

Year One Learning Journey Overview 2025-2026

Curriculum Coverage

ENGLISH

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts					
<i>Cave Baby</i> Julia Donaldson and Emily Gravett	<i>I Want My Hat Back</i> Jon Klassen	<i>Iggly Peck, Architect</i> Andrea Beatty and David Roberts	<i>Beegu</i> Alexis Deacon	<i>Lost and Found</i> Oliver Jeffers	<i>Stanley's Stick</i> John Hegley and Neal Layton
Look up! Nathan Bryon	<i>Billy and the Beast</i> Nadia Shireen	<i>Julian is a Mermaid</i> Jessica Love	<i>The Odd Egg</i> Emily Gravett	<i>Pig the Pug</i> Aaron Blabey	<i>Dinosaurs and all that Rubbish</i> Michael Foreman

Outcomes

Narrative retelling. Labels and captions Informal letters	Questions, Speech bubbles, letters, lists. Story Sequel.	Descriptions, Commands, letters, nonsense-word dictionary, poems, non-fiction report.	Labels, captions, character comparisons, thought and speech bubbles, Fact file.	Character Descriptions, retellings, advice, instructions, non-chronological report. Own version 'losing/finding' narrative.	Retelling, descriptions, own version narrative.
Signs and labels, thought bubbles, flyers, letters of advice. Narrative own version.	Wanted posters, summary, emails, character descriptions, recipes. Own version narrative.	Thought and speech bubbles, diary entry, letter, certificate. Non-fiction report.	Instructions, writing in role, advertisements. Three-verse poems.	Character comparisons, shred poem, own version narratives, letter in role, 'How to' guide.	Letters, setting descriptions, instructions, narrative retelling, pamphlet, poster.

READING : PHONICS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Phase 3: Unit 6: j v w x Unit 7: y z, zz, qu Unit 8: ch she th ng Unit 9: ai ee igh oa oo, oo Unit 10: ar or ur ow oi	Phase 3: Unit 11: ear air ure er Assessment Phase 4: Unit 12: CVCC CCVC CCVCC, CCCVC, CCCVCC Assessment Phase 5: Unit 13: wh, ph Unit 14: ay, a-e, eight, ey, ei	Phase 5: Unit 15: ea, e-e, ie, ey, y Unit 16: phoneme /igh/ written as 'ie', i-e, y, i Unit 17: phoneme /oa/ written as 'ow', o-e, 'o' and 'oe' unit 18: phoneme long /oo/ written as ew, ue, u-e, phoneme short /oo/ written as 'u', and 'oul'	Unit 19 phoneme /or/ written as 'aw', au, al unit 20 phoneme /ur/ written as 'ir', 'er', 'ear' unit 21 phoneme /ow/ written as 'ou' phoneme /oi/ written as 'oy' unit 22 phoneme /ear/ written as 'ere' and 'eer' phoeme / air/ written as 'are' and 'ear'	Review and Revisit, prep for phonics check	Phonic s check Unit 24 Phoneme /s/ written as 'c(e), c(i), c(y), sc, st(l) phoneme /s/ and /z/ written as 'se' unit 25 phoneme /j/ written as 'g(e), g(i), g(y) , dge phoneme /l/ written as 'le' phoneme /m/ written as mb phoneme /n/ written as 'kn' and 'gn' phoneme /r/ written as 'wr' unit 26

			unit 23 phoneme /c/ written as 'c', 'k', ck, ch		phoneme /zh/ written as 's' phoneme /ch/ written as tch phoneme /sh/ alternatives phoneme /e/ written as ea unit 27 phoneme/w/ /o/ written as 'wa' phoneme/u/ written as 'o'
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MATHEMATICS

Autumn	Spring	Summer
Block 1- Number: Place value within 10 Block 2- Number: addition & subtraction (within 10) Block 3 – Geometry: Shape	Block 4 - Number: Place value within 20 Block 5- Number: addition & subtraction (within 20) Block 6 - Number: Place value within 50 Block 7- Measurement: length & height Block 8 – Measurement: weight & volume	Block 9-Number: multiplication & division Block 10 – Number: Fractions Block 11 – Measurement: Position & direction Block 12- Number: place value to 100 Block 13 – Measurement – money Block 14- Measurement -time

PSHE & RELATIONSHIP & HEALTH EDUCATION

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My relationships - Why we have classroom rules - Thinking about feeling - Our feelings - Feelings and bodies - Our special people balloon - Good friends - How are you listening?	Valuing differences - Same or different? - Unkind, tease or bully? - Harold's school rules - Who are our special people? - It's not fair!	Keeping myself safe - Healthy me - Super sleep - Who can I help? - Harold loses Geoffrey - What could Harold do? - Good or bad touches? - Sharing pictures	Rights and Respect - Harold's wash and brush up - Around and about our school - Taking care of something - Harold's money - How should we look after our money? - Basic first aid	Being My best - I can eat a rainbow - Eat well catch it! - Bin it! Kill it! - Harold learns to ride his bike - Pass on the praise - Harold has a bad day!	Growing and Changing - Inside my wonderful body! - Taking care of a baby - Then and now - Who can help? - Surprises and secrets - Keeping private

PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fundamental Movement Skills	Fundamental Movement Skills	Gymnastics	Dance	Striking and fielding	Athletics

COMPUTING

Autumn	Spring	Summer
Getting started In this unit, the children will: - Using computers more purposefully is introduced - learn how to login and navigate around a computer - develop mouse skills - learn how to drag drop click and control a cursor to create works of art inspired by Kandinsky and self-portraits	Introduction to data In this unit, the children will: - learn what data is - the different ways that data can be represented, both with and without a computer - develop an understanding of why data is useful, how it can be used and the ways it which can be gathered and recorded both by human and computers.	Digital imagery In this unit, the children will: - use creativity and imagination to plan a miniature adventure story - capture it using developing photography skills - Learn to enhance photos using a range of editing tools - search for and add other images to a project - produce high-quality photo collage showcase.

