Holtsmere End Infant and Nursery School Planning overview 2026-2027 Year Group: **Year 1**

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	**Let's Explore Woodhall Farm**	**Digging up the Past**	**Snow to Savannah**	**Nurses to the Rescue!**	**Iceberg Ahead!**	**Fire! Fire!**
Key Questions	1. Can you tell someone your address? 2. Can you describe your local area using geographical words? 3. Why do we celebrate Bonfire Night? 4. What was here before our school?	1. Who was Mary Anning? 2. What did Mary Anning find? 3. How did Mary Anning find fossils? 4. Why was Mary Anning important? 5. How was life different in Mary Anning's time compared with today?	1. What are the main features of hot and cold places? 2. Where are the North Pole, South Pole and Equator Line on a globe/atlas? 3. What are the 7 continents of the world? 4. Can you locate the 7 continents of the world in an Atlas? 5. What would you wear in a hot or cold place?	1. Can you spot old and new things in a hospital from the past and now? 2. What did Florence Nightingale do to change hospitals for the better? 3. Can you put Florence Nightingale's key events from her life in chronological order? 4. Why was Mary Seacole inspirational?	1. Why did the Titanic sink? 2. Can you sequence the Titanic disaster in order? 3. Can you remember a fact about the Titanic? 4. How have boats changed since the Titanic for the better? 5. How do we know The Titanic sank?	1. What are the 4 countries that make up the UK? 2. What is the capital city of England? 3. How do we know The Great Fire of London happened? 4. Can you tell me an interesting fact about the Great Fire of London?
Vocabulary	Woodhall Farm, Local Area, address, neighbourhood, door number, photograph, map. Town, postcode, street, direction Brock's Fireworks, Gunpowder Plot, Guy Fawkes, before, after, Bonfire Night, chronology, old, new, Houses of Parliament, King James I	Mary Anning, fossil, dinosaur, bones, skeleton, rock, stone, dig, a long time ago, Jurassic, artefact, beach, cliff, coast, ammonite, Ichthyosaur, Plesiosaur	Cold, hot, Antarctica, Nigeria, continent, atlas, globe, map, North Pole, South Pole, Equator line, world, Asia, Europe, Africa, South America, North America, Australia, Oceania, ocean	Chronology, artefact, photograph, Florence Nightingale, Mary Seacole, Scutari Hospital, hygiene, a long time ago, old, new, famous, nurse, soldier, voyage, event, change, inspirational, past, sequence	Titanic, iceberg, chronology, disaster, event, artefact, photograph, 1st class, 3rd class, Captain Smith, newspaper, passenger, lifeboats, a long time ago, now, voyage, New York, Belfast. Southampton, disaster, sink, lookout	Samuel Pepys, Tudor house, fire, King Charles II, diary, capital city, country, United Kingdom, London, human, physical, England, Wales, Scotland, Northern Ireland, landmark, axe, River Thames, Tower of London, The Monument, Pudding Lane, bakery, Thomas Farriner, leather bucket, water squirter, destroyed,
English Texts						

English **HFL Essential Writing**	**Writing Purpose** • Inform • Entertain • Poetry **Writing Outcomes** • Lists, labels, captions • Instructions • Simple sentences • List poetry **Sentence and word level** • Write single clause sentences • Leave spaces between words • Use a capital letter for names of people and days of the week • Begin to punctuate sentences using a capital letter and full stop	**Writing Purpose** • Inform • Entertain **Writing Outcomes** • Recipes • Simple traditional tale **Sentence and word level** • Sequence sentences to form a short narrative • Use 'and' to link words within sentences • Begin to punctuate sentences using a capital letter and full stop • Use a capital letter for names of people, places, days of the week	**Writing Purpose** • Entertain • Inform • Poetry **Writing Outcomes** • Short narrative • Rules & Recount Poetry (rhyme and nonsense) **Sentence and word level** • Sequence sentences to form a short narrative • Join two clauses in a sentence using the co-ordinating conjunction 'and' • Use a capital letter for names of people, places, days of the week and personal pronoun 'I'	**Writing Purpose** • Entertain • Poetry **Writing Outcomes** • Short narrative • Rules & Recount Poetry (rhyme and nonsense) **Sentence and word level** • Sequence sentences to form a short narrative • Join two clauses in a sentence using the co-ordinating conjunction 'and' • Use 'and' to link words within sentences • Begin to punctuate sentences using a capital letter, full stop or exclamation mark use a capital letter for names of people, places, days of the week and personal pronoun 'I'	**Writing Purpose** • Inform • Poetry • Entertain **Writing Outcomes** • Letters Poetry (free verse) • Short narrative **Sentence and word level** • Sequence sentences to form a short narrative • Join two clauses in a sentence using the co-ordinating conjunction 'and' • Use 'and' to link words within sentences • Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark	**Writing Purpose** • Inform • Entertain **Writing Outcomes** • Explanation • Short narrative **Sentence and word level** • Sequence sentences to form a short narrative • Join two clauses in a sentence using the co-ordinating conjunction 'and' • Use 'and' to link words within sentences • Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark • Review all learning
