

## Year 1 Spring One Curriculum Overview 2026

**Topic: Animals / Julia Donaldson - author focus**

**Key Texts:** What the Ladybird Heard/ Counting Creatures/ Jack and the Flumflum Tree

Subject	Week 1 05.01.26 – 09.01.26	Week 2 12.01.26 – 16.01.26	Week 3 19.01.26 – 23.01.26	Week 4 26.01.26 – 30.01.26	Week 5 02.02.26 – 06.02.26	Week 6 09.02.26 – 13.02.26																
Trips/ visits			<b>Spirit of the Wild Wed 21<sup>st</sup> Jan</b>		<b>National Story telling Week</b>	<b>Internet Safety Week  Children’s Mental Health Week  16<sup>th</sup> Feb (half term)</b>																
<b>Literacy</b>  <b>Speaking and Listening</b>  <b>Drama Writing</b>	<p><b>Introduce Julia Donaldson – Show and explore her books</b></p> <p><b>Story: What the Ladybird Heard</b> Wow: Display with vocabulary/ adjectives for animals</p> <p>Write a list of animals found on a farm using adjectives.</p> <p><i>I can make good attempts at spelling using my phonic knowledge</i></p> <p><b>Integrated Activity:</b> Cut and stick map of the</p>	<p><b>Story: What the Ladybird Heard</b></p> <p><i>I can use ‘and’ to join words and clauses.</i></p> <p>Write repetitive sentences e.g. There is a pig and a cow in the barn. There is a duck and a fish in the pond.</p> <p><b>Integrated Activity:</b> Create a mini farm and label all the animals</p>	<p><b>Workshop: Spirit of the wild</b></p> <p>Draw favourite animal and write a description of it</p> <p>Include at least one ‘because’ sentence</p> <p><i>I can use and to join words and clauses</i></p> <p><i>I can use full stops in some of my writing</i></p> <p><b>Speaking &amp; Listening:</b> Rehearse their sentence</p>	<p><b>Poetry: Counting Creatures</b> Plan their poem: Use illustrations from the book in a table/ add in own favourite animals</p> <p><b>Speaking &amp; Listening:</b> Rehearse their sentence</p> <p><i>I can say what I want to write before I write it.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> <p><b>Lesson 2: Counting Creatures</b> Role model writing whole</p>	1	2	3				<p><b>Story: Jack and the Flumflum Tree</b> Wow: Patchwork sack full of items. <b>Drama:</b> Act out the story Plan using first, then, next, after, finally</p> <p><i>I can say what I want to write before I write it</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">First</td> <td style="width: 50px;"></td> </tr> <tr> <td style="text-align: center;">Then</td> <td></td> </tr> <tr> <td style="text-align: center;">Next</td> <td></td> </tr> <tr> <td style="text-align: center;">After</td> <td></td> </tr> <tr> <td style="text-align: center;">Finally</td> <td></td> </tr> </table>	First		Then		Next		After		Finally		<p><b>Story: Jack and the Flumflum Tree</b> Retell the story.</p> <p><i>I can use my ideas to write a short narrative</i></p> <p><i>I can use and to join words and clauses</i></p> <p><i>I can use full stops in some of my writing</i></p> <p><b>Integrated activity:</b> Other problems that might have happened, how would you resolve it?</p>
1	2	3																				
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Finally																						

