

Personal, Social and Health Education - Keeping Safe

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.
- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep.
- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe.
- Recognise the range of feelings that are associated with loss.
- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.
- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Start thinking about who they trust and who they can ask for help.

Music - Unit 3 - How Does Music Make the World a Better Place?

Introducing Tempo & Dynamics

This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the MMC; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

Geography- 'Journeys around the World'

In this unit, the children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. Virtual and imagined journeys are important to show Key Stage 1 children similarities and contrasts. The curriculum asks for focus on teaching about continents, then moving beyond the locational knowledge to deeper place knowledge. One must be mindful of presenting simplistic, single-view images of whole continents. Balancing images and specific case study examples, even within a lesson, allows for sufficient challenges against stereotypes and misconceptions.

Science - 'Animals including Humans'

- Children can name and sort common animals including fish, amphibians, reptiles, birds and mammals.
- Children can describe and compare the observable features of animals from a range of groups.
- Children can name a variety of animals that are herbivores, carnivores and omnivores.
- Children can name and locate different parts of the human body and begin to make suggestions about what some parts of the body do.
- Children can name the five senses and the part of the body they are related to.
- Children can explain how they use each of their senses.
- Children can identify and name a variety of animals.

Topic Web Year 1 Spring 1 2026

English

Literacy Tree

Beegu

Own version of 'Alien' narrative.

Leo and the Octopus

Fact file

Phonics Bug

In Phonic Ability Groups

Revision of Phase 2&3

Phase 4, Phase 5

Maths

Time

Tell the time to the hour and half-past the hour; solve practical problems for time.

Exploring calculation strategies within 20

Represent and use number bonds; use concrete and pictorial representation to solve one-step problems.

Numbers to 50

Count, read, write, identify, represent in numerals and words; recognise place value.

Religious Education - Christianity

Theme: Jesus as a friend.

Key Question: Was it always easy for Jesus to show friendship?

LO: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.

Computing - Maze Explorers/Technology outside School

To understand the functionality of the basic direction keys in Challenges 1 and 2.

To be able to use the direction keys to complete the challenges successfully.

To understand the functionality of the basic direction keys in Challenges 3 and 4.

To understand how to create and debug a set of instructions (algorithm).

To use the additional direction keys as part of their algorithm.

To understand how to change and extend the algorithm list.

To create a longer algorithm for an activity.

To provide an opportunity for the children to set challenges for each other.

To provide an opportunity for the teacher to set these new

- Children understand what is meant by 'technology'.
- Children have considered types of technology used in school and out of school.
- Children have recorded 4 examples of where technology is used away from school.

Physical Education - Dance

Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases.

Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.

Net and Wall

Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.

DT - 'Homes'

- To explore different types of houses and identify shapes and features.
- To investigate how to join and combine shapes to make a house.
- To investigate ways of creating the interior features of a house.
- To be able to design a house.
- To be able to follow a design to create a house.
- To be able to evaluate a finished product.