KEY STAGE 1 Semi-Formal Yearly Overview 2026-2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/Reading	Too Small Tola by Atinuke	What If Everybody Did That? by Ellen Javernick	The Train Ride by June Crebbin	The Gigantic Turnip by Aleksei Tolstoy	lucky Worms by Vivian French and Jessica Ahlberg	The Enormous Crocodile by Roald Dahl
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies Writing Outcomes	Nursery rhymes: If You're Happy and You Know it Rhythm and rhyme Family songs Instrumental sounds Personalised alphabet frieze Alliteration – names & places Reading familiar instructions written by children. Indicate they wish to make marks Interested in mark making Look at symbols Match photo to object Match object to symbol Track an object Aware of simple cause and effect Uses input device randomly Selects own photo consistently Experiences a range of mark making tools Copy horizontal movements Copy vertical	Nursery rhymes: Hickory Dickory Dock Playing with sounds Body percussion and instrumental sounds Book-based game Copy a pattern Complete a pattern Match initial sound of name Put initial sound of name on work Match letters in name Select words/symbols to label a picture (minimum of 4 symbols) Gives picture a name Labels a picture with a symbol Dictates a caption for a picture - 2 key words Uses input device for cause and effect Copies body movements - horizontal, vertical, round Uses signs/symbols/words to give meaning Observes an adult writing Uses input device to change screen	Rhythm, rhyme and body percussion Singing transport action songs Exploring a range of voice and instrumental sounds Meaning through print style and photographs Writing then reading own books and role-play writing (Standard 1) Transcription: The pupil can draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand) KPI (Standard 1) - Composition: The pupil can say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the…zoo/park/shop/beach'). KPI Hold a pencil with sufficient grip and pressure to make marks on paper or perform an equivalent task using the preferred form of communication (e.g. using electronic writers or eye-gaze for writing/ communicating) To order first 3 letters of first name To order letters of first name Finds name on piece of work Sequences symbols to create key word sentence	Vocalising animal sounds Singing farm songs Words as tags – maps Reading own mapmaking and role-play writing outcomes Begins to form the initial letter for words starting with sounds learnt so far. Understands text goes left to write Match letters (may not know sound) Copies letters relating to the sounds learnt so far. Selects key symbols from a grid (6 symbols) Uses a range of mark making tool	Rhythm and Rhyme Spider songs Rhyming couplets Onset and rime Using supportive illustrations to predict Lifting print through performance reading Words as tags Group letters together Puts spaces between groups of letters To write correct initial letter in words formed from the sounds learnt so far. Beginning to write correct final sound for words formed from the sounds learnt so far. Writes first name. Match letters in surname Orders the letters of their surname Beginning to spell 1 other word than their name using the letters learnt so far. Beginning to spell 3 words, other than their own name, from the letters already learnt. Can match 5 capital letters to lower case letters Sequences 3 letter cards to create given word from the letters already taught.	Vocalising animal sounds Drawing on repeated refrain and patterning to re-read Words as tags – matching text and illustration Reading and following simple recipe cards Can find requested symbol from a small selection to support development of descriptive vocabulary. Orders symbols into a simple sentence to label a picture e.g. Girl in house Uses 3 key words to describe a picture Orders writing letters left to right

Bespoke Phonics teaching (little Wandle for individual children)	movements Make marks when asked to write Make marks on screen Touches a range of textures Tolerates hand over hand	Look at screen after input device used Sequences 3 symbols	about a picture Identifies letters on a page Identifies pictures on a page Identifies symbols on a page		Introduce descriptive vocabulary.	
Extended Writing (Shared)	A 'Happiness Song	Letters and message	A narrative episode	Instructions	Information booklet	Care labels and signage
Maths	Match Sort and Compare Talk about measure and Patterns	Numbers 1- 5 Shapes with 3 sides or less	Numbers 1-10. Shapes with 4 sides.	Mass and capacity To 20 and Beyond (Place Value) 3 D shapes	Length, Height and Time Sharing and grouping	Number & consolidation.
