



Spring 1 Overview 2025-2026

Year 1

Week	1	2	3	4	5	6
	5.1.26 (4 day week)	12.1.26	19.1.26	26.1.26	02.2.26	09.2.26
Geography What is the weather like in the UK?	<p>WALT: To locate the four countries of the UK.</p> <p>WILF: I can name the four countries of the UK. I can locate the four countries of the UK on a map. I can recall which of the four UK countries I live in.</p> <p>Resources: Presentation: Where are the UK and Europe? Atlases. Google Earth. Map of the UK.</p>	<p>WALT: Identify seasonal changes in the UK.</p> <p>WILF: I can name the four seasons. I can identify the current season. I can describe some of the changes in each season.</p> <p>Resources: Clipboards. String. Map of the school. Sticks. Journey stick materials.</p>	<p>WALT: Identify the four compass directions.</p> <p>WILF: I know the four compass directions are north, east, south and west. I can describe the location of features using simple compass directions. I know the arrow on a compass always points north.</p> <p>Resources: Presentation: Compass directions. Clipboards. Atlases. Compasses.</p>	<p>WALT: Investigate daily weather patterns.</p> <p>WILF: I can describe different types of weather. I can measure weather in different ways. I can use compass directions to describe the weather in different locations.</p> <p>Resources: Presentation: Measuring weather. Presentation: Reading weather symbols. Clipboards. A selection of instruments that measure the weather e.g. thermometers, rain gauges and weather vanes- optional. Compass.</p>	<p>WALT: Identify daily weather patterns in the UK.</p> <p>WILF: I can locate the country I live in. I can locate the capital city of the country I live in. I can begin to locate the capital cities of each country in the UK. I know that the weather is not the same everywhere in the UK.</p> <p>Resources: Presentation: Map of the UK. Presentation: Weather report. A recording device. Children's UK maps. Activity: Weather diary</p>	<p>WALT: Understand how the weather changes with each season.</p> <p>WILF: I can describe the weather in each season. I can suggest what people might wear in each season. I can suggest activities people might do in each season.</p> <p>Resources: Presentation: How do people prepare for the weather? Assessment Quiz.</p>
Science Animals: Sensitive Bodies	<p>WALT: Knowledge To name parts of the human body.</p> <p>Working scientifically To sort body parts into groups.</p>	<p>WALT: Knowledge To name the body parts used for each sense.</p> <p>Working scientifically To spot patterns in data.</p>	<p>WALT: Knowledge To identify the body parts used for the sense of taste and touch.</p> <p>Working scientifically To use the senses to make observations.</p>	<p>WALT: Knowledge To identify the body parts used for the sense of smell and sight.</p> <p>Science in action</p>	<p>WALT: Knowledge To identify the body part used for the sense of hearing.</p> <p>Working scientifically</p>	<p>WALT: Knowledge To recognise how the senses are used in everyday life.</p> <p>Science in action</p>



