

Year 1 2025 Spring 1

(Foundation Subject highlighting shows link to Curious Quest CQ)

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| <p>Reading Read Write Inc</p> <p>Fabulous Five books</p> | <p>Revise set 3 sounds so far -ea, oi, a-e, i-e, o-e, u - e aw, are, ur, er, ow, ure</p> | <p>Revise alternative sounds au, e-e, -ue, - ie, ph, -e, wh, kn</p> | <p>Teach remaining Set 3 sounds</p> <p>tion</p> <p>tious</p> <p>cious</p> | <p>Revise all sounds with focus on those which need practice</p> | <p>Revise all sounds with focus on those which need practice</p> | <p>Revise all sounds with focus on those which need practice</p> | <p>Revise all sounds with focus on those which need practice</p> |
| <p>Writing: Curious Quests</p> | <p><i>Changing Materials:Big Book (non fiction)</i></p> | <p><i>The Tin Forest</i></p> | <p><i>The Tin Forest</i></p> | <p><i>Iggy Peck Architect</i></p> <p><i>Non Fiction books on materials</i></p> | <p><i>Iggy Peck Architect</i></p> <p><i>Non Fiction Books on materials</i></p> | <p><i>Once Upon a Raindrop</i></p> | <p><i>Once Upon a Raindrop</i></p> <p><i>Winter poems</i></p> |
| <p>Focus highlighted</p> | <p>Recount on winter break</p> <p>Non fiction information books on materials</p> | <p>With the support of a story map (beginning, problem, ending) compose 3 sentences orally and write 1-3 sentences</p> | <p>Use a speech bubble to write a sentence Write a sentence with a minimum of one describing word</p> | <p>With the support of a story map (beginning, problem, ending) compose 3 sentences orally and write 1-3 sentences</p> | <p>Write instructions for building a bridge</p> | <p>With the support of a story map (beginning, problem, ending) compose 3 sentences orally and write 1-3 sentences</p> | <p>Look at examples of poetry to create our own</p> |

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| | | which sequence the story. Focus: capital letter, finger spaces, fullstop. | | which sequence the story. Focus: capital letter, finger spaces, fullstop. Comprehensio n challenge | | which sequence the story. Focus: capital letter, finger spaces, fullstop. | |
| Writing: RWI phonics HAS = Hold a sentence | RWI HAS Challenge: Extend sentences with a describing word or connective Editing own writing | RWI HAS Challenge: Extend sentences with a describing word or Editing own writing connective | RWI HAS Challenge: Extend sentences with a describing word or connective Editing own writing | RWI HAS Challenge: Extend sentences with a describing word or connective Editing own writing | RWI HAS Challenge: Extend sentences with a describing word or connective Editing own writing | RWI HAS Challenge: Extend sentences with a describing word or connective Editing own writing | Assessment of sound and word reading |
| Grammar , | Revise suffixes -ed (past) -ing (present) | Co- ordinating compound 'and' | Co- ordinating compound 'and' | Compound words (BBC bitesize clip) | Revise suffixes -ed (past) -ing (present) | Revise letter names, plural s/es and suffixes – est /-ly | Spot –ly suffix in poems Challenge to use – ly in your own poems |
| Spelling: Common Exception Words (CEW) Red words | CEW Revise previously taught a l the no of he my put you said are your | CEW Revise previously taught was do they here by is his has today go | CEW Teach where, there | CEW Teach were, come, our. | Spelling rule /k/ followed by e,i,y /c/ followed by a,o | Days of the week spelling | Days of the week spelling |

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| | be to so me we she some one | | | | | | |
| Handwriting | RWI Letter village: a d g o c q | RWI Letter village: u y | RWI Letter village: b p | RWI Letter village: h n m r | RWI Letter village: e s f i | RWI Letter village: l t k j | RWI Letter village: v w x z |
| Maths number: Mastering Number/ White Rose resources | Place value within 20 | Place value within 20 | Place value within 20 | Place value within 20 End of Block | Addition and subtraction within 20 | Addition and subtraction within 20 | Addition and subtraction within 20 |
| Maths: Measureme nt | Mass and volume | Mass and volume | Mass and volume | Mass and volume | Mass and volume | Mass and volume | Mass and volume |
| Science Materials | | Explore materials: Plastic, wood, glass and metal LO: identify and name a variety of everyday materials including | Explore materials: Plastic, wood, glass and metal LO: identify and name a variety of everyday materials including | Objects and materials LO: distinguishes between an object and the material it is made from LO: Describes the simple | Objects and materials LO: investigates materials LO: Describes the simple physical | Explore the physical properties of water: freezing and melting | Explore the physical properties of water: floating and sinking |