Maths **HFL Essential Maths**	• Geometry – positional language including ordinal numbers • Numbers to 10 (patterns, counting and comparison) • Numbers to 10 (estimating, ordering, regrouping the whole) • Numbers to 10 – part whole addition and subtraction • Numbers to 10 – solving problems using part or whole unknown • Numbers to 10 - comparison • Numbers to 10 – equality and balance • Numbers to 20 – making 10 and some more • Numbers to 20 – estimating and ordering, 1 more and 1 less • Numbers to 20 – doubling and halving • Numbers to 20 – odd and even numbers • Geometry – names and properties of 2D and 3D shapes		• Measures – comparing length, height, mass and speed • Sequencing events – days of the week and months of the year • Numbers to 20 – adding using 'think 10' • Numbers to 20 – 'subtraction using 'think 10' • Numbers to 20 – equality and balance • Numbers to 20 – part or whole unknown • Numbers to 20 – language and problem solving (part or whole unknown) • Numbers to 20 – comparison including statistics • Measures – coins and combinations to 20p, ordering and comparing • Counting in 2s, 5s, 10s • Measures – non standard measures and introducing simple standard measures		• Multiplication and division – equal or unequal groups and remainders • Multiplication – repeated addition and arrays • Multiplication – problem solving • Multiplication – scaling and counting in 2s to 24 • Division – sharing and grouping problems • Time – telling the time, O'clock and half pat • Fractions – sharing into equal groups • Fractions – equal or unequal parts of shapes • Fractions – of continuous quantities including capacity • Numbers to 20 – review • Numbers to 100 – place value and digits, making tens and some more • Place value – estimation, ordering and comparison	

Science Developing Experts	Plants • Understand that seeds grow into plants • Identify the basic parts of a plant • Identify common wild flowers • Know the difference between evergreen and deciduous trees • Know that fruit trees and vegetable plants are varieties of plants • Explain how plants change over time **National Curriculum Link** - Identify and describe the basic structure of a variety of common flowering plants, including trees - Become familiar with common names of flowers and plant structures - Identify and name a variety of common wild and garden plants - Identify and name a variety of deciduous and evergreen trees - Understand how plants change over time	Animals including Humans – All about animals • Discover animal families • Learn about the differences between mammals and birds • Learn about the differences between amphibians, reptiles and fish • Discover the types of food living things eat • Explore the difference between wild animals and pets • Explain the characteristics of an animal **National Curriculum Link** - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Animals including Humans – All about animals • Discover the types of food living things eat • Explore the difference between wild animals and pets • Explain the characteristics of an animal **National Curriculum Link** - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Animals Including Humans – All about Me • Discover the basic parts of the human body • Learn about eyes and sight • Learn about ears and hearing • Explore the tongue and taste • Explore the sense of touch • Discover how your nose smells **National Curriculum Link** - 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 – Exploring everyday materials • Identify and name a variety of everyday materials • Distinguish between an object and the material it is made from • Describe the properties of everyday materials • Identify objects that are natural and those that are manmade • Predict and identify if an object will float or sink • Explore which materials are best for different objects	Everyday materials – Working Scientifically • Build a structure strong enough to withstand wind • Build a waterproof structure • Understand the properties of glass and its uses • Explore a variety of fabrics and understand their different properties • Explain the uses of materials and why they are suitable • **National Curriculum Link** - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock - Distinguish between an object and the material it is made from - 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.

