

Y1 Coverage 2026-2027

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
English	Initial assessment (1 ½ weeks) Fine Motor, Pencil control, Name writing, and Sentence writing. Letter recognition blending for reading. Traditional Tales- Fiction, (6 weeks) Main Outcome: Performance narrative retelling Use of Talk for Writing, Drawing Club, and Write Dance. Outcomes: Story maps, labels, captions. The Little Red Hen, The Three Little pigs, Goldilocks and the Three Bears. Non-Fiction (5 weeks) Main Outcome: Non-fiction report The Emperors Egg 10 reasons to love a bear by Catherine Barr Outcomes: Riddles (Poetry), shape poetry, Commands, Questions, Posters and fact-file. Fiction, (2 weeks) Main Outcome: Narrative- own version. Lost and Found Outcomes: Letters, diaries. + Daily SPaG starter (not related to the lesson) +Daily Phonics End of Term Assessment		Fiction, (3 weeks) Main Outcomes: Narrative- own version Outcomes: Adjectives, similes, exclamation marks, speech marks. Bog Baby by Jeanne Willis Non-Fiction, (2 weeks) Main Outcome: Fact file Outcomes: Postcards, Newspaper, diary Meerkat Mail by Emily Gravett Non-Fiction, (3 weeks) Main Outcomes: Leaflet Outcomes: Posters, leaflets, letters Here we are by Oliver Jeffers Poetry, (2 weeks) Main Outcomes: Own version rhyming book Outcomes: Rhyming sentences, captions, labels Oi Frog by Kes Gray and Jim Field + Daily SPaG starter (not related to the lesson) +Daily Phonics End of Term Assessment		Fiction, (5 weeks) Main Outcomes: Narrative- prequel story Outcomes: character description, Letters of advice, Narrative own version Beegu by Alexis Deacon Poetry- (2 ½ weeks)Figurative language poems- introducing similes/ metaphors The comet by Joe Todd Stanton Non-Fiction- (4 ½ Weeks) Books about plants and plant life cycles Instruction writing, labels, captions, dairy The Tiny Seed by Eric Carle + Daily SPaG starter (not related to the lesson) +Daily Phonics End of Year Assessment	
Maths	Initial assessment (1 ½ weeks) Place Value (4 Weeks) Recognising, writing, ordering, comparing, making, finding one more and one less Numbers from 1-10 Ordinal language Addition (2 Weeks) Part-Whole models- finding parts Addition within 10 Comparing number bonds Subtraction (2 Weeks) Counting back within 10. How many left? Time (1 week) Sequencing events chronologically Shape (1 week) Recognise and sort 2D and 3D shapes Place Value (3 weeks) Revisit place value (within 10) move on to working within 20. End of term assessments		Place Value/Addition and Subtraction (4 weeks) Revisit Autumn Place Value (final 2 weeks) Continue building on knowledge of numbers from 1-20 Subtraction and addition crossing 10 Compare number sentences Number - Place Value (within 50) (2 weeks) Recognising, writing, ordering, comparing, making, finding one more and one less - numbers from 1-50 Counting in 2s, 5s and 10s Measurement (2 weeks) Measuring, comparing and adding lengths and height Units of measurement - cm and m Measurement - time (1 week) Telling time - to the hour and half past Writing and comparing times Measurement - weight and volume (2 weeks) Measure and compare amounts in varying containers End of Term Assessment		Number/Place Value (2 weeks) Recognising, writing, ordering, comparing, making, finding one more and one less - numbers from 1-100 Addition and Subtraction (1 week) Revisit learning from Spring - develop and build upon this Compare number sentences Secure crossing 10 barriers Missing number sentences Multiplication and Division (3 weeks) Make, add and compare equal groups Arrays Make equal groups by sharing Measurement - money (1 week) Recognise coins and notes Count coins and notes Geometry (1 week) Describe turns and position Fractions (1 week) Find half and quarter of objects, shapes and amounts Addition/Subtraction/Multiplication/Division Go over any misconceptions and gaps + incorporate money and measurement work End of Term Assessment	

