



Year 1 NC Overview 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My world and me! 7 weeks	Let's Play! 7 weeks	Zoom to the Moon 6 weeks	How does your garden grow? 5 weeks	Pirates 6 weeks	Amazing Animals 7 weeks
Enhancements	Mini Me's	Old Toys Christmas books	Astronaut figures Planets	Seeds Pots Soil	Pirate ships Pirates	Range of animals
Bits and Pieces	- Signing in – pictures of children - Voting for book – counters on 10s frame 5 Tidy up team – checklist of areas - Water bottles 10s frame - Peg Labels - First Names - Pre teach table – exploration/investigation table 2 Files and divide A-Z ch file own English/Phonic work and unfinished work - Daily opportunities for review time – list what doing tomorrow and what need – class diary T take minutes - Potion station - Weekly learning partners		- Signing in – 1st names of children - Voting for book – counters on 10s frame		- Signing in – full name of children - Voting for book – 2ps, 5ps, 10ps on 10s frame	
Trips	Common – Seasonal change – with Year 5 buddies	Milestones Museum	Common – Seasonal change		Common	Zoo Lab Common – Seasonal change
English	Colour Monster Sulwe Martha maps it out My 5 Senses Poem Theres a house inside my Mummy The world is full of babies Can I build another me? Funnybones	Pumpkin Soup Intro Prof Clunk and friends Lost in the toy museum Traction Man Pinocchio Major Glad, Major Dizzy The Teddy Robber	Man on the Moon The King of Space How to catch a star Space non-fiction books Little People big dreams – Neil Armstrong Aliens love Underpants	Tiny Seed The Extraordinary Gardener Jack and the Beanstalk Gigantic Turnip The Tin Forest Olivers Vegetables	The Night Pirates The Pirate Cruncher The Pirates next door Pirate Pete	The Blue Whale Tadpole to frog The selfish Crocodile Caterpillar to butterfly How to wash a woolly mammoth Egg to chicken
NC	English Comprehension Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently; - being encouraged to link what they read or hear to their own experiences; - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; - recognising and joining in with predictable phrases;					



- learning to appreciate rhymes and poems, and to recite some by heart;
 - discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher;
 - checking that the text makes sense to them as they read and correcting inaccurate reading;
 - discussing the significance of the title and events;
 - making inferences on the basis of what is being said and done;
 - predicting what might happen on the basis of what has been read so far;
 - participating in discussions about what is read to them, taking turns and listening to what others say;
 - explaining clearly their understanding of what is read to them.

English Spoken Language

Listen and respond appropriately to adults and peers.

- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.
- Speak audibly and fluently with an increasing command of standard English.
- Participate in discussion, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Reading

Apply phonic knowledge and skills as the route to decode words.

- Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.

Writing

Transcription Spelling Children should be taught to spell:

- words containing each of the 40+ phonemes already taught;
- Common exception words;
- days of the week. Children should be taught to:
- name the letters of the alphabet in order;
- use letter names to distinguish between alternative spellings of the same sound;
- apply simple spelling rules;
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; • use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs;
- use the prefix un;
- use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). Composition Write sentences by:
- saying out loud what they are going to write about;
- composing a sentence orally before writing it;



	• sequencing sentences to form short narratives; • re-reading what they have written to check that it makes sense. As well as: • discuss what they have written with the teacher or other pupils; • read aloud their writing clearly enough to be heard by their peers and the teacher. Vocabulary, Grammar and Punctuation Children should develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words; • joining words and joining clauses using and; • beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; • using capital letter for names of people, places, the days of the week, and the personal pronoun I. Grammar Words • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of the root words. • Recognise how the prefix un- changes the meaning of verbs and adjectives. Sentences • How words can combine to make sentences. • Joining words and joining clauses using 'and'. Text • Sequencing sentences to form short narratives. Punctuation • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I.					
Continuous Learning	Book of the week – give children 3 choices and promote in book corner, sell it to the children – chosen by Hoot Hoot child. Book Corner – post its available so can comment on books read Book Making Caption cards in the small world / Big paper/ white board Voting for book Exposure of Fiction and Non-fiction books linked to topic					
Monster Phonics	Year 1 Term 1	Year 1 Term 1	Year 1 Term 2	Year 1 Term 2	Year 1 Term 3	Year 1 Term 3
Maths	Place value within 10 Addition and subtraction within 10	Addition and subtraction Shape Place value within 20	Consolidation Addition and subtraction within 20 Place value within 50	Length and height Weight and Volume Consolidation	Consolidation Multiplication and division Fractions	Position and direction Place value within 100 Money Time
NC	Number and Place Value • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words. Addition and Subtraction • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero.					



	- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Multiplication and Division - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Shape, Space and Measure Measurement Compare, describe and solve practical problems for: - lengths and heights (long/short, longer/shorter, tall/short, double/half) - mass or weight (heavy/light, heavier than, lighter than) - capacity/volume (full/empty, more than, less than, quarter) - time (quicker, slower, earlier, later) Measure and begin to record: - lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) - Recognise and know the value of different denominations of coins and notes. - Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Position and Direction - Describe position, directions and movements, including half, quarter and three-quarter turns. Shape - Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).					
Continuous Learning	- Snack bar – money 1p, 2p, 5p, 10p and tally - Signing in – ppw – ch here and away whole is 30 - Lining up list 1st, 2nd, 3rd - Tens Frames for water bottles - Calendar – children add bits to it throughout the year, sch trips etc - Rulers in block area and show ch how to use them to draw maps. - Watches for 2 children – Time Team - Clock near teacher desk - Scaled jugs, containers and water tray		Snack bar – money adding 2p, 3p, 4p 5p and tally		Snack bar – money adding 6p, 7p, 7p, 8p, 9p and 10p and tally/pictogram	
Science	The human bodies Seasonal change	Materials Seasonal change	Planting A Caring for our planet	Planting B Seasonal change Plants	Plants Animals Planting C	Animals Growing and cooking Seasonal change
NC	Working Scientifically During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content. - Asking simple questions and recognising that they can be answered in different ways. - Observing closely, using simple equipment. - Performing simple tests. - Identifying and classifying. - Using their observations and ideas to suggest answers to questions. - Gathering and recording data to help in answering questions. Plants - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals, Including Humans - Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores.					



	- Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday Materials - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Change - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.					
Continuous Learning	Plants in classroom Use birds and animals in the environment Seasons – looking at 1 particular tree		Planting using seed packets		Grouping animals	
History	How am I making History?	How have toys changed?			How have explorers changed the world?	
NC	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented. - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). - 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.) - Significant historical events, people, places in their own locality					
Continuous Learning	Old pictures / maps of local environment					
Geography			What is it like here?	What is the weather like in the UK?		What is it like to live in Shanghai?
NC	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness. Locational Knowledge - Name and locate the world's seven continents and five oceans. - 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 a small area in a contrasting non-European country. Human and Physical Knowledge					



ST JAMES PRIMARY SCHOOL

CHURCH OF ENGLAND (AIDED)

	- 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 basic geographical vocabulary to refer to: - Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: - Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. Geographical Skills and Fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. - Use simple compass directions (North, South, East, 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.					
Continuous Learning	Big map up on the wall and discuss when needed eg holidays etc. Travelling Ted Weather record daily on calendar and collate at the end of each month					
Computing	Computing systems and networks - Technology around us	Creating media – Digital painting	Creating media – Digital writing	Programming A – Moving a robot	Grouping data	Programming B - Animations
NC	Pupils should be taught to - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and ambiguous instructions. - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online techniques					
Continuous Learning	Children to take photos and print off own pictures Bee Botz in environment Free time to use chrome books					
Art	Kapow – Drawing: Exploring line and shape Colour Mixing Giuseppe Arcimboldo Natural materials faces Piven Art Sketches faces / Picasso/Andy Warhol, Van Gogh Diwali Art	Christmas crafts/cards Artists linked to Computing	Vincent Van Gogh – starry night Planets	Still life paintings of plants - Van Gogh – Sunflowers, Monet	Kapow - Painting Mixed Media – colour splash Pointillism – Seurat	Kapow – 3D sculpture And paper play - spiders Henri Rousseau – Tiger in a tropical storm - collage
NC	Pupils should be taught - To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.					



ST JAMES PRIMARY SCHOOL

CHURCH OF ENGLAND (AIDED)

	About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.					
Continuous Learning	Artist display Artist paintings in basket for children to look at and use					
D.T	Mechanisms making a moving storybook (4 lessons)	Sewing – Introduce by making teddies	Stable structures – junk modelling	Cooking and Nutrition - smoothies		
NC	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment. Design - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make - 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 variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate - 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. Cooking and Nutrition - Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from.					
Continuous Learning	Workshop throughout the year Sewing Weaving					
PSHE	Class rules Health and well being	Health and well being	Understanding Relationships	Understanding Relationships	The World Around Us	The World Around Us
Continuous Provision	Well-being area – box of fidget toys, worry monster, trick box on display					
Trick Box	Mirror Mirror Big Voice - Can demonstrate and practise using own voice as a source of personal motivation	Stand Tall	Breathing Colour	Floating Cloud	Win Win Light Bulb – Can challenge perceived thinking and create new possibilities by looking at objects in new ways	Free Flow
P.E	Ball skills – catching and throwing Master basic movements including running, jumping, throwing and	Dance Perform dances using simple movement patterns.	Indoor Athletics Master basic movements including running, jumping,	Gymnastics Pupils should develop fundamental movement	Athletics • Master basic movements	Swimming



ST JAMES PRIMARY SCHOOL

CHURCH OF ENGLAND (AIDED)

	catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Intra – Football	throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.	including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.	
			Intra – Playground Games		Intra – Sports Day	
NC	Pupils should be taught to • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns Swimming – pupils should be taught to • Swim competently, confidently and proficiently over a distance of at least 25meters • Use strokes effectively. • Perform safe self-rescue in different water based situations.					
R.E	Why do Christians call God creator?	What is the Nativity and why is it important to Christians? Diwali	Judaism – What is the Torah and why is it so important to Jewish Families? Chinese New Year	What do Christians learn from stories of Jesus? Easter Pause Day	Judaism – Why do Jewish families celebrate the gift of Shabbat?	Why should we look after the world?
Music		Christmas Production				
NC	Pupils should be taught to • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music.					