

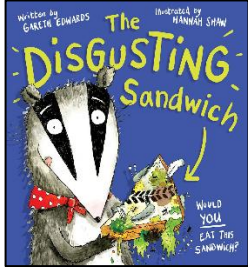




Year 1

Spring Term Overview

Super Sandwich Scientists!

February 2026

	<p>Key Texts:</p> <p>Little Red 'N' <i>Alphablocks</i> The Disgusting Sandwich <i>Gareth Edwards</i> Sandwiches <i>What does it take to make a tasty sandwich?</i> <i>Lynn Huggins-Cooper</i></p>   	
English	<p>Reading</p> 	<p>Know that longer words are made up of syllables/chunks Identify the number of syllables in a word (in a known word) Identify words with similar patterns of formation <i>E.g. coat and boat</i> Know the characteristics of traditional tales Find characteristics of traditional tales Locate headings/titles and subheadings Know the purpose of headings/titles and subheadings and how these link</p>
	<p>Speaking & Listening</p>	<p>Ask questions to find out things using 'why, what, where, when' Tell a story including the sequence of events. Tell a story in terms of the basic sequence of events, with prompts</p>
	<p>Writing</p> 	<p>Write dictated sentences with sounds and words learnt Use finger spaces consistently. Form all lower-case letters in the correct direction, starting and finishing in the right place Compose and rehearse a sentence orally. Use 'and' to add detail to a main clause <i>E.g. 'he was tall and hairy'</i> Write a sentence in the simple past tense Write sentences to match picture sequences. Arrange ideas in sequence Refer to given planning to ensure sequence of ideas Independently re-read their own sentences to check it makes sense.</p>

Phonics



Children work in groups matched to their current stage of learning in phonics

Basics 3

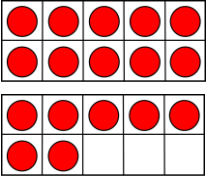


- Recognise the spellings for the sound with Sam
- Segment and build with Seb and Bill
- Read and blend with Rex and Ben
- Write with Ron
- Hear up to 3 sounds in words
- Recognise spellings
- Read and write simple and complex CVC words with the 44 spellings for sounds
- Read decodable texts with Basics 2 and 3 spellings
- Make phonetically plausible attempts in their early stages of spelling in their writing journey

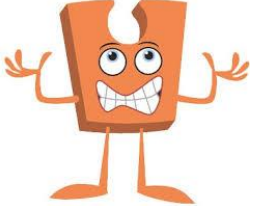
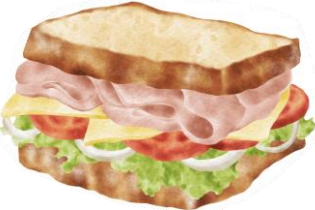

Basics 4

- Hear more than 3 sounds in a word
- Continue to embed their mastery of Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word
- Hear tricky adjacent consonants that are challenging to hear in words of more than 3 sounds, with the help of Magic Mack and Jazzy Jack
- Learn tricky words with Tess
- Read nonsense words with Nan
- Read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds
- Read decodable texts with Basics 2 and 3 spellings with adjacent consonants
- Make phonetically plausible attempts in their early stages of spelling in their evolving writing journey

Choose to Use

- Recognise the spellings for the sound with Sam
 - Know that there are more than one spelling for a sound they can hear in a word *Sounds the same but looks different*
 - Learn the Choose to Use spelling rules with Choose to Use Suze
- Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants

Mathematics		<p>Addition and Subtraction within 20</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+) and equals (=) signs • read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs • represent and use number bonds within 20 • represent and use subtraction facts related to number bonds within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction <p>Place value within 50</p> <ul style="list-style-type: none"> • count to and across 50, forwards, beginning with 0 or 1 • count to and across 50, forwards and backwards, beginning with any given number • count to and across 50, backwards, beginning with any given number identify and represent one and two digit numbers using objects and pictorial representations • identify and represent numbers using the number line • read and write numbers from 1 to 20 in words given a number, • identify one more and one less use the language of equal to, more than, less than, most, least, (fewer) solve problems related to place value and number
	<p>Measure: Money</p> 	<ul style="list-style-type: none"> • recognise and know the value of different denominations of coins and notes
Science		<p>Working scientifically, we will</p> <ul style="list-style-type: none"> • Use our observations and ideas to suggest answers to questions • observe closely, using simple equipment

<p>P.S.H.E.</p> 	<p>Healthy Me</p> <ul style="list-style-type: none"> • Understand the difference between being healthy and less healthy, and know some ways to keep myself healthy • Know how to make healthy lifestyle choices • Know how to keep myself clean and healthy, and understand how germs cause disease/illness • Know that all household products including medicines can be harmful if not used properly • Understand that medicines can help me if I feel poorly and know how to use them safely • Know how to keep safe when crossing the road, and about people who can help me to stay safe
<p>D&T</p> 	<p>Design:</p> <ul style="list-style-type: none"> • I know that there is a reason behind why we design and make something. <p>Make:</p> <ul style="list-style-type: none"> • I know that simple <i>tools</i> E.g. scissors, knives, peelers need to be handled safely, and that there are safety rules associated with using each tool. • I can handle tools safely. • I know that there are basic hygiene rules that should be followed when preparing food, <i>E.g. hands washed, hair up, apron on, sleeves rolled up.</i> • I know that ingredients have properties E.g. sweet, sour, soft, hard, runny. • I know the original sources of some common foods <i>E.g. milk from a cow, egg from a chicken, chips from potatoes, which come from the ground, ketchup from tomatoes, cheese from milk/cow, beef from a cow.</i> <p>Evaluate:</p> <ul style="list-style-type: none"> • I can make a labelled drawing of my final product (sandwich), to show my evaluation.
<p>P.E. Team Games</p>  <p>Get Set 4 P.E.</p>	<ul style="list-style-type: none"> • To cooperate with a partner to complete challenges • To explore and develop working as a team • To develop talking, listening and sharing skills • To use speaking and listening skills to lead a partner • To plan with a partner and small group to complete challenges • To use talking, listening and sharing skills to complete challenges

P.E.
Tennis



- Know how to use the ready position: feet shoulder width apart, knees bent and hands ready
- Know that saying the points out loud helps us keep score
- Know that the ball should be kept in the centre of the racket
- Know how to control the ball when sending it to a partner *E.g. keeping the ball close to the racket, using soft touches*
- Know that you should point your hands (and racket) where you want the ball to go
- Know to wait for the ball to bounce before returning it
- Explore throwing a ball underarm to my opponent's racket
- Play against an opponent and keep the score
- Develop sending a ball using a racket
- Develop hitting over a line/marker

Computing



Moving a robot

- To explain what a given command will do
- To act out a given word
- To combine 'forwards' and 'backwards' commands to make a sequence
- To combine four direction commands to make sequences
- To plan a simple program
- To find more than one solution to a problem

Online Safety

- Know what to do to if they see something they don't like online

R.E.



Christianity

Enquiry Question: **Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?**

- I can think about qualities in people I admire
- I can explain why Jesus might have been special or important to the people around him
- I can retell some of the Easter story
- I can recall parts of the Easter story, and I can recognise some symbols in the story
- I can start to show understanding that Jesus is special to Christians and why

Music



- Use our voices expressively and creatively by singing songs and speaking chants and rhymes
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Perform songs to an audience in our Spring Assembly

