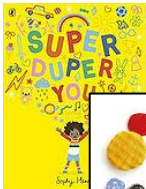
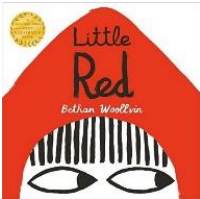
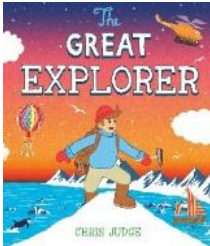
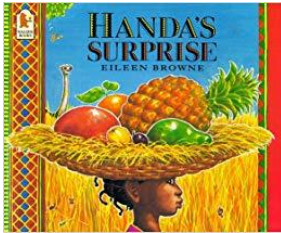
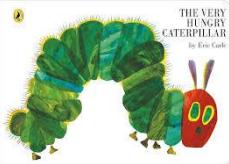
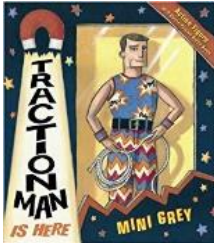


CLASS 1 - Year A Overview – Year 1 (2025 – 2026)

	Autumn Term		Spring Term		Summer Term	
Phonics	EYFS (8 weeks) Baseline Level 2 <i>(each week spread over two weeks)</i> Week 1 – s a t p Week 2 – i n m d Week 3 – g o c k Recap	EYFS (8 weeks) Level 2 <i>(each week spread over two weeks)</i> Week 4 – ck e u r Week 5 – h b f ff l ll ss Week 6 – Revise Week 1 - 5 Assessment & Recap	EYFS (6 weeks) Level 3 Week 1 – j v w x (two weeks) Week 2 – z zz qu ch Week 3 – sh th th ng Week 4 – ai ee igh oa Week 5 – oo oo ar or Week 6 – ur ow oi ear	EYFS (5 weeks) Level 3 Week 7 – air ure er Week 8 – all GPCs Week 9 – all GPCs Week 10 – trigraphs and consonant digraphs Assessment & Recap	EYFS (6 weeks) Level 3 Week 11 – letter sounds and vowel digraphs Week 12 – all GPCs Assessment & Recap Level 4 Week 1 – CVCC words Week 2 – CCVC words Week 3 – Adjacent Consonants	EYFS (6 weeks) Level 4 Week 4 – Polysyllabic Words Week 5 – 3 letter adjacent consonants Assessment & Recap Weeks
	Year 1 Level 5 Recap Level 3/4 Week 1 – ay Week 2 – oy Week 3 – ie Week 4 – ea Week 5 – a_e Week 6 – i_e	Year 1 Level 5 Week 7 – u_e Week 8 – ou Week 9 – long vowel sounds Week 10 – ch (c/sh) Week 11 – ir Week 12 – ue Week 13 – ew Assessment & Recap	Year 1 Level 5 Week 14 – y (ee) Week 15 – aw au Week 16 – ow oe Week 17 – wh Week 18 – g (j) c (s) Week 19 – ph	Year 1 Level 5 Week 20 – ea Week 21 – ie (ee) Week 22 adding -ed Week 23 – adding s and -es Assessment & Recap	Year 1 Level 5 Week 24 – adding -er and -est Week 25 – tch (ch) Week 26 – adding -ing and -er Week 27 – are ear (air) Week 28 – unspoken 'e' Assessment & Recap	Year 1 Level 5 Phonics Screening Practice Week 29 – ore (or) Week 30 – adding prefix -un Assessment and Re-cap
Authors of the Term						
	Sophy Henn/Anna Llenas	Bethan Woolvin	Chris Judge	Arree Chung	Eric Carle	Mini Grey
Literacy	Super Duper You Understanding: words, sentences, spaces between words, full stop capital letter. Description (of me!) Recount  	Once Upon A Time... Narrative – retell of Little Red. Description – of the wolf/Little Red Description – The Gingerbread House  	The Great Explorer Narrative – Retell the story Description – North Pole or Animal 	Amazing Africa Narrative – Retelling Handa's Surprise with different animals (3 weeks) Explanation – How To Make A Fruit Kebab 	The Very Hungry Caterpillar/ The Tiny Seed Narrative: The Very Hungry... Explanation: Caterpillar Lifecycle OR How To Plant A Seed  	Tremendous Toys Narrative: New adventure for Traction Man Description: My Favourite Toy 

