

Year 1 – Family Album – Spring 1

Phonics

Review Set 1, 2 and 3 Sounds

- Revisit all Set 1 sounds and previously taught special friends
- Review Set 2 sounds daily to strengthen blending and fluency
- Practise reading real and nonsense words containing Set 1 and Set 2 sounds
- Begin revisiting previously introduced Set 3 sounds to build familiarity
- Use Fred Talk to blend and read words with increasing speed and accuracy

Set 3 Sounds

- Focus sounds – ea, oi, a-e, i-e, o-e, u-e, e-e
- Build confidence when pronouncing each new sound
- Identify the sound in the middle or end of words
- Read words that contain alternative spellings for the sounds already known
- Notice the difference between Set 2 and Set 3 graphemes (e.g. *ee* vs *ea*)
- Continue to blend and segment using Fred Talk

By the end of Spring 1, pupils should be able to:

- Read Orange Storybooks with developing fluency and independence
- Read some Set 3 sounds taught this term within words and simple sentences
- Read Set 2 sounds within nonsense words confidently and accurately
- Blend using Fred Talk to decode unfamiliar words
- Apply known sounds in simple writing tasks

Literacy

Focus texts

- The Tale of Peter Rabbit
- Look up!

Recount from Personal Experience

- Discuss and share personal events using full sentences

Maths

Place Value Within 20

- Count forwards and backwards within 20
- Read, write and order numbers to 20
- Identify one more and one less than a given number
- Represent numbers using objects, number lines and pictorial models
- Begin to understand teen numbers as *one ten and some ones*
- Compare groups of objects and numerals using greater than, less than and equal to

Addition and Subtraction Within 20

- Use concrete and pictorial representations to solve addition and subtraction problems
- Apply known number bonds to 10 to support work within 20
- Count on and count back in ones to add and subtract
- Use a range of strategies including part-whole models, number lines and tens frames
- Solve missing number problems using known facts
- Develop fluency with addition and subtraction equations

Place Value Within 10

- Count forwards and backwards within 50
- Read and write numbers to 50 in numerals
- Group objects into tens and ones to support understanding of place value
- Compare and order numbers within 50 using appropriate vocabulary
- Identify patterns when counting in 2s, 5s and 10s
- Represent numbers using concrete materials and pictorial models

Measurement (Length and Height)

- Use key vocabulary: long/short, longer/shorter, tall/short, taller/shorter
- Compare and order objects by length and height

- Sequence events in order using time connectives (first, next, then, finally)
- Write simple recounts using:
 - Capital letters and full stops
 - Finger spaces
 - Phonetically plausible spellings using Set 1-3 sounds
- Re-read writing to check it makes sense
- Explore vocabulary linked to familiar experiences

Informal Letters

- Read examples of informal letters and discuss their purpose and audience
- Identify features of an informal letter:
 - Greeting
 - Message
 - Sign-off
- Compose simple sentences linked to personal experiences or class texts
- Use taught punctuation: capital letters for names, full stops and question marks
- Practise orally rehearsing sentences before writing
- Opportunities for writing letters to characters, friends or family members

Poetry on a Theme

- Listen to and discuss a variety of nature-themed poems
- Join in with repeated patterns, rhythm and rhyme
- Identify descriptive vocabulary linked to senses
- Create simple class and individual poems using sensory adjectives
- Explore writing poems that follow simple patterns, such as catalogue poems and poems with repeated lines
- Write simple lines or verses using phonics for spelling and correct letter formation

- Measure using non-standard units (e.g. cubes, hands, pencils)
- Begin to measure using rulers, recognising CM as a standard unit
- Record measurements using simple representations

Measurement (Mass and Volume)

- Compare mass using vocabulary such as heavier, lighter, heaviest, lightest
- Use balance scales to explore mass through practical activities
- Compare volume/capacity using vocabulary such as full, empty, more, less
- Explore and measure volume using non-standard units
- Begin to understand that measures can be recorded and compared

Science

Understanding Objects and Materials

- Understand that an object is not the same as the material it is made from (e.g. The door is the object; it is made from wood)
- Recognise that the same object type can be made from different materials and consider why

Describing Properties of Materials

- Use descriptive vocabulary independently to talk about how materials look and feel, including hard, soft, rough, smooth, bendy, stiff, shiny, dull, waterproof, transparent, opaque
- Explore materials through hands-on observation, touch and simple investigations

Sorting and Comparing Materials

- Sort and group objects by the material they are made from, noticing similarities and differences
- Compare materials systematically and communicate findings verbally or through drawing simple charts

Understanding Suitability of Materials

- Understand why certain materials are chosen for specific purposes (e.g. glass is transparent, so it's good for windows)

Art and Design

Exploring Printmaking

- Experiment with a range of printing tools (e.g. blocks, stamps, textured objects, natural materials)
- Make simple prints using pressing, rubbing and stamping techniques
- Explore how repeating shapes or marks create patterns
- Learn how to apply ink or paint evenly to create clear prints

Understanding Self-Portraits

- Identify features of the face: eyes, nose, mouth, hair, eyebrows, shape of the head
- Observe facial details closely using mirrors
- Explore how different lines create expression, texture and shape
- Discuss how artists represent themselves through portraits