SCIENCE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The human body In this unit, the children will: - Name and identify parts of the human body - Draw and label parts of the human body - Learn about the five senses and the different body parts used for each sense. Materials In this unit the children will: - Explore different materials, these are: wood, plastic, glass, metal and rock. - Name common objects and identify the materials they are made from. - Explore the simple processes of melting and freezing. - Exploring which materials float and which materials sink. - Explore which materials absorb water. - Explore which materials are best for curtains. Seasonal changes In this unit the children will: - Look at the four different seasons and focus on Autumn and identify what changes occur in Autumn. - Collect data during autumn and describe and record the changes in the weather during Autumn. - Focus on Winter and identify what changes occur in Winter.		Planting In this unit, the children will: - Watch and understand how a plant grows. - What conditions will help a plant grown. Animals, including humans In this unit, the children will: - 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. - Compare and group different animals. Sustainability In this unit, the children will: - Learn why it is important to care for our planet. - Learn how we can care for our planet. Seasonal Changes In this unit the children will: - Focus on Spring and identify what changes occur in Spring. - Collect data during Spring and describe and record the changes in the weather during Spring.		Plants In this unit, the children will: - 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. Planting In this unit, the children will: - Watch and understand how a plant grows. - What conditions will help a plant grown. Sustainability In this unit, the children will: - Learn where food comes from. - Recap what they have planted and grown throughout the year. - Find out if they can cook what they have grown. Seasonal Changes In this unit the children will: - Focus on Summer and identify what changes occur in Summer. - Collect data during Summer and describe and record the	

Collect data during autumn and describe and record the changes in the weather during Winter.	Planting In this unit, the children will: - Watch and understand how a plant grows. - What conditions will help a plant grown.	changes in the weather during Summer.
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RELIGIOUS EDUCATION

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?

HISTORY

Autumn	Spring	Summer
How am I making history? In this unit, the children will: - Order photographs correctly on a simple timeline. - Use terms 'before' and 'after' when discussing timelines. - Explain why memories are special and name 4 events that they celebrate throughout the year. - Think of ways to celebrate their birthdays. - Explore how childhood was like in the past. - Compare childhood now and childhood in the past. - Use vocabulary to compare the present, the past and possible changes in the future.	How have toys changed? In this unit, the children will: - Discuss their favourite toy using language related to the past. - Ask questions about toys in the past. - Compare toys from the past to the present. - Sequence artefacts from different periods of time. - Identify changes between teddy bears today and those from 100 years ago. - Describe how toys have changed over time.	How have explorers changed the world? In this unit, the children will: - Explain what explorers do. - Name equipment or transport an explorer would need. - Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). - Identify where the explorer travelled and their achievements. - Make inferences about what a person in an image could be saying. - Understand events in relation to the present day and compare how exploration has changed over time. - Describe how an explorer is significant and how they impacted events or people's ideas.

GEOGRAPHY

Autumn	Spring	Summer
What is it like here? In this unit, the children will: - Locate 3 features on an aerial photograph of the school and know the name of the county, town or city in which they live. - Make a map of the classroom with 3 key features. - Recognise 4 features in the school grounds using a map.	What is the weather like in the UK? In this unit, the children will: - Name and locate the 4 countries on the map of the UK. - Identify the country they live in. - Identify 4 seasons. - Describe some seasonal changes. - Identify the 4 compass directions.	What is it like to live in Shanghai? In this unit, the children will: - Give examples of human and physical features. - Explain the location of features using directional language. - Use an aerial photography to locate physical and human features.

- Explain how they feel about 3 areas of the playground and find out how others feel by looking at the results of a survey. - Draw a design to improve 3 areas of the playground using the results from the survey.	- Use the compass directions to describe the location of features. - Observe and describe daily weather patterns. - Begin to locate the 4 capital cities of the UK. - Explain what the weather is like during each season in the UK. - Suggest appropriate clothing and activities for each season.	- Draw simple pictures or symbols on a sketch map. - Draw compass points. - Name the continent they live in. - Use an atlas to locate the UK, China, Europe and Asia. - Identify China's physical and human geography. - Sort physical and human features using photographs. - Identify physical and human features in images of Shanghai. - Compare Shanghai to their locality. - Identify similarities and differences between human and physical features.
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ART

Autumn 1 Art / Drawing		Spring 1 Art /Painting		Summer 1 Art / Sculptures	
Drawing: Making your mark		Painting and mixed media; Colour Splash		Sculpture and 3D; Paper Play	

DESIGN & TECHNOLOGY

Autumn 2 DT / Textiles		Spring 2 DT / Food		Summer 2 DT / Structure	
	Textiles; Puppets		Cooking and Nutrition: Smoothies		Structures: Constructing a Windmill

MUSIC

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 80s Hip Hop culture in general. Historical context of musical styles.	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	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 cultures. Ourselves. Historical context of musical styles.	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 music. Historical context of musical styles.	Unit: Your Imagination Style: Pop Topic and cross-curricular links: Coming soon	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 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.