Numeracy	YEAR 1/2 Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 100) Shape		YEAR 1/2 Addition and Subtraction (within 100) Multiplication and Division Length and Height Statistics		YEAR 1/2 Money Fractions Time Mass, capacity and temperature Position and Direction	
	EYFS Match, sort and compare Talk about measure and patterns It's me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides		EYFS Alive in 5 Mass and capacity Growing 6,7,8 Length, height, and time Building 9 and 10 Explore 3D Shapes		EYFS To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	
Number Sense	YEAR 1 Week 1: St 1, Bk 1 (Subitising 1-5) Week 2: St 1, Bk 2 (Subitising 6-10) Week 3: St 1, Bk 1 (Subitising on tens frame) Week 4: St 1 Consolidation Week 5: St 2, Bk 1 (Make and Break 5) Week 6: St 2, Bk 2 (Make and Break 4,3,2) Week 7: St 2, Bk 3 (Make and Break 10)	YEAR 1 Week 1: St 2, Bk 4 (Make and Break 6) Week 2: St 2, Bk 5 (Make and Break 7) Week 3: St 2, Bk 6 (Make and Break 8) Week 4: St 2, Bk 7 (Make and Break 9) Gap Teaching and Consolidation	YEAR 1 Week 1&2: Stage 3, Book 1 – One More, One Less Week 3&4: Stage 3, Book 2 – Two More, Two Less Week 5&6: Stage 3, Book 3 Number to 10 Fact Families	YEAR 1 Week 1&2: Stage 3, Book 4 – Five and a bit Week 3: Stage 3, Book 5 – Know About Zero Week 4: Stage 3, Book 6 – Doubles and Near Doubles Gap Teaching and Consolidation	YEAR 1 Week 1&2: Stage 3, Book 7 – Number Neighbours Week 3&4: Stage 3, Book 8 – 7 Tree and 9 Square Week 5&6: Stage 3, Book 9 – Strategy Selection Week 7: Gap Teaching and Consolidation	YEAR 1 Stage 4, Book 1 – Ten and a bit Gap Teaching and Consolidation
	EYFS Book 1: Subitising 1 and 2 Book 2: Subitising 1 and 3	EYFS Book 3: Subitising 1-4 Book 4: Subitising 1-5	EYFS Book 5: Subitising 6-10 Book 6&7: Partition 2-3	EYFS Book 8: Partitioning 4 Book 9: Partitioning 5 Book 10: Partitioning 10	EYFS Book 11: Composition of 6-9 Book 12: Comparing numbers to 10	EYFS Book 13: Patterns in odd and even numbers
Science	Animals, Including Humans Pupils should be taught to: - 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 - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Seasons – Autumn Pupils should be taught to: - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.		Materials Pupils should be taught to: - 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 - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasons – Spring Pupils should be taught to: - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.		Plants Pupils should be taught to: - 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. Seasons – Summer Pupils should be taught to: - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.	

History	Long Clawson Significant historical events, people and places in their own locality. Understand that the place that we live/learn in has changed over time. The materials homes are made from have changed over time. That historically homes were often centred around a Church and possibly a large Manor House or Hall. That at the heart of Long Clawson is a Manor House and Church. Our school was built a long time ago and has changed over time. The Manor House would have been lived in by a wealthy person. The majority of other people who lived in the village would not have been wealthy. Our village war memorial and dedication within St Remigius Church reminds us of those who fought and lost their lives in wars (link to Remembrance Day).	Gunpowder Plot Events beyond living memory that are significant nationally. The plot happened in 1605. The plotters were Catholic and felt they were being treated unfairly by the King, who was Protestant. King James I was the King of England. The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament on 5th November 1605. The plot failed. On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot.	Nurturing Nurses The lives of significant individuals in the past who have contributed to national and international achievements. Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856). The Nightingale Training School for Nurses was opened in 1860. Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War. Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German army.	Toys Changes within living memory. Toys have existed for thousands of years and have been made out of many different materials. Victorian toys were often made of wood. Poorer children would have played with homemade toys. Modern toys are usually made of plastic because it is safer and easier to make things with. Many modern toys work using electricity. Toys have changed over time. Toys that grandparents played with are very different to the toys that children play with now. As technology has changed, so have the types of things that children play with. Games that children play in the playground have changed over time and so has the equipment. Cross curricular link to PSHE: does it matter who plays with what?		
	Geog	Our School		Sensational Africa		Our Country
Music	Pulse EYFS/Year 1		Rhythm EYFS/Year 1		Voice EYFS/Year 1	

Art	<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.		<u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.		<u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	
D&T	Homes		Eat More Fruit and Veg		Playgrounds	
Computing	Online Safety & Exploring Purple Mash (1.1) Technology Outside School (1.9)	Grouping and Sorting Materials (1.2) Spreadsheets (1.8)	Animated Stories (1.6)	Lego Builders (1.4) Pictograms (1.3)	Maze Explorers (1.5)	Coding (1.7)
R.E	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians	F5 Which places are special and why?	F3 Why is Easter special for Christians	F6 Which stories are special and why	F1 Why is the word God so important to Christians?
R.E	1.2 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians?	1.8 What makes some places sacred to believers?	1.5 Why does Easter matter to Christians?	1.6 Who is a Muslim and how do they live?	1.1 What do Christians believe God is like?
P.E.	Ball Skills	Ball Skills	Team Building	Team Building	Striking and Fielding	Striking and Fielding
	Fundamentals	Fundamentals	Gymnastics	Gymnastics	Athletics	Athletics
RSHE	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing