



# Year 1 Spring Planning 2026



Subject	Planning	
Religious Education  To Know You More Clearly.	<b>Branch 3 – Galilee to Jerusalem.</b>  Children will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God. They will learn about the call of the disciples and the nature of being a follower of Jesus.	<b>Branch 4 – Desert to Garden.</b>  Children to learn about the season of Lent as a time to prepare for Easter. They will know the story of the last week of Jesus' life, his death and resurrection.
English	<b>Vehicle Text 1: Hermelin.</b> Writing Outcomes. <ul style="list-style-type: none"><li>• Narrative: A detective story.</li><li>• Recount: Letters.</li></ul> <b>Vehicle Text 2: Where the Wild Things Are.</b> Writing Outcomes. <ul style="list-style-type: none"><li>• Narrative: A portal story.</li><li>• Information: Wild Things.</li></ul> <b>Reading for Pleasure:</b> Stories linked to the Vehicle Texts. Various familiar stories.	<b>Reading, Grammar, Spellings and Handwriting</b> Children to develop their understanding by: <ul style="list-style-type: none"><li>• Read accurately by blending sounds in unfamiliar words.</li><li>• Read aloud accurately, books that are consistent with developing phonic knowledge.</li><li>• Recall phonics sounds which have been taught.</li><li>• Leaving spaces between words.</li><li>• Joining words and clauses using 'and'.</li><li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li><li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li><li>• Using '-s' or '-es' in plurals.</li><li>• Using the prefix 'un-'.</li><li>• Learning to spell common exception words.</li><li>• Forming lower case letters in the correct direction, starting and finishing in the right place.</li><li>• Form capital letters.</li><li>• Understand which letters belong to which handwriting families.</li></ul>



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<b>Maths</b>	<b>Daily Practice</b> <ul style="list-style-type: none"> <li>• Retrieval – FB4.</li> <li>• Counting from 1 to 100.</li> <li>• Basic skills games.</li> <li>• Mastering number.</li> </ul>	<b>Place Value (within 20)</b> <ul style="list-style-type: none"> <li>• Count within 20</li> <li>• Understand 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.</li> <li>• Give one more</li> <li>• Give one less</li> <li>• Use Number line to 20</li> <li>• Estimate on a number line to 20</li> <li>• Compare numbers to 20</li> <li>• Order numbers to 20</li> </ul>	<b>Addition and Subtraction (within 20)</b> <ul style="list-style-type: none"> <li>• Add by counting on</li> <li>• Add ones using number bonds</li> <li>• Find and make number bonds to 20</li> <li>• Doubles</li> <li>• Near doubles</li> <li>• Subtract ones using number bonds</li> <li>• Subtraction – counting back</li> <li>• Subtraction – finding the difference</li> <li>• Related facts</li> <li>• Missing number problems</li> </ul>
	<b>Place Value (within 50)</b> <ul style="list-style-type: none"> <li>• Count from 20 to 50</li> <li>• What is 20, 30, 40, 50?</li> <li>• Count by making groups of tens</li> <li>• Partition into ten and ones</li> <li>• The number line to 50</li> <li>• Estimate on a number line to 50</li> <li>• Give one more</li> <li>• Give one less</li> </ul>		
	<b>Length and Height</b> <ul style="list-style-type: none"> <li>• Compare lengths and heights</li> <li>• Measure length using objects</li> <li>• Measure length in centimetres</li> </ul>	<b>Weight and Volume</b> <ul style="list-style-type: none"> <li>• Heavier and lighter</li> <li>• Measure mass</li> <li>• Compare mass</li> <li>• Full and empty</li> <li>• Compare volume</li> <li>• Measure capacity</li> <li>• Compare capacity</li> </ul>	
All maths will have reasoning and problem solving interwoven throughout the children's learning.			
<b>Science</b>	<b>Animals – Children can:</b> <ul style="list-style-type: none"> <li>• Identify and name lots of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name lots of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare lots of common animals (fish, amphibians, reptiles, birds and mammals, including pets) by how they look and how they move.</li> </ul> <b>Seasonal Change (On-going) – Children can:</b> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul>		