	<p>WILF: Knowledge I can draw and label human body parts. I can identify some differences in animal body parts. Working scientifically I can use sorting rings to group the same and different body parts.</p> <p>Resources: Presentation: Sensitive Bodies. Body parts sheet. Hoops. Body Parts Label. Venn diagram sheet.</p>	<p>Knowledge I can draw and label the body parts used for each sense. Working scientifically I can measure using cubes. I can use patterns in data to answer a question.</p> <p>Resources: Presentation: Guess the body parts. Presentation: The senses. Bag of popcorn. Cubes. Investigation sheet. Labelling activity.</p>	<p>WILF: Knowledge I can use my sense of touch to identify an object. Working scientifically I can describe the taste of different foods. I can record describing words in a table.</p> <p>Resources: <i>Presentation: Secret senses.</i> <i>Presentation: Favourite foods.</i> A cardboard feely box. A selection of everyday objects to place in the feely box. A pair of rubber gloves. 4 plates of food; 1 sweet food; 1 salty food; 1 sour food; 1 bitter food.</p>	<p>To recognise that scientists are always making new discoveries.</p> <p>WILF: Knowledge I can recall the body part used for smell. I can recall the body parts used for sight. Science in action I can understand the importance of research into sight.</p> <p>Resources: Presentation: Smelling challenge. Equipment for the smelling challenge; 6 aromatic items; 6 containers. clipboards.</p> <p>Equipment for the puddle challenge Base stations. Blindfold.</p>	<p>To investigate how sound changes as you move further away.</p> <p>WILF: Knowledge I can name the body part used for hearing. I can identify an object based on the sound it makes. Working scientifically I can use my observations to answer a question.</p> <p>Resources: Presentation: <i>Sound investigation.</i> Whiteboards and pens. Equipment for sound demonstration; 1 plastic pot; some counters; 1 metal pencil sharpener; 1 rubber. 1 percussion instrument. Equipment for shaky pots.</p>	<p>To recognise the importance of the senses in certain jobs.</p> <p>WILF: Knowledge I can list actions people take based on their senses. I can name feelings people have based on their senses. Science in action I can describe how a firefighter uses their senses.</p> <p>Resources: Presentation: Senses in action. Assessment Quiz.</p>
<p>Art and Design Painting and Mixed Media: Colour Splash</p>	<p>WALT: Assess our existing knowledge of drawing.</p> <p>WILF: Complete a quiz to assess your current knowledge and understanding of Art.</p> <p>Resources: Assessment</p>	<p>WALT: Investigate how to mix secondary colours</p> <p>WILF: I can name the primary colours: red, yellow and blue. I can mix primary colours to make secondary colours. I can say which two primary colours are needed to mix each of the secondary colours.</p> <p>Resources: Plasticine or play dough in red, yellow and blue. Crayons and coloured pencils.). Coloured tissue or cellophane in primary colours. Paper or sketchbooks).</p>	<p>WALT: Apply knowledge of colour mixing when painting.</p> <p>WILF: I can use primary colours to paint. I can mix primary colours to make secondary colours. I can choose a suitable brush for the marks I want to make.</p> <p>Resources: Red, Yellow and Blue paint. Paint palettes. Water pots. Brushes (a range of sizes). Pencils. Graphite sticks or broad markers for outlining numbers.</p>	<p>WALT: Explore colour when printing.</p> <p>WILF: I can use a variety of colours in my printing. I can create new colours by overlapping prints. I can work carefully and accurately when making my patterns.</p> <p>Resources: Building blocks (varying sizes. Flat building block bases. Other objects suitable to print with, e.g. cotton reels, corks, building blocks etc. Sketchbooks. Red, Yellow and Blue Paint. Paint pallets.</p>	<p>WALT: Experiment with paint mixing to make a range of secondary colours.</p> <p>WILF: I can mix two primary colours to make shades of a secondary colour. I can mix at least five different shades of my chosen secondary colour. I can use my five mixed colours to create patterns.</p> <p>Resources: A small collection of green objects, natural or artificial, e.g. leaves, fruit, vegetables, plastics, packaging, etc. Sketchbooks or A4 paper. Pencils.</p>	<p>WALT: Apply their painting skills when working in the style of an artist.</p> <p>WILF: I can mix secondary colours. I can choose to paint with colours that look good next to each other. I can describe my plate and compare it to others.</p> <p>Resources: Paper plates. Red, Yellow and Blue Paint. Paint pallets. Water pots. Brushes. Drinking straws (one per child).</p>



		Paint palette. Red, yellow and blue ready-mixed paint. Brushes		Water pots. Brushes.	Red, Yellow and Blue Paint. Paint pallets. Water pots. Brushes.	
Music Sound Patterns: Fairytales	WALT: Explore and change dynamics using the voice. WILF: I can join in time with repeated phrases and patterns. I can change my voice to represent different characters, for example, by changing the volume. Resources: Presentation: The Three Little Pigs.	WALT: Experiment with creating different sounds using a single instrument. WILF: I can respond to hand gestures. I can use one instrument to create different sounds. I can choose a relevant sound to accompany a part of the story. Resources: Presentation: The Three Little Pigs. A set of untuned percussion instruments.	WALT: Read simple rhythmic patterns comprising of one beat sounds and one beat rests. WILF: I can clap syllables in spoken words or phrases. I can play a sound pattern using an instrument. I can read a sound pattern with one beat and one rest. Resources: Presentation: Rhythmic patterns. Presentation: The Three Little Pigs. Untuned percussion instruments.	WALT: Play sound patterns in time with the pulse using a visual stimulus. WILF: I can recognise different sound patterns and represent them with symbols. I can read symbols and clap different sound patterns. I can play different sound patterns using instruments. Resources: Presentation: Three little pigs. Presentation: Big bad wolf. Untuned percussion instruments.	WALT: Show awareness of different roles when performing in a group performance. WILF: I can use my voice expressively to join in with repeated phrases. I can use my instrument to play a sound pattern. I can sway or march to keep the pulse. Resources: Presentation: Rhythms. Untuned instruments. Recording device.	
P.S.H.E Keeping safe at school; at home; in an emergency/Mental and emotional health; what makes me happy?; good and bad secrets	WALT: Understand the rules for keeping me safe at school and outside. WILF: Identify the rules of being and staying safe. Name and describe who can help me in school, at home or in the wider environment. Explain what to say or do if I feel unsafe or think something is not safe. Resources: Teaching slides. Location pictures.	WALT: Understand how household products, including medicines, can be harmful and dangerous if not used correctly. WILF: Recognise why we need rules; Name and describe things that can help and harm the body. Name who gives us medicines and who I could speak to if I wasn't feeling well. Resources: Say what to say/do if you think something is not safe. Resources: Teaching slides. Medicine sheets.	WALT: Understand what an emergency is and what to do to keep ourselves safe. WILF: Identify risk in everyday situations. Describe what is an emergency. Identify that 999 is an emergency number and can be dialled to get help in an emergency. Resources: Teaching slides. Emergency sheet.	WALT: Understand different feelings, where they come from and how I can look after them. WILF: Name good and bad feelings; describe how feelings can make my body feel inside. Explain what can make me and others feel better. Resources: Teaching slides. Feelings sheet.	WALT: Understand the difference between good and bad secrets. WILF: Name examples of good and bad secrets. Describe why you should not keep secrets that make you feel bad feelings. Practice when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. Resources: Teaching slides. Secrets sheet.	WALT: Understand a range of feelings and emotions and begin to realise how their actions can sometimes affect others. WILF: Name positive and negative behaviours. Describe how my behaviour might affect others in a negative way. Explain how to show empathy and why we should. Resources: Teaching slides. Behaviour sheets.