Creating Printed Self-Portraits

- Create simple print blocks inspired by facial features (e.g. using card, string, foam shapes)
- Experiment with printing patterns that reflect features such as eyelashes, hair texture or clothing patterns
- Build a final self-portrait print by layering printed elements
- Explore composition, choosing where to place printed features

Developing Techniques

- Develop control using tools such as rollers, printing plates, sponges and brushes
- Mix and apply colours, learning about contrasting and complementary colours
- Understand how pressure and motion affects the quality of a print
- Improve work through simple reflection and gentle editing

Artists and Art Appreciation

- Look at examples of printing by artists such as Andy Warhol, William Morris or simple mono-prints used by modern illustrators
- Discuss how artists use repetition, patterns and bold colour

- Explore how material properties affect how well they work in everyday objects
- Discuss examples from the real world to build relevance and application

Linking Learning to Stories

- Use the text Beegu (Autumn 2) as a reference point to continue identifying materials in the world around the character
- Make simple predictions about how materials would help or hinder Beegu in new scenarios

Scientific Skills Development

- Develop confidence in observing closely using simple equipment
- Record findings through drawings, labels, verbal explanations and simple tables
- Ask and answer simple scientific questions linked to materials and their uses
- Work scientifically to test ideas e.g. testing whether materials are waterproof, bendy or strong

Make simple comparisons between children's work and artist examples			
<u>History</u> <u>Changes within living memory - Family, Lifestyle, Toys</u> - Explore and compare family structures now and in the past - Identify similarities and differences between modern families and families from parents' and grandparents' childhood - Use simple timelines to place events in order (e.g. baby, toddler, school age) - Learn about aspects of daily life that have changes, such as homes, clothing and household tasks - Compare modern technology (phones, televisions, household items) with older versions and discuss how they worked	<u>Geography</u> <u>The countries of the UK</u> - Identify that the United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland - Locate the UK on a world map, atlas and globe - Recognise the UK as an island nation made up of many smaller islands <u>Countries and Capital Cities</u> - Learn the capital cities of the four countries: - London (England) - Edinburgh (Scotland) - Cardiff (Wales) - Belfast (Northern Ireland)	<u>Computing</u> <u>Creating Digital Content</u> - Learn how to open 2Create a Story and select a story template - Add text to a page using the keyboard and simple typing skills - Insert and create pictures using drawing tools and clipart - Explore how to add sound effects and recorded voice clips to a story <u>Understanding Animation</u> - Learn how simple animations work within a story page (e.g. moving characters, object movement) - Create animations by selecting an object and choosing a movement path or effect - Understand how animation can enhance storytelling	<u>Physical Education</u> <u>Gymnastics</u> - Explore basic gymnastics shapes such as straight, tuck, star, straddle, and pike, holding them with control - Travel in different ways on the floor (crawling, sliding, rolling, jumping, stepping) and begin to link movements smoothly - Develop balance on small and large body parts, improving stillness and body tension - Learn to roll safely, including pencil roll, egg roll, and beginning rock-and-roll actions - Explore simple jumps (two-feet to one-foot) with safe take-off and landing techniques