History/Geography	**Geography** ***Local area*** **Geographical Enquiry** Say what they like about their locality **Physical Geography** • Tell someone their address • Describe locality using words and pictures **Fieldwork** • Devise a simple map • Use aerial photographs to recognise landmarks **History** ***History of Locality – Brocks Fireworks*** ***The Gunpowder Plot*** **Knowledge** • Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. • Tell us about an important historical event that happened in the past. **Historical Enquiry** • Spot old and new things in a picture • Answer questions using an artefact/photograph **Chronology and Understanding** Use words like before and after	**History** ***Mary Anning*** **Chronological understanding** • Put up to 3 objects in chronological order • Use words and phrases like old, new and a long time ago **Knowledge and interpretation** • Identify objects from the past – fossils • Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. **Historical Enquiry** • Ask and answer questions about old/new objects • Answer questions using an artefact/picture provided • Find out more about a famous person from the past (Mary Anning)	**Geography** ***Hot and Cold Places*** **Physical Geography** • Explain the main features of a hot and cold place. • Describe a locality using words and pictures. **Human Geography** • Tell something about the people who live in hot and cold places. • Explain what they might wear if they lived in a very hot or a very cold place. **Geographical Knowledge** • Point out where the equator, North Pole and South Pole are on a globe or atlas. • Name the continents of the world and find them in an atlas.	**History** ***Florence Nightingale and Mary Seacole*** **Chronology** • Put up to five objects/events in chronological order. • Use words and phrases like: old, new, before, after and a long time ago. **Knowledge and Interpretation** Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. **Historical Enquiry** • Spot old and new things in a picture. • Answer questions using artefact/ photograph provided. • Find out more about a famous person from the past.	**History** ***The Titanic*** **Knowledge** Recount some interesting facts from an historical event (Titanic Disaster) **Chronological Understanding** Put up to five events in chronological order. **Historical Enquiry** Answer questions using a range of artefacts/ photographs provided.	**History** ***Great Fire of London*** **Knowledge** Recount some interesting facts from an historical event (The Great Fire of London) **Chronological Understanding** Put up to five events in chronological order. **Historical Enquiry** • Answer questions using a range of artefacts/ photographs provided. • Spot old and new things in a picture • Find out more about a famous person from the past. (Samuel Pepys) **Geography** ***London*** **Geography Skills and Fieldwork** Use aerial photos and plans to recognise landmarks **Human and Physical Geography** • Describe a locality using words and pictures. • Identify human and physical features of London. **Geographical knowledge** • Name the four countries that make up the United Kingdom. • Know London is the capital city of England. Locate England and London on a map/atlas.