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| Science Seasonal: Forest School | Observe and describe weather associated with winter and how day length varies | Observe and describe weather associated with winter and how day length varies | Observe and describe weather associated with winter and how day length varies | Observe changes across the seasons: any signs of Spring? | Observe changes across the seasons: any signs of Spring? | Observe changes across the seasons: any signs of Spring? | Observe changes across the seasons: any signs of Spring? |
| RE | Judaism: What is the Torah and why is it so important to Jewish families? What are our special books and why? | Judaism: What is the Torah and why is it so important to Jewish families? What makes the Torah special? | Judaism: What is the Torah and why is it so important to Jewish families? What's inside the book? | Judaism: What is the Torah and why is it so important to Jewish families? Where does it live? See ppt | Judaism: What is the Torah and why is it so important to Jewish families? How do Jewish people show the Torah is important? | Judaism: What is the Torah and why is it so important to Jewish families? How can we show others that we know it is important? | |
| DT | Make: select from a range of tools and equipment to perform practical tasks Select from a range of construction materials to build structures Through continuous | Make: select from a range of tools and equipment to perform practical tasks Select from a range of construction materials to build structures | Make: select from a range of tools and equipment to perform practical tasks Select from a range of construction materials to build structures Through continuous | Make: select from a range of tools and equipment to perform practical tasks Select from a range of construction materials to build structures Through continuous | Make: select from a range of tools and equipment to perform practical tasks Select from a range of construction materials to build structures | Make: select from a range of tools and equipment to perform practical tasks Select from a range of construction materials to build structures | Make: select from a range of tools and equipment to perform practical tasks Select from a range of construction materials to build structures |

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| | provision with open access to paper, card, sellotapes, scissors etc and a wide range of construction and other materials | Through continuous provision with open access to paper, card, sellotapes, scissors etc and a wide range of construction and other materials | provision with open access to paper, card, sellotapes, scissors etc and a wide range of construction and other materials | provision with open access to paper, card, sellotapes, scissors etc and a wide range of construction and other materials | to build structures Through continuous provision with open access to paper, card, sellotapes, scissors etc and a wide range of construction and other materials | Through continuous provision with open access to paper, card, sellotapes, scissors etc and a wide range of construction and other materials | Through continuous provision with open access to paper, card, sellotapes, scissors etc and a wide range of construction and other materials |
| History | | | | | | | |
| Geography | Locate two of the world's seven continents on a world map | | Show on a map which continent they live in | | Know that a weather forecast is when someone tries to predict what the weather will be like in the near future | | Know that different parts of the UK experience different weather |

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| | creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |
| | Describe what they like and dislike including feelings about their own work and how they can develop it further. | Describe what they like and dislike including feelings about their own work and how they can develop it further. | Describe what they like and dislike including feelings about their own work and how they can develop it further. | Describe what they like and dislike including feelings about their own work and how they can develop it further. | Describe what they like and dislike including feelings about their own work and how they can develop it further. | Describe what they like and dislike including feelings about their own work and how they can develop it further. | Describe what they like and dislike including feelings about their own work and how they can develop it further. |
| | Delivered through continuous provision – access to paints, chalks, crayons etc | Delivered through continuous provision – access to paints, chalks, crayons etc | Delivered through continuous provision – access to paints, chalks, crayons etc | Delivered through continuous provision – access to paints, chalks, crayons etc | Delivered through continuous provision – access to paints, chalks, crayons etc | Delivered through continuous provision – access to paints, chalks, crayons etc | Delivered through continuous provision – access to paints, chalks, crayons etc |
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| | | | | | access to paints, chalks, crayons etc | paints, chalks, crayons etc | |
| PE Get Set resources | Get Set Dance: To use counts of 8 to move in time and to make my dance look interesting | Get Set Dance: To explore using different emotions in a dance | Get Set Dance: To create my own dance using actions, pathways and counts | Get Set Dance: To explore speeds and actions in a pirate inspired dance | Get Set Dance: To copy, remember and repeat actions that represent a theme | Get Set Dance To copy, remember and repeat actions that represent a theme | Get Set Dance To explore speeds and actions |
| PSHE Jigsaw resources | Dreams and goals I can set simple goals | Dreams and goals I can set a goal and work out how to achieve it | Dreams and goals I understand how to work well with a partner | Dreams and goals I can tackle a new challenge and I understand that this might stretch my learning | Dreams and goals I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them | Dreams and goals I can tell you how I felt when I succeeded in a new challenge and how I celebrated it | |