- Describe how daily routines and leisure activities have changed over time - Recognise how these changes have impacted the way people live today - Identify and name toys from today and from the past, using photographs and real/replica artefacts - Compare materials used in old and new toys and discuss how this affects how they look, feel and work - Understand that toys in the past often worked differently (e.g. no batteries or screens) - Use vocabulary such as old, new, modern, past, long ago, before, after - Place events and objects in time order using simple timelines - Ask and answer questions using artefacts, photographs and stories from the past - Explore information from pictures, objects, video clips and personal accounts - Use historical terms linked to time and change (e.g. then, now, past, present, decades)	- Identify symbols and landmarks associated with each capital city <u>Understanding Flags and National Symbols</u> - Recognise the national flags of England, Scotland, Wales and Northern Ireland - Explore how these combine to form the Union Flag (Union Jack) - Identify cultural symbols, traditional clothing or music linked to each country <u>Human and Physical Features</u> - use simple geographical vocabulary to describe features such as: city, town, village, river, hill, coastline, beach, mountain - Identify basic human and physical features in different parts of the UK <u>Using Maps and Atlases</u> - Use world maps, UK maps and globes to locate countries, seas and capital cities - Begin to use compass directions: North, South, East, West - Understand that maps use symbols and colours to represent places <u>Compartmenting the UK Countries</u>	<u>Developing a Digital Story</u> - Plan a simple beginning, middle and end to create a logical story sequence - Add multiple pages to build a digital book - Use page-turn effects, backgrounds and design features to make the story engaging - Experiment with changing fonts, colours and styles to enhance meaning <u>Using Technology Purposefully</u> - Save work in an organised way within Purple Mash - Retrieve saved stories independently to continue editing - Use simple digital tools to make improvements to their work - Share digital stories with peers or the class	- Use low apparatus (mats, benches, small platforms) safely and confidently, learning to mount, dismount, and travel across equipment - Begin to create simple movement sequences, combining shapes, balances, and travel actions - Respond to teacher demonstration and imagery, improving the control and quality of their movements - Work with a partner to copy, mirror, or follow simple gymnastic actions - Evaluate their own and others' work, noticing good body tension, safe landings, and controlled shapes
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Describe changes using full sentences, drawings, labels and simple written comparisons	- Identify similarities and differences between the four UK countries, including: - Landscapes (mountains, coasts, countryside) - Weather patterns - Famous buildings or landmarks - Discuss how people live, celebrate and travel across the UK		
<u>PHSE/RSE</u> <u>(Keeping myself safe)</u> <u>Safe and Unsafe Situations</u> - Recognise safe and unsafe situations at home, school and outdoors - Learn simple safety rules (e.g. road safety, staying with a trusted adult) - Identify when something does not feel safe and what to do <u>Understanding Risks</u> - Explore how risks can be reduced (e.g. holding hands when crossing the road, not touching sharp or hot objects) - Learn that some items can be dangerous if used incorrectly (e.g. medicines, household objects) - Understand that safety rules help protect themselves and others <u>Keeping Healthy and Safe</u>	<u>Religious Education</u> <u>(Islam)</u> <u>Islamic Beliefs About Creation</u> - Learn that Muslims believe Allah created the world, the sky, the plants, animals and people - Hear parts of the Islamic creation story and identify key ideas - Understand that Muslims see the world as a gift from Allah <u>Caring for the World</u> - Explore the idea that because Allah created the world, Muslims believe they should look after it - Learn the word Khalifah, meaning a guardian or caretaker on the Earth - Identify how Muslims might care for the world (e.g. not wasting water, being gentle with animals, recycling, not littering) <u>Respect for Living Things</u>	<u>Music</u> <u>Football</u> - Learn and sing simple football-themed songs and chants - Explore using the voice to create match-day sounds (cheering, chanting, calling) - Change vocal dynamics (loud/quiet) to reflect different football moments - Keep a steady pulse using clapping, marching, tapping and football-inspired movements - Match their actions to the tempo of football chants or backing tracks - Identify the difference between fast and slow tempos, linking to the speed of a game - Use simple rhythmic patterns based on football actions (kick-kick-pass-dribble-dribble-shoot)	

▪ Discuss ways to keep their body healthy (exercise, sleep, food, hygiene) ▪ Learn about the importance of taking medicines safely with a trusted adult ▪ Explore why our bodies have limits (e.g. dangerous play, rough play, taking risks) <u>Managing Feelings and Saying No</u> ▪ Recognise when something feels uncomfortable or unsafe ▪ Learn safe ways to say <i>no</i> and how to speak up if worried ▪ Practise expressing feelings using simple vocabulary (e.g. worried, uncomfortable, unsure) <u>Safe Touch and Personal Boundaries</u> ▪ Understand the concept of <i>private</i> and personal body space ▪ Learn that their body belongs to them ▪ Know that they can say stop if someone makes them feel uncomfortable <u>People Who Help Keep Us Safe</u> ▪ Identify trusted adults who can help them (parents, carers, teachers, police, doctors) ▪ Know how to ask for help and what to say if they feel unsafe	▪ Learn that Muslims believe all things deserve respect because they were created by Allah ▪ Discuss ways we can show kindness to animals, nature or other people ▪ Link ideas to familiar classroom behaviour and caring responsibilities <u>Everyday Actions and Choices</u> ▪ Explore examples of how Muslim families might show care for the world in their daily lives ▪ Consider how children themselves can help look after the world, at home or at school ▪ Talk about making good choices, such as turning off lights, saving water and not wasting food <u>Reflecting on Beliefs and Behaviour</u> ▪ Explore examples of how Muslim families might show care for the world in their daily lives ▪ Consider how children themselves can help look after the world at home or at school ▪ Talk about making good choices, such as turning off lights, saving water and not wasting food <u>Reflecting on Beliefs and Behaviour</u> ▪ Compare how Muslim beliefs lead to caring actions and reflect on	▪ Play repeated patterns (ostinato) on untuned percussion instruments ▪ Copy and create call-and-response patterns inspired by crowd chants ▪ Use untuned percussion (shakers, drums, tambourines, wood blocks) to represent: - the pulse of a marching crowd - the rhythm of kicking a ball - the excitement of a goal ▪ Explore ways to produce different effects (e.g. tapping, shaking, scraping) ▪ Work in small groups to create a short football-themed soundscape, including: - the start of a match - crowd noises - movement on the pitch - a goal celebration ▪ Select appropriate instruments for different parts of the soundscape ▪ Compose single patterns the represent actions (e.g. dribbling = fast notes) ▪ Listen to music associated with sport (e.g. crowd chants, football anthems) ▪ Discuss how music makes them feel (excited, calm, energetic)	
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▪ Learn basic emergency procedures, including how to call 999 in an emergency	children's own reasons for care for the world ▪ Think about why it is important for everyone to care for the environment ▪ Share ideas about how we can work together to make the world a better place	▪ Identify different musical elements: - tempo - dynamics - rhythm - pulse	
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