	Ladybird's journey and label		<p><b>Integrated Activity:</b> Create a mini zoo and label all the animals</p>	<p>class poem using a plan Write a repetitive poem about an animal</p> <p><b>I can write more than one sentence about an idea</b></p> <p><b>I can use my ideas to write a short narrative</b></p> <p><b>Integrated activity:</b> Make a setting on big paper - create an animal scene on a table/label</p>	<p><b>Integrated activity:</b> chn write a list of things to bring with them on their journey</p>									
<b>Literacy/ Phonics</b>	<p><u>Year 1 Spring 1</u> Week 1 y (ee), ea, wh, ou want water any many again</p>	<p><u>Year 1 Spring 1</u> Week 2 y (i), ow, g (j), ph could would should who whole where two</p>	<p><u>Year 1 Spring 1</u> Week 3 le, al, c (s), ve ask* Mr Mrs Ms school call different</p> <p>Plug the gap assessments</p>	<p><u>Year 1 Spring 1</u> Week 4 u (different spellings), z &amp; s (ce, se), ey people your their thought through friend work</p>	<p><u>Year 1 Spring 1</u> Week 5 Grow the code: oo, ee, s, oa all the tricky words taught so far</p>	<p><u>Year 1 Spring 1</u> Assessment for all the pupils</p> <p>Plug the gap assessments</p>								
<b>Literacy/ Spelling Punctuation and Grammar</b>	<p><u>Suffix - ing</u></p> <p>Pictures: write in present tense. I am jumping. He was jumping in the playground. She is looking at the book.</p>	<p><u>Suffix -ed</u></p> <p>Pictures: write in past tense. I jumped. I jumped in the playground. She looked at the book.</p> <p>Use sentences about the animals from Spirit of the wild?</p>	<p><u>Sorting past and present verbs</u></p> <table border="1"> <tr> <td>Past</td> <td>Present</td> </tr> <tr> <td>looked jumped walked</td> <td>looking Jumping walking</td> </tr> </table>	Past	Present	looked jumped walked	looking Jumping walking	<p><u>Capital Letters for the Days of the Week</u></p> <p>Draw a picture of something they do on each day of the week. Write a sentence: On Monday I ...</p> <table border="1"> <tr> <td>Monday</td> <td></td> </tr> <tr> <td>Tuesday</td> <td></td> </tr> </table>	Monday		Tuesday		<p><u>Colourful semantics – sentence structure</u></p> <p>Write silly sentences: e.g. 'The mermaid is skipping at the zoo' or 'The baby is swimming at the cinema.'</p>	<p><u>Writing Sentences</u></p> <p>Use colourful semantics to build a correct sentence using capital letters, finger spaces and full stops.</p>
Past	Present													
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		Eg. The frog jumped. The snake hissed.		<table border="1"> <tr> <td>Wednesday</td> <td></td> </tr> <tr> <td>Thursday</td> <td>etc...</td> </tr> </table>	Wednesday		Thursday	etc...				
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<b>Handwriting / fine motor</b>	Capital letters – ILT  Height of letters on the line in comparison to lower case letters	Capital letters - HEF  Height of letters on the line in comparison to lower case letters	Capital letters – JCO  Height of letters on the line in comparison to lower case letters	Capital letters – QG  Height of letters on the line in comparison to lower case letters	Capital letters – DP  Height of letters on the line in comparison to lower case letters	Capital letters – BS  Height of letters on the line in comparison to lower case letters						
<b>Geography</b>  Climate Habitat Temperate Desert Zone Physical & Human features	<b>I can locate/label the equator/polar regions and the UK</b>  Use above knowledge to trace/copy your own world map and recount names and locate continents, oceans and Europe.	<b>I can locate climate zones</b>  Locate and add climate zones on a map in relation to the equator.	<b>I can identify the features of a desert climate zone</b>  Find information/evidence from a range of sources to describe the physical features of a desert zone, locate on a world map and make links between climate and habitat.	<b>I can describe physical and human made features</b>  Find information/evidence from a range of sources to describe the physical features of the polar zone, locate on map and make links between climate and habitat to suggest reasons for these differences.	<b>I can identify the four countries of the UK</b>  Find information/evidence from a local walk and describe the physical features of the temperate zone and our local area.	<b>I can use geographical language</b>  How would you bring a penguin home?  How would they travel?						
<b>Science Animals</b>  Features Classify Mammal Amphibian Reptile Diet	<b>Observing animals</b>  I can identify and name different animals  I can identify and observe the different features of animals	<b>Visit from Spirit of the wild</b>  I can identify and name different animals  I can identify and observe the different features of animals  I can classify animals into their groups	<b>Identify and classify animals</b>  I can identify and name different animals  I can identify and observe the different features of animals  I can classify animals into their groups  <i>How do you know an owl is a bird? How do you know</i>	<b>Compare different animals/ Classify animals</b>  I can compare different animals  What is the same? What is different? What animal groups do they belong to?	<b>Identify and name the different diets of animals</b>  I can understand that animals, like humans, have a special diet that helps them to keep healthy and strong  I can learn the name of the different diets (herbivore, carnivore, omnivore) and the type of food eaten	<b>Identify and sort animals according to their diet</b>  herbivore, carnivore, omnivore  <table border="1"> <tr> <td>Herbivore</td> <td></td> </tr> <tr> <td>Carnivore</td> <td></td> </tr> <tr> <td>Omnivore</td> <td></td> </tr> </table>	Herbivore		Carnivore		Omnivore	
Herbivore												
Carnivore												
Omnivore												

