



YEAR 1 – SPRING TERM 2026

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.



- Encounter - Learning about life
- Reflection - Learning from life
- Respond - Putting into action what we believe

Golden Threads



- Sustainability
- Diversity
- Religion
- Outdoor Learning

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

ENGLISH

Reading:

- Apply phonic knowledge and skills as the route to decode words.
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Reread these books to build up their fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding.
- Understand both the books they can already read accurately and fluently and those they listen to.

Writing:

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.
- Learn to leave spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.



Democracy – discussing opinions and valuing others



Vocabulary – reading new words and understanding their meaning
Broader Understanding of the world – reading a variety of genres from around the world

MATHS

- Addition and subtraction beyond 20.
- Place value within 50.
- Multiples of 2s, 5s and 10s.
- Problem solving.
- Deepening understanding of mathematical problem solving and strategies to use in order to find an answer.
- Counting in 2's, 5's and 10's.
- Compare lengths and heights.
- Measure length (non-standard).
- Measure length (standard).
- Weight and mass.
- Capacity and volume.



Vocabulary – understanding the meaning of mathematical concepts, fewer, more, less, greater than.

SCIENCE

- Describe simple properties of different materials.
- Grouping materials based on their properties and understanding why these properties are important.
- Identify and name deciduous and evergreen trees.
- Naming common plants and flowers.
- Categorising plants and animals.
- Seasonal changes – go for a walk and identify the signs of Spring. Including the length of the day.
- Show how carnivores, herbivores and omnivores are similar and different.



Sustainability - learning about the importance of plants for our planet. Learning where our food comes from and how to grow our own.



Broader understanding of the seasons, the world we live in and extension of vocabulary related to each topic.

MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Follow instructions during a performance.
- Read simple rhythmic patterns.
- Select suitable sounds to represent different ideas.
- Use and explore dynamics and pitch.



Appreciation of music
Diversity – adapt and enhance our skills.



Religion – singing is an act of worship.



Cultural Experiences – exploring music from different cultures.



Mutual Respect – sharing and respecting other's opinions.

PE

Ball Skills

- Explore and develop fundamental ball skills, e.g. throwing and catching, rolling and dribbling.
- Developing co-ordination and balance.

Target Games

- Develop underarm and overarm throwing towards a target.
- Throwing with accuracy and distance.
- Select the correct throw.



Mutual respect – sharing and evaluating our gymnastics routines.



Personal skills – understanding the need to keep healthy, the importance and benefits of exercise.

RE

- To recognise what 'belonging' means and how it affects our lives.
- Consider what belonging to Judaism means to Jews.
- Explore different Jewish artefacts and their significance.
- Mother's Day/ Easter
- Recognise that incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories from the Bible/ recognise a link with the idea of Salvation.
- Think about how Christians show their beliefs about Jesus' death and resurrection.

Keywords—belong, group, Jewish, Shabbat, Synagogue, worship, Palm Sunday, resurrection, king, cross, saviour, rescue, save, love, sadness, hope, heaven, tradition, Holy Week



Exploring the concept of belonging and salvation in relation to ourselves and others.



Religion – learning about world religions and the impact their beliefs have on daily life.
Tolerance of different faiths and beliefs.



Broader understanding of the world – comparing and contrasting beliefs in different religions, including Christianity.



COMPUTING

Robots and Data

- Learners will explore using individual commands, both with other learners and as part of a computer program.
- They will use labels to put objects into groups, and label these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped.



Broader understanding of the world- the impact and benefits of the internet including finding information.

DT

- Structures – Design, make and evaluate playground equipment for children in reception class to use for role play in the small world area.
- To explore different ways of joining and strengthening materials
- To explore the components, materials and features of different playground equipment.



Sustainability – design sturdy products

ART

Painting: Exploring Watercolour

- Explore watercolour and discovering we can use accidental marks to help us make art.
- Look at work by artists Paul Klee and Emma Burleigh
- Compare works of different artists and explain what we like about each.



Mutual respect – evaluating artists work and peer assessment of work created.

PSHE

- Learn to recognise how we keep ourselves safe in our daily lives.
- Understand what our bodies need to keep healthy and fit.
- Begin to understand emotions associated with feeling unsafe.
- Recognise the importance of hygiene routines and how to sequence a routine.
- Explain the importance of looking after things that belong to themselves or to others.



Personal skills



Diversity



Rule of Law
Individual liberty



Self and relationships with others

HISTORY

How has shopping changed since my great grandparents were 5 or 6?

- Look at changes within living memory – discussions with parents, grandparents and great grandparents about their memories of shopping and the high street from their childhood; to consider how it is similar or different to today.
- We will look at our local high street and use historical evidence to learn about changes that have occurred.



Tolerance of different faiths and beliefs – our school serves a diverse community.
Mutual respect – learning that others may not have had the same experiences at school as us.



Broader understanding of the world - how our school fits into the local community.



Religion – how our school began and key figures involved.



Exploring events from the past. Empathy.

GEOGRAPHY

How has shopping changed since my great grandparents were 5 or 6?

Use basic geographical vocabulary to refer to:

- Locate shops on a simple map of the local area.
- Conduct fieldwork of the local area looking at shops in the locality – look at how buildings/ shops have changed over time.
- Identify seasonal & daily weather patterns in the UK.



Democracy – learning about the local area.



Broader understanding of the world – how our immediate environment fits in to our local area.



Sustainability – understanding the importance of taking care of our environment