Art/DT	**Art** **Painting** • develop ability to control paint and brush • use thick and thin brushes • know and name both primary and secondary colours • mix, use and apply secondary colours in their work • ask questions about a piece of art work **Artist Study**: Claude Monet **Artwork Focus:** Japanese Footbridge	**Art** **Collage** • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. **Artist Study**: Brianna McCarthy **DT** ***Construction*** • Select appropriate resources and tools for their building projects • Make simple plans before making objects • Join materials in different ways – flange/l-brace/slot	**Art** **Painting** • develop ability to control paint and brush • use thick and thin brushes • know and name both primary and secondary colours • mix, use and apply secondary colours in their work • ask questions about a piece of art work **Artist Study**: Piet Mondrian	**Art** **Sculpture** • Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose. • Use patterns. **Artist Study:** Joan Miro **Artwork Focus:** Moon Bird Create final piece of an imaginary clay animal – combine features from real or prehistoric animals **DT** ***Cooking and Nutrition*** **Knowledge** • understand the difference between fruit and vegetables • know that a fruit has seeds and vegetables do not • know that fruits grow on trees or vines • know that vegetables can grow either above or below ground • know that vegetables can come from different parts of a plant **Skills** • chop fruit and vegetables safely to make a smoothie • identify if a food is a fruit or vegetable • describe appearance, smell and taste	**Art** **Drawing** • Use a variety of drawing tools – crayon, chalk, pencil, felt tips, poster paint • Draw light and dark tones (tone) • Create rubbings (texture) • Observe and draw shapes • Observe and draw patterns **Artist Study:** L.S Lowry	**Art** **Printing** • Create repeating patterns. • Observe and recognise patterns in the environment. • Develop impressed images with using foods e.g. potatoes with shapes cut into them. • Relief prints with using foam printing blocks. • Create patterns **Artist Study:** William Morris **Artwork Focus:** Pimpernel Create final piece – wildflower repeating pattern **DT** ***Mechanisms*** • To know how to make a simple working lever. • To know how to make a simple working slider. • To know how the slider moves (Up and down, forwards, backwards • To know how a lever moves (pivot, round) To identify the pivot.

Computing **Purple Mash**	**Purple Mash – Introduction to Computing (3 lessons)** **Information Technology** • Logging in and out of Purple Mash • Opening and using 2Dos • Saving work in the Work area **Creative Computing (4 lessons)** **Information Technology** • Making digital art • Making and sharing jigsaws • Making a drag and drop game	**Animated stories (6 lessons)** **Information Technology** • Creating digital art and text • Adding animation to images • Adding sound	**Creating and Following instructions (3 lessons)** **Computer Science** • following instructions • Creating Instructions • Understanding simple algorithms **Making Beats (4 lessons)** **Information Technology** • Creating sounds using 2Explore • Combining instruments using 2Beat • Composing digital music	**Coding (6 lessons)** **Computer Science** • Using blocks to code • Understanding objects, actions and events • Planning and designing a program	**Data Explorers (6 lessons)** **Information Technology** • Sorting and grouping quizzes • Understanding what data is • Representing data electronically	**Technology Around Us (4 Lessons)** **Digital Literacy** • Understanding what technology is • Recognising technology in the local environment and wider world
RE/PSHE	**RE – Hertfordshire Agreed Syllabus** *Christianity/Judaism* **What should we be thankful for?** • What am I thankful for, to whom, and how do I show this? • How does Harvest Festival help Christians to show thanks to God? • How does Sukkot help Jews to show thanks to God? • Are there some things that we all should be thankful for? Why?	**RE – Hertfordshire Agreed Syllabus** *Christianity/Judaism/Hinduism* **Why is light such an important symbol?** • How do we feel in the dark? In the light? Why is light important? • What happens at Diwali? • What happens at Hanukkah? • How do Christians use light to celebrate Advent and Christmas? Why?	**RE – Hertfordshire Agreed Syllabus** *Christianity/Judaism* **Why are home and family important to people?** • Why are my home and family important to me? • What might Christian homes and families be like? • What might Jewish homes and families be like? • How are our homes and families similar or different?	**RE – Hertfordshire Agreed Syllabus** *Christianity/Islam* **Why should we care for the world?** • What do I do to look after animals and nature? Why? • What does the Bible say about people caring for Creation? • What does Prophet Muhammad say about how we treat animals? • What can we do to look after animals and the world? Why?	**RE – Hertfordshire Agreed Syllabus** *Christianity/Judaism/Hinduism/Islam/Buddhism/ Sikhism* **Why are stories such a good way to learn?** • What is my favourite story and why? • What Biblical stories are important to Jewish people? • What stories are important to (Muslim/Hindu/Buddhist/Sikh) people? • What stories did Jesus tell? • What are some important stories about Jesus? • Who do Christians think Jesus is? • What makes stories such good ways of teaching us things?	**RE – Hertfordshire Agreed Syllabus** *Christianity/Judaism/Hinduism/Islam/Buddhism/ Sikhism* **Why are stories such a good way to learn?** • What is my favourite story and why? • What Biblical stories are important to Jewish people? • What stories are important to (Muslim/Hindu/Buddhist/Sikh) people? • What stories did Jesus tell? • What are some important stories about Jesus? • Who do Christians think Jesus is? • What makes stories such good ways of teaching us things?