P.E Indoor Dance	Pirate - Lesson 4 WALT: Explore speeds and actions in our pirate inspired dance. WILF: Use clear actions. Use counts to 8 to help you stay in time with the music. Resources: Pirates Audio. Ahoy Matey PDF. The Pirate's Yo Ho Ho PDF.	Pirate Lesson 5 WALT: Copy, remember and repeat actions that represent the theme. WILF: Use clear actions Use expression to tell a story. Resources: Pirates Audio. Pirates Video. Pirates Prompt card PDF. Pirates Yo Ho Ho PDF. Warm up dreams audio.	Pirate Lesson 6 WALT: Copy, repeat, create and perform actions that represent the theme. WILF: Draw the shape of the pathway as you travel. Use levels to make your dance look interesting. Resources: Pirates Audio. Pirates Video. Pirates Prompt card PDF. Pirates Yo Ho Ho PDF. Warm up sunrise audio.	On Safari Lesson 10 WALT: Explore and copy actions in response to a theme. WILF: Use counts of 8 to help you stay in time with the music Resources: Buckle up Video. Animal actions video. On Safari audio. On Safari L1 PDF. Safari Animal Cards PDF.	On Safari Lesson 11 WALT: Create my own actions for an animal. WILF: Discuss and share ideas with a partner to create your actions. Use counts of 8 to help you stay in time with the music and each other. Resources: Buckle up Video. Animal actions video. On Safari audio. On Safari L2 PDF. Safari Animal Cards PDF.	On safari Lesson 12 WALT: Explore pathways with a partner. WILF: Use counts of 8 to help you stay in time with the music and each other. Resources: Hoops. Animal actions video. On Safari audio. On Safari L3 PDF. Safari Animal Cards PDF.
P.E. Outdoor Ball Skills	WALT: Develop dribbling a ball with your hands. WILF: Use soft touches with your hands to keep control. Use wide fingers to move the ball. Resources: Cones. Hoops. Playground Balls. Dribbling Video.	WALT: Explore accuracy when rolling a ball. WILF: Keep your eyes on the target. Release the ball when your fingertips are pointing at your target. Use wide fingers to control the ball. Resources: Cones. Playground Balls. Rolling Video.	WALT: Explore throwing with accuracy towards a target. WILF: Face your body and aim towards the target. Release the ball when your fingertips are pointing at your target. Stand with your legs split (one in front of the other).	WALT: Explore catching with two hands. WILF: Keep your eyes on the ball. Use a ready position with knees bent, feet shoulder width apart, on your toes. Use wide fingers with little fingers together (hands-down position).	WALT: Explore dribbling a ball with your feet. WILF: Keep the ball close to you (under your nose). Keep your head up. Use both feet to move the ball. Use different parts of your foot (sole, toe, heel, inside, outside).	WALT: Explore tracking a ball that is coming towards me. WILF: Adjust your body , so that it is in line with the ball. Keep your eyes on the ball. Resources: Cones. Playground Balls. Tennis Balls.
Computing Rocket to the moon	WALT: Make a list using software and a digital device. WILF: I can use a computer to create a list. I can identify different types of digital content (words and pictures). I can explain how a list made on a computer can	WALT: Draw a rocket using a computer.. WILF: I can open an art program. I can draw a picture using a computer. I can save a picture on a computer. Resources: Presentation: Designing a rocket.	WALT: Sequence a set of instructions. WILF: I can put a set of instructions in the right order. I can identify the importance of instructions being in the right order. I know how to build a model rocket.	WALT: Build a rocket using digital instructions. WILF: I can build a rocket according to instructions. I can refer to my rocket design; I can take a clear photo of my finished rocket. Resources: Presentation: Making a	WALT: Test and edit a rocket design. WILF: I can test out a design. I can evaluate the success of my design. I can make changes to my design. Resources: Presentation: Rocket launching.	



		<p>be saved and shared more easily.</p> <p>Resources: Presentation: Rocket materials. Dell Laptops. Link: BBC - Cbeebies - Make a rocket with Justin.</p>	<p>Dell Laptops. List of materials created in Lesson 1.</p>	<p>Resources: Presentation: Rocket building instructions. Link: Astronauts Put On Spacesuits in Awesome Space Station Time-lapse on VideoLink. A piece of paper cut into squares the same size as the Activity: Steps to making a rocket.</p>	<p>rocket. Completed equipment lists from Lesson 1. Rocket designs from Lesson 2. Materials and equipment for rockets. Digital camera. Link: 'BBC - Cbeebies - Make a rocket with Justin.'</p>	<p>Children's rockets. Foam javelin or your own bottle rocket to model launching a rocket.</p>
--	--	--	---	--	--	--