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<b>Computing</b>	<b>Programming, Coding &amp; Robotics</b> Pupils explore how to control both physical and virtual robots with a sequence of commands.
<b>Spanish</b>	<b>The World Around Us (Growing Plants)</b> <ul style="list-style-type: none"><li>• Use Spanish greetings.</li><li>• Ask and say what you are called, how you are feeling, where you live and how old you are.</li><li>• Count forwards 1-15 and backwards 10-1.</li><li>• Listen and recognise numbers 1 – 15.</li><li>• Listen and repeat words linked to the life cycle of a plant and items you find in the garden with accurate pronunciation.</li><li>• Listen and show understanding or words linked to the lifecycle of a plant and items you find in the garden and give a physical response.</li><li>• Name words linked to the lifecycle of a plant and items you find in the garden with understandable accuracy.</li><li>• Recall body parts.</li><li>• Recall colours.</li><li>• Say yes or no.</li><li>• Listen and respond to an action song/story about growing plants.</li></ul>
<b>History</b>	<b>Toys – Children can:</b> <ul style="list-style-type: none"><li>• Show an awareness of the past, using common words and phrases relating to the passing of time.</li><li>• Describe where people and events fit within a chronological order and identify similarities and differences.</li><li>• Use a wide vocabulary of everyday historical terms.</li><li>• Describe changes within living memory and aspects of change in national life.</li></ul>
<b>Geography</b>	<b>Seasons and Weather (This topic will be ongoing across the year) – Children will:</b> <ul style="list-style-type: none"><li>• Explore UK weather patterns.</li><li>• Observe seasonal weather and compare how the weather is different from other seasons.</li><li>• Focus on similarities and differences between contrasting environments.</li></ul> <b>North and South – United Kingdom.</b> <ul style="list-style-type: none"><li>• To be able to identify the four countries and capital cities of the United Kingdom</li><li>• To be able to identify key features and characteristics of the countries of the United Kingdom.</li><li>• To identify the surrounding seas/oceans of the United Kingdom.</li><li>• Use simple locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map.</li><li>• Use aerial photographs and plan perspectives to recognise landmarks.</li><li>• Use simple fieldwork and observational skills to study the geography of our surrounding area.</li></ul>
<b>Music</b>	<ul style="list-style-type: none"><li>• <b>Carnival of the Animals</b></li></ul>



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	<ul style="list-style-type: none"> <li>• <b>Listening:</b> identify instruments, match instruments to a theme, respond with movement, recognise changes in music</li> <li>• <b>Composing:</b> improvise, use dynamics &amp; tempo, explore character</li> <li>• <b>Performing:</b> ostinato, playing &amp; singing together, explore dynamics, tempo, timbre &amp; pitch, call &amp; response</li> <li>• <b>Social:</b> communication, co-operation, collaboration, support, respect</li> <li>• <b>Emotional:</b> determination, empathy, self control, independence, confidence</li> <li>• <b>Thinking:</b> creativity, reflection, comprehension, select/apply</li> </ul>	
<b>Art</b>	<b>Can Buildings Speak - Children can:</b> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting and printing to develop and share ideas, experiences and imagination.</li> <li>• Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	
<b>Design Technology</b>	<b>Strong Structures - Children can:</b> <ul style="list-style-type: none"> <li>• Plan and design.</li> <li>• Design useful, pleasing products for themselves and others based on a brief design</li> <li>• Can assess their ideas and products against a design brief.</li> <li>• Use simple tools and materials to make products.</li> <li>• Make structures by joining simple objects together.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	
<b>PE</b>	<b>Gymnastics – Children will:</b> <ul style="list-style-type: none"> <li>• Explore travelling movements.</li> <li>• Develop quality when performing and linking shapes.</li> <li>• Develop stability and control when performing balances.</li> <li>• Develop technique and control when performing shape jumps.</li> <li>• Develop technique in the barrel, straight and forward roll.</li> <li>• Link gymnastic actions to create a sequence.</li> </ul>	<b>Dance – Children can:</b> <ul style="list-style-type: none"> <li>• Perform basic body actions;</li> <li>• Use different parts of the body singly and in combination</li> <li>• Show some sense of dynamic, expressive and rhythmic qualities in their own dance</li> <li>• Choose appropriate movements for different dance ideas</li> <li>• Remember and repeat short dance phrases and simple dances</li> <li>• Move with control;</li> <li>• Vary the way they use space</li> <li>• Describe basic body actions and simple expressive and dynamic qualities of movement</li> </ul>



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<b>PSHE</b>	<b>Feelings and Special People – Children will:</b> <ul style="list-style-type: none"><li>• Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• Understand the importance of self-respect and how this links to their own happiness.</li><li>• Know how important friendships are in making us feel happy and secure.</li><li>• Know that families are important for children growing up because they can give love, security and stability.</li><li>• Learn about the different groups they belong to.</li></ul> <b>Staying Safe – Children will:</b> <ul style="list-style-type: none"><li>• Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• Understand the importance of self-respect and how this links to their own happiness.</li><li>• Know how important friendships are in making us feel happy and secure.</li><li>• Know that families are important for children growing up because they can give love, security and stability.</li><li>• Learn about the different groups they belong to.</li></ul>	
<b>RSHE</b>	<b>Social and Emotional</b> <ul style="list-style-type: none"><li>• To recognise the signs that I am loved in my family.</li></ul> <b>Spiritual</b> <ul style="list-style-type: none"><li>• To celebrate ways that God loves and cares for us.</li></ul>	
<b>Enrichment weeks</b>	<ul style="list-style-type: none"><li>• Epiphany</li><li>• Chinese/Lunar New Year</li><li>• Ash Wednesday</li><li>• Lent</li><li>• World Book Day</li><li>• STEM Week</li><li>• Hispanic Week</li><li>• El Dia de la paz</li></ul>	