My Independence/PSD	My Dressing and Undressing Putting on and taking off various items of clothing / Development of the fine and gross motor control needed. To explore different feelings related to mild(ish) emotions such as like and dislike (who and what), annoyance. To explore the stronger relationships related emotions of love, infatuation, jealousy,	My Cooking To wash and dry hands before cooking. To wash, dry and put away utensils. To open containers and replace lids. To take responsibility for getting the necessary equipment from their usual places and putting them back again when finished. To use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary. To identify and name	Personal Hygiene To know the importance of staying clean To wash hands effectively To identify clean clothes To have a suitable toilet routine To know how to brush my teeth. To look after my own personal care Growing up- How do we change physically from babies? (age appropriate)	My Cooking Make a cheese sandwich using a hand-held grater with support as and where necessary. Making pizza. Making burgers Making sausage rolls Making slow cooker chilli Making a smoothie To reflect on friends and friendships. To reflect on friendship as a two-way relationship.	Road Safety Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks	My Cooking Frozen banana lollies Frozen sunny lollies Apricot and chocolate ice lollies Frozen strawberry milkshake lollies Raspberry tea ice lollies BBQ

	anger, sadness, embarrassment.	external parts of the body.		To reflect on our responsibilities as friends		
The World Around Us	Understanding the World: Family Life	Understanding the World: Looking after our local environment	Understanding the World: History of Transport	Understanding the World: How Food Was Grown Long Ago Farming Then and Now	Understanding the World: Observing Minibeasts Using Simple Fieldwork and Observational Skills Studying the Geography of the School Grounds Exploring the Local Area	Understanding the World Carnivores, Herbivores and Omnivores How We Learn About the Past
Science	Everyday Materials Investigate materials used in homes, clothing, vehicles, and market stalls. Examine why different materials are chosen for specific purposes. Activity: Build a model market stall and test which materials are strongest or most waterproof.	Plants and caring for living things	Weather - Changing Seasons	Animals Including Humans (healthy eating) Where Food Comes From	Minibeasts Living Things and Their Habitats 1.	Living Things and Their Habitats.2 Carnivores, Herbivores and Omnivores This allows children to learn about: • Crocodile habitats • Food chains • Animal survival • Comparing habitats around the world • How animals are suited to where they live
Creativity Skills	To encounter, copy and continue a pattern using a variety of objects and materials. To encounter, copy and continue a pattern using a variety of objects and materials. . Introduce the element of both 2D and 3D shape, form and space. Introduce the element of both 2D and 3D shape, form and space. Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing	Use objects to do simple printing. Painting over a picture Papier Mache – tear & scrunch paper, 3D models. Papier Mache – painting Clay models Christmas decorations Begins to build a repertoire of songs and dances. MUSIC Explores the different sounds of instruments.	Landscape Drawing Collage Landscapes Printing Patterns and Textures Observational Drawing of Transport Colour Mixing Inspired by Countryside Scenes Journey Story Maps Clay or Junk-Model Trains Artist Study: Eric Ravilious (railway landscapes) or J.M.W. Turner (trains and landscapes) MUSIC	Art • Vegetable Printing • Observational Drawings of Plants and Vegetables • Clay Vegetables • Collage Gardens • Colour Mixing Using Natural Colours • Creating Story Scenes • Sculpture: The Gigantic Turnip • Artist Study: Giuseppe Arcimboldo (fruit and	Explore summer imagery through art. Activity: Handprint tree Explore summer imagery through art. Activity: Junk modelling bees – develop understanding of 3D shapes Explore summer imagery through art. Activity: Sunflower – copy and continue a pattern Explore summer imagery through art Activity: Firefly	Explore summer imagery through art. Activity: Sunflower fork painting Explore summer imagery through art. Activity: Fish weaving art Explore summer imagery through art. Activity: Under the sea watercolour painting Explore summer imagery through art.