Science	Seasonal Changes (Autumn and Winter) <i>NC - observe changes across the four seasons</i> <i>- observe and describe weather associated with the seasons and how day length varies.</i>	Unit: Animals, Including Humans <i>NC- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i> <i>-identify and name a variety of common animals that are carnivores, herbivores and omnivores</i> <i>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</i> <i>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i>	<u>Unit: Everyday Materials</u> <i>NC- distinguish between an object and the material from which it is made</i> <i>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i> <i>-describe the simple physical properties of a variety of everyday materials</i> <i>-compare and group together a variety of everyday materials on the basis of their simple physical properties.</i>	<u>Seasonal Changes (Spring and Summer)</u> <i>NC - observe changes across the four seasons</i> <i>- observe and describe weather associated with the seasons and how day length varies.</i>	<u>Unit: Plants</u> <i>NC- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>-identify and describe the basic structure of a variety of common flowering plants, including trees.</i>	<u>Unit: Scientists and Inventors</u> - Explore the scientific investigations by Marie Curie, David Attenborough
History / Geography	<u>History Unit: Everyday life- Then and Now</u> <i>NC -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> - Us - Houses - Transport - School - Toys		History Unit: Explorers <i>NC --events beyond living memory that are significant nationally or globally</i> - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example Christopher Columbus and Neil Armstrong, - significant historical events, people and places in their own locality	<u>Geography Unit: Explorers and adventurers/UK</u> <i>NC - name and locate the world's seven continents and five oceans</i> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	<u>Geography Unit: Our school and local area.</u> <i>NC -use basic geographical vocabulary to refer to:</i> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
Computing	<u>Technology around us</u> Pupils will be asked to use a free program called paintz.app Pupils learn to use the mouse and keyboard as part of this unit	<u>Digital painting</u> The lessons use a free program called paintz.app	<u>Moving a robot</u> This unit includes references relating to Bee-Bot floor robots	<u>Grouping data</u> Learners will be logging on to the computers, opening and saving documents.	<u>Digital writing</u> This unit requires the use of word processing software. Pupils will be encouraged to familiarise themselves with keys on the keyboard and will learn to type and edit text.	<u>Programming animations</u> All the lessons in this unit require access to ScratchJr.
Languages						
Art / DT one day	<u>Art Unit</u> Drawing skills drawing club <i>NC -to use a range of materials creatively to design and make products</i> <i>-to use drawing, painting and sculpture to develop and share their ideas,</i> <i>-experiences and imagination to develop a wide range of art and design</i>	Art Unit: Painting and mixing colours Kandinsky <i>NC -to use a range of materials creatively to design and make products</i> <i>-to use drawing, painting and sculpture to develop and share their ideas,</i> <i>-experiences and imagination to develop a wide range of art and design</i>	DT Mechanical toys <i>NC -design purposeful, functional, appealing products for themselves and other users based on design criteria</i> - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	<u>DT Unit</u> Food and nutrition (link to plants science) fruit smoothie <i>NC -design purposeful, functional, appealing products for themselves and other users based on design criteria</i> - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<u>Art Unit</u> Art Unit: Drawing/ Sketching nature <i>NC -to use a range of materials creatively to design and make products</i> <i>-to use drawing, painting and sculpture to develop and share their ideas,</i> <i>-experiences and imagination to develop a wide range of art and design</i>	<u>Art Unit: Collage</u> Henri Matisse-collage <i>NC -to use a range of materials creatively to design and make products</i> <i>-to use drawing, painting and sculpture to develop and share their ideas,</i>

	<i>techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>	<i>-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>	<i>techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>-experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>
PE with Mr Aspin	Ball Skills	Ball Skills	Invasion	Invasion	Striking and Fielding	Striking and Fielding
PE with Teacher	Fundamentals	Gymnastics	Fundamentals	Dance	Athletics	Athletics
RE – one day	<u>Enquiry: What do Christians believe God is like?</u>	<u>Enquiry : What questions do religious stories make us ask?</u> <u>Can we find any answers?</u>	<u>Enquiry: What do Jews remember at Passover?</u>	<u>Enquiry: What does it mean to belong to the Jewish community?</u>	<u>Enquiry: What does it mean to be part of a religious family?</u>	-
PSHE/RSE	Forest Schools British Values assemblies Well-being sessions	Unit: Performance Retelling Traditional Tales with actions. Performing Riddles Performing the song My Lighthouse	Votes for Schools British Values assemblies Well-being sessions	RSE 6 week unit (science link) Votes for Schools British Values assemblies Well-being sessions	Votes for Schools British Values assemblies Well-being sessions	Votes for Schools British Values assemblies Well-being sessions
Music	Unit: Instruments (NC: Experiment with, create, select and combine sounds. Play tuned and untuned instruments musically.)		Unit: Instruments (NC: Experiment with, create, select and combine sounds. Play tuned and untuned instruments musically.)	Unit: Listen and respond (NC: Listen with concentration and understanding a range of music. Understand and explore how music is created and communicated.)		