			<i>an animal is a mammal?</i>			
<p><b>Maths</b></p> <p>Shapes geometry systematic commutative law equation</p>	<p><b>Geometry</b> Explore, discuss compare and identify 2D shapes Explore, discuss and identify shapes that are not - circles triangles rectangles</p>	<p><b>Numbers 0 – 10</b> Identify &amp; explore the numbers 6 to 10 using the part whole model and the five and a bit structure</p>	<p><b>Numbers 0 - 10</b> Explain what odd and even numbers are and the difference between them explain how even and odd numbers can be partitioned</p>	<p><b>Numbers 0 – 10</b> Partition numbers 6 to 10 in different ways partition the numbers 6 to 10 in a systematic way identify a missing part when a whole is partitioned into two parts</p>	<p><b>Additive structures</b> Explain that addends can be represented in any order. This is called the commutative law explain that the = sign can be used to show that the whole and the sum of the parts are equal add parts to find the value of the whole and write the equation find the missing addend in an equation partition a whole into two parts and express this with a subtraction equation</p>	<p><b>Additive structures</b> Make addition and subtraction stories and write equations to match represent ‘first, then, now’ stories with addition and subtraction equations make addition and subtraction stories, writing equations to match</p>
<p><b>Mastering number</b></p> <p>Partitioning numerosity systematic</p>	<p><b>Week 11</b> Focus on the composition of numbers within 10  The children will physically separate sets of objects into sub-groups, describing this action as ‘splitting’ a whole into parts, and will then recombine the parts to make the whole.</p>	<p><b>Week 12</b> Focus on the composition of numbers within 10  The children will now be encouraged to be more systematic in their approach to partitioning.</p>	<p><b>Week 13</b> Focus on the composition of numbers within 10  The children will be partitioning numbers within 10, starting with the systematic partitioning of 6.</p>	<p><b>Week 14</b> Focus on the composition of numbers within 10  The children build on their previous experience of comparing sets of objects, focusing on the numerosity of the sets and recapping that sets can be compared directly by matching.</p>	<p><b>Week 15</b> Focus on the composition of numbers within 10 The children will revisit the composition of 6, 7, 8 and 9.</p>	<p><b>Week 16</b> Focus on the order of the numbers and what this means Children will revisit one more and one less than a given number</p>
<p><b>PSHE</b></p> <p>Strengths personality features Qualities</p>	<p>I know what I like/dislike and am good at.</p>	<p>I know what makes me special and I know that everyone has different strengths.</p>	<p>I know how my personal features or qualities are unique to me.</p>	<p>I know what I have in common with my friends.</p>	<p><b>Losing and Finding</b> I can express how I feel when things get lost or change.</p>	<p><b>Internet Safety Week</b></p>

