Essex Scheme					
	What do my senses tell me about the world of religion and belief?	What does the cross mean to Christians?	How does a celebration bring a community together?		What do Jews remember on Shabbat?	How did the universe come to be?
Music (charanga scheme)	Autumn 1 Unit: Hey You! Style: Old-School Hip Hop Topic and cross-curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or	Autumn 2 Unit: Rhythm In The Way We Walk and Banana Rap Style: Reggae, Hip Hop Topic and cross-curricular links: Action songs that link to the foundations of music	Spring 1 Unit: In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra Topic and cross-curricular links: Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and	Spring 2 Unit: Round And Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion Topic and cross-curricular links: Latin American style of music - Countries from around the world. Film	Summer 1 Unit: Your Imagination Style: Pop	Summer 2 Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1 Topic and cross-curricular links: Think about the history of music in context, listen to some Western

	80s Hip Hop culture in general. Historical context of musical styles.		cultures. Ourselves. Historical context of musical styles.	music. Historical context of musical styles.		Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
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