	objects by their shape and differing size. Explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size. Pupils experience and begins to show an emerging awareness with a range of media through sensory exploration and using different body parts. MUSIC Pupils begin to respond consistently to familiar people, events and objects they may move their whole bodies to sounds they enjoy, such as music or a regular beat. They may begin to anticipate something is going to happen after hearing a certain sound of piece of music (sound cues or touch cues) Begins to move to music, listen to or join in rhymes or songs. Joins in singing favourite songs by vocalising, using their own means of communication, may initiate these interactions. Creates sounds by banging, shaking, tapping or blowing and come to the realisation they affect their environment creatively Seek attention through eye contact, gesture or action- explores a range	Children sing songs, make music and dance, and experiment with ways of changing them. listen to pieces of music such as from different cultures, genres or eras (classical, pop, Jazz, Bollywood, reggae, country & western, chants etc) and recognise the tempo and dynamics. Play simple 2 – 3 picture symbol score / pattern. To follow a conductor and play fast, slow, loud and quiet and to stop. To copy and continue a simple rhythm e.g. based on their name or a simple word chant e.g. cat + tiger + cat + tiger, maintaining a regular beat. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.	Makes improvised composition using sounds to represent a picture/scene/emotion. Experiment playing percussion in groups starting to use different effects such as dynamics following a picture score. Pupils practice improvising using voice / body percussion through call and response songs at times leading the song. identify a wide range of school instruments (by sight and sound) and know how to play them, e.g.: To know how different instruments. are played e.g., tapped, shaken, or strummed or scraped.	vegetable artwork) MUSIC Creates sound effects for a picture or story, thinking about how music can create a mood. Build repeating patterns and recognise patterns in the environment. Begins to explore basic rhythmic patterns to compose a short piece. Experiment playing instruments in groups using different effects such as tempo with minimum support, exploring different music. genres including reggae, pop, country & western, Bollywood	suncatcher. Explore summer imagery through art. Activity: Clay mosaic art - develop understanding of 3D shapes Explore summer imagery through art. Summer photo shoot MUSIC To listen and then express their opinion about music from different cultures, genres, or eras (classical, pop, Jazz, Bollywood, reggae, country & western, chants etc). Begin to identify a range of familiar orchestral instruments (by sight and sound). To follow and play a pictorial musical score. To sing in tune and to a steady beat and begin to make up lyrics to perform to their class. With a peer, improvise using instruments through call and response songs and games. Pupils begin to explore music from different eras Gregorian Chants, Tudor Music Experiment with arranging, ordering and overlapping patterns. Demonstrate confidence by performing drama, mime and simple dance routine to a small audience	Activity: Suncatchers Explore summer imagery through art. Activity: Windmill Explore summer imagery through art. Activity: Sun dot art MUSIC To perform using instruments their own summer show

	of different sound s (including musical instruments) Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms					
Physical Development	Dancing, pounding and climbing Demonstrating favourite games Action and finger rhymes Printmaking Swimming Forest School/Outdoor learning.	Dog show enactment Tidying up mess Paper collage Mark-making involved in drawing different kinds of dog Swimming Forest School/Outdoor learning.	Action songs Riding balance and pedal bikes Travelling using body Unwrapping, washing and rescuing Naughty Bus Fixing and maintaining bikes and toy vehicles Constructing a cityscape Swimming Forest School/Outdoor learning.	Animal actions Re-enacting and hatching plans around a large-scale farmyard Doing a farmer's work: using tools that develop gross motor skills and those that strengthen hand and finger muscles and co-ordination Swimming Forest School/Outdoor learning.	Spider actions Sweeping and dusting ceilings Spider web creation Finger rhymes Performance reading actions. Swimming Forest School/Outdoor learning.	Investigate pushing and pulling in the setting. Sorting and sowing seeds. Using gardening tools that develop gross motor skills and those that strengthen hand and finger muscles and co-ordination. Swimming Forest School/Outdoor learning.
Visits	Trip: Visit to a Local Park or Botanical Garden Link: Understanding the World: Family Life and exploration of outdoor environments.	Trip: Visit to a Petting Zoo or Farm Link: Understanding the World: Pets and farm animals.	Trip: Visit to a Local Transport Museum Link: Understanding the World: Transport and observing different types of vehicles.	Trip: Visit to a Local Farm Link: Understanding the World: Farm animals and their habitats.	Trip: Nature Walk in a Local Woodland or Forest Link: Understanding the World: Observing Minibeasts and plants.	Trip: Local Market or Supermarket Tour Link: Physical Development: Healthy Diet and Exercise; My Cooking