<p><b>RE</b></p> <p><b>Symbols</b></p> <p>Artefacts symbolism</p>	<p>I can ask questions to explore the meanings (symbolism) of artefacts from different religion and worldviews.</p>		<p>I can explore different ways of finding answers to questions about the importance of artefacts to the people who use them. (e.g., interviews with people using the artefacts, books and videos)</p>		<p>I can reflect on the different meanings that religion and worldviews may give to an artefact and think about what it may mean to them (if anything).</p>	
<p><b>Art and Design</b></p> <p>Mark making</p> <p>Monoprinting</p> <p>Clay tiles</p>	<p><b>Exploring, Talking and Drawing</b></p> <p>I can explore “The Great Wave of Kanagawa” by Katsushika Hokusai</p> <p>I can make a drawing in response to “The Great Wave of Kanagawa”</p>	<p><b>Drawing and Printmaking</b></p> <p>I can talk about “The Great Wave of Kanagawa” by Katsushika Hokusai</p> <p>I can make a monoprint in response to “The Great Wave of Kanagawa”</p>	<p><b>Drawing and Printmaking</b></p> <p>I can explore how artists draw, paint and photograph animals</p> <p>I can explore making a variety of marks to create patterns and visual textures</p> <p>I can create a monoprint of animal patterns</p>	<p><b>Drawing and Printmaking</b></p> <p>I can explore how artists draw, paint and photograph animals</p> <p>I can explore making a variety of marks to create patterns and visual textures</p> <p>I can create a monoprint of animal patterns</p>	<p><b>Clay Tiles</b></p> <p>I can roll clay to make spheres, cylinders and coils</p> <p>I can explore using clays of different colours</p> <p>I can explore making surface decoration</p>	<p><b>Clay Tiles</b></p> <p>I can roll clay to make spheres, cylinders and coils.</p> <p>I can explore using clays of different colours</p> <p>I can explore making surface decoration</p>
<p><b>Computing</b></p> <p><b>2 paint a picture</b></p> <p>Navigate cursor drag &amp; drop</p>	<ul style="list-style-type: none"> <li>• Use laptops//iPads more purposefully</li> <li>• Login and navigate around a computer using Purple Mash</li> <li>• Drag, drop, click and control a cursor using a mouse</li> <li>• Use software tools to create art on the computer</li> <li>• Type using a keyboard</li> </ul>					<p><b>Internet Safety Week</b></p> <p>Kapow: Online safety</p>

<p><b>PE</b></p> <p>Techniques control sequence</p> <p>Accuracy distance receiving tracking</p>	<p><b>Ball skills</b> <b>Lesson 1:</b> I can develop dribbling with my hands</p> <p><b>Ball skills</b> <b>Lesson 2:</b> I can explore accuracy when rolling a ball</p>	<p><b>Ball skills</b> <b>Lesson 3:</b> I can explore accuracy when throwing with accuracy towards a target</p> <p><b>Ball skills</b> <b>Lesson 4:</b> I can explore catching with two hands</p>	<p><b>Ball skills</b> <b>Lesson 5:</b> I can explore dribbling a ball with my feet</p> <p><b>Ball skills</b> <b>Lesson 6:</b> I can explore tracking a ball that is coming towards me</p>	<p><b>Sending and Receiving</b> <b>Lesson 1:</b> I can develop rolling and throwing a ball towards a target</p> <p><b>Sending and Receiving</b> <b>Lesson 2:</b> I can develop receiving a rolling ball and tracking skills</p>	<p><b>Sending and Receiving</b> <b>Lesson 3:</b> I can send and receive a ball with my feet</p> <p><b>Sending and Receiving</b> <b>Lesson 4:</b> I can develop throwing and catching over a short distance</p>	<p><b>Sending and Receiving</b> <b>Lesson 5:</b> I can develop throwing and catching over a longer distance</p> <p><b>Sending and Receiving</b> <b>Lesson 6:</b> I can apply sending and receiving skills to small games</p>
<p><b>Music</b></p> <p>Animals</p> <p>Perform perfect symbolise</p>	<p>To be able to perform a song on the xylophone</p>	<p>To perfect the tortoise song and perform it to the class</p>	<p>To listen to different songs describing different animals and guess the animal</p>	<p>To listen to Peter and the Wolf and identify the instruments used for different characters</p>	<p>To compose a song describing an animal of your choice</p>	<p>To perfect the song describing an animal of your choice</p>