


Year 1

Spring Term Overview

Carnival of the Animals

January 2026

English	Reading 	<p>Word Reading</p> <ul style="list-style-type: none">• Read words with contractions <i>"I can read words like I'm, I'll, and we'll and know they mean I am, I will, and we will."</i>• Decode and blend a syllable within a polysyllabic word <i>"I can sound out and put together parts of a long word, like 'sun-shine' or 'pic-nic.'"</i>• Identify the number of sounds within a syllable (within a known word) <i>"I can listen carefully and count the sounds in a part of a word, like 'cat' has three sounds – c-a-t."</i>• Identify words with similar patterns of formation (E.g. coat and boat) <i>"I can spot words that look and sound alike, like coat and boat."</i> <p>Comprehension</p> <ul style="list-style-type: none">• We are learning how to spot titles, headings and subheadings in books and understand why they are useful.• We are finding out what makes traditional tales special, like repeated phrases and simple story structure.• We are practising scanning a text to quickly find a word or piece of information.• We are learning about word endings (suffixes) like -ed and -ing and how they change the meaning and tell us when something happened.• We are looking for clues in the text to tell us things like the time of day or the weather.• We are comparing settings in stories to see what is the same and what is different.
	Speaking & Listening	<ul style="list-style-type: none">• We are learning to follow instructions with three steps.• We are practising asking questions like why, what, where, and when to find out more.• We are sharing what we like and don't like.• We are explaining what will happen next in a story.• We are describing the steps of something we have done.• We are telling stories that include where they happen (the setting).• We are learning to listen carefully and respond to what others say.

Writing



- We are learning the names of all the letters of the alphabet.
- We are remembering to leave spaces between words every time we write.
- We are practising saying sentences out loud before writing them.
- We are learning to use the word 'and' to add extra detail to our sentences.
- We are writing sentences in the past tense to talk about things that already happened.
- We are practising writing words in the past tense; I walked I jumped.
- We are learning to put our ideas in the right order when we write.
- We are using our planning to make sure our sentences stay in the right sequence.
- We are learning how adding 'un' to a word changes its meaning (like happy → unhappy).
- We are learning the rule for adding **-s** or **-es** to make words plural or to change verbs.
- We are talking about our writing with the teacher and making changes to improve it.

Phonics



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

Basics 3

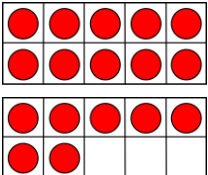
- Recognise the spellings for the sound with Sam
- Segment and build with Seb and Bill
- Read and blend with Rex and Ben
- Write with Ron
- Hear up to 3 sounds in words
- Recognise spellings
- Read and write simple and complex CVC words with the 44 spellings for sounds
- Read decodable texts with Basics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

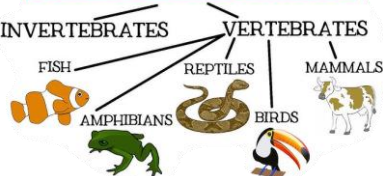
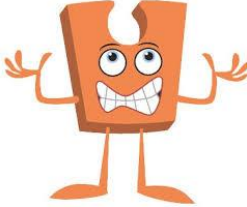


Basics 4



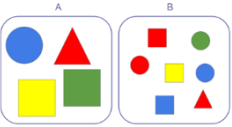

- Hear more than 3 sounds in a word
- Continue to embed their mastery of Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word
- Hear tricky adjacent consonants that are challenging to hear in words of more than 3 sounds, with the help of Magic Mack and Jazzy Jack
- 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	Place Value within 20 	<ul style="list-style-type: none"> • Count to 20, forwards, beginning with 0 or 1 • Count to 20, forwards and 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 • Count, read and write numbers to 20 in numerals • 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) • Know and use <, > and = signs for numbers within 20 • Solve problems related to place value and number
	Addition and Subtraction within 20	<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
	Telling the Time (O'clock)	<ul style="list-style-type: none"> • Compare and describe time, <i>E.g. quicker, slower, earlier, later</i> • Sequence events in chronological order using language <i>E.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</i> • Recognise and use language of dates - days of the week, weeks, months and years • Tell the time to the hour • Draw the hands on a clock face to show the time to the hour • Measure and begin to record time (hours, minutes, seconds)
	Fractions of Shapes ($\frac{1}{2}$)	<ul style="list-style-type: none"> • Find half of a shape and know that two halves make a whole.