	PSHE - Jigsaw ***Being me in my world*** • Special and safe • My class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning our learning	**PSHE – Jigsaw** ***Celebrating difference*** • The same as… • Different from … • What is 'bullying'? • What do I do about bullying? • Making new friends • Celebrating me	**PSHE – Jigsaw** ***Dreams and Goals*** • Set simple goals. Identify achievements • Work out how to achieve a goal • Understand how to work well with a partner • Face new challenges • Identify obstacles to challenge • Feelings of success and celebration	**PSHE – Jigsaw** ***Healthy Me*** • Differences between healthy and unhealthy • Making healthy choices • How to keep clean and avoid germs • How to use medicines safely • Road safety and who can help us • How I can keep my body safe and healthy	**PSHE – Jigsaw** ***Relationships*** • Know how to make friends • Try to solve friendship problems when they occur • Help others to feel part of a group • Show respect in how they treat others • Know how to help themselves and others when they feel upset or hurt • Know and show what makes a good relationship	**PSHE – Jigsaw** ***Changing Me*** • Understand that everyone is unique and special • Can express how they feel when change happens • Understand and respect the changes that they see in themselves • Understand and respect the changes that they see in other people • Knowing to ask for help if they are worried about change • Coping with change
PE **Get Set 4 PE**	**Dance** To use counts of 8 to move in time. To copy, repeat and remember actions to represent a theme. To explore speeds and actions. To explore pathways in dance.	**Gymnastics** To explore travelling movements. To develop and combine travelling movements. To develop stability and control when performing balances. To develop quality when performing shapes.	**Gymnastics** To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To develop rolls and use them in a sequence. To link gymnastics actions to create a sequence.	**Sending and receiving** To develop rolling and throwing a ball towards a target. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short and longer distance. To apply sending and receiving skills to small games.	**Striking and fielding games** To develop underarm throwing and catching. To develop overarm throwing. To develop hitting a ball. To develop collecting a ball. To learn how to get a batter out. To play games and understand how to score points.	**Athletics** To move at different speeds over varying distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.
Music **Get Set 4 Music**	**Superheroes** To compose, perform and notate a sequence of sounds to create descriptive music. To create a soundscape. To perform music as a class. To compose music based on a theme.	**Dinosaurs** To move to the pulse thinking about dynamics. To compose a piece of music with different sounds. To explore and understand how pitch can change. To gain an understanding of tempo. To follow a graphic score.	**Carnival of the Animals** To identify how music can represent different moods or characters. To identify changes in the music representing the mood. To create a soundscape showing an awareness of tempo. To recognise changes in pitch.	**Senses** To find the pulse and follow simple instructions when performing. To sing and play exploring pulse and tempo. To explore how sounds can be changed. To explore pulse and rhythm.	**At the Seaside** To compose a sequence of sounds to create music. To be able to follow a visual score. To choose symbols to compose and perform a score. To play keeping a steady pulse. To use symbols to structure and perform a score keeping a steady pulse.	**Fantasy and Adventure** To listen to music and make comparisons. To create and perform from written symbols with an awareness of pitch. To add accompanying sounds to a melody. To respond to music showing an awareness of pitch, dynamics and tempo

Trips/Visits/ Experiences	**Experience:** Wow Day – Discover our Local Area **Visit:** Local Area Walk	**Experience:** WOW Day – The Great Fossil Hunt! Year 1 Discovery Learning (Dinosaur Museum) – Parents invited in Year 1 Nativity Performance	**Experience:** Wow Day – From Ice to Fire!	**Experience:** Wow Day – Nursing Heroes! Year 1 Discovery Learning – Parents invited in	**Experience:** Wow Day – All Aboard the Titanic! .	**Experience:** Wow Day – A Day in 1666 Year 1 Discovery Learning – Parents invited in