<p style="text-align: center;">Science</p> <p style="text-align: center;">ANIMAL CLASSIFICATION</p> 	<p>This half term, the children will:</p> <ul style="list-style-type: none"> • Learn about what animals eat – Find out which animals are carnivores (eat meat), herbivores (eat plants), and omnivores (eat both). We will even look at dinosaurs and their teeth to see what they ate! • Explore different animal groups – Identify and name common animals from these groups: fish, birds, mammals, amphibians and reptiles. • Spot simple differences – Notice features like fur, feathers, scales, and whether animals have legs or not. • Compare and classify – Talk about how these animals are similar and different. <p>This unit helps children understand how animals are grouped and what makes each group special.</p>
<p style="text-align: center;">P.S.H.E.</p> 	<p>PSHE is about Dreams and Goals this half term</p> <p>The children will be learning to ...</p> <ul style="list-style-type: none"> • Set simple goals • Set a goal and work out how to achieve it • Understand how to work well with a partner • Tackle a new challenge and understand this might stretch my learning • Tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them • Tell you how I felt when I succeeded in a new challenge and how I celebrated it
<p style="text-align: center;">Art</p> <p style="text-align: center;">Sculpture</p> 	<p>We are using papier-mâché to make animal models.</p> <ul style="list-style-type: none"> • Learning techniques like rolling, pinching, and kneading to shape materials. • Exploring different materials that can be moulded and shaped. • Finding out that sculpture is when an artist shows their ideas in a 3D model or picture. • Creating models that show an idea or look like a real object, person, or place. • Talking about how we made our artwork. • Saying what we like about our friends' artwork and comparing it to our own. • Learning how to evaluate our work and make improvements.
<p style="text-align: center;">Music</p> 	<p>This half term, our music learning is inspired by <i>Carnival of the Animals</i> by Saint-Saëns.</p> <p>The children will:</p> <ul style="list-style-type: none"> • Explore music and the orchestra – Learn about the four families of instruments and how they work together. • Listen and imagine – Hear the piece called <i>Fossils</i> and draw what the music makes them think of. • Discover pitch and patterns – Play games like “Animal Brigade” and explore patterns in sound. • Learn about the composer and festival – Find out about Saint-Saëns and the festival traditions linked to Mardi Gras in 1886. <p>This unit helps children connect music to stories, pictures, and history while developing listening and creative skills.</p>

<p>Indoor P.E.</p>  <p>Get Set 4 P.E.</p> <p>Dance</p>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Copy, remember and repeat actions to represent a theme • Create my own actions for a theme • Explore different speeds to represent an idea • Explore different directions within my performance • Explore actions and direction with a partner • Perform on my own and with others
<p>Outdoor P.E.</p>  <p>Get Set 4 P.E.</p> <p>Target Games</p>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Throwing overarm: develop co-ordination and technique when throwing overarm towards a target • Throwing underarm: develop co-ordination and technique when throwing underarm towards a target • Striking: develop striking a ball with some consistency
<p>Computing Gathering Data</p> 	<p>This half term, we are learning about data and information. The children will:</p> <ul style="list-style-type: none"> • Sort and group objects – Practise putting objects into groups and giving those groups labels. • Count objects in groups – Show they can count a small number of items before and after sorting them. • Choose how to sort – Begin to sort objects into different groups based on properties they notice (for example, colour or size). • Answer questions using data – Use their sorting skills to answer simple questions, like “Which group has the most?” or “How many are in this group?”
<p>R.E.</p> 	<p>This half term we will be learning about Humanism.</p> <p>The children will learn to ...</p> <ul style="list-style-type: none"> • say how I would like to be treated. • say something a Humanist might choose to live by and how they might treat other people. • talk about 3 things Humanists believe and how this might affect their actions. • talk about a Humanist symbol and explain what it means. • tell you how to care for people, animals and the planet. • say some things that Humanists might believe. • say how Humanists might act in their daily lives • say what we can do to look after the world and show people we care.