

# Year 1 Topic Web

## Spring 1, 2026



**English:** Our story this term will be '**Jack and the Beanstalk**'. We will be learning it in a Talk for Writing style.

- During our fictional writing we will create a **Rags to Riches** story. We will be focusing on using the conjunction 'because' to join ideas, adding the prefix 'un' and using exclamation marks for shouting or surprise.
- Our non-fiction writing will be learning about writing **reports** while writing about villains from other fairy tales. We will continue to develop our use of interesting adjectives to describe characters and our ability to construct and write relevant questions using a question mark.
- We will also be developing our **speaking and listening** skills by performing our 'Jack and the Beanstalk' story as a short play.
- We will continue to revise and learn new Phase 5 sounds in **phonics** and practise applying them to our reading and writing.

**Maths:** we are starting this term by exploring **numbers to 20**. We will look at:

- Counting
- Writing
- Comparing
- Ordering.

We will then look at **addition and subtraction within 20**, in order to build upon the learning from terms 1 and 2. We will look at:

- Adding by counting on.
- Adding by making ten.
- Add by adding ones.
- Subtract by counting back.
- Subtract by subtracting ones.
- Subtract from ten.

We may then begin looking at **2D and 3D shapes**.

**Fluency** this will be taught through the Mastering Number program and will focus on the composition of numbers up to 10.

**PE outdoor:** Can target games help us to develop our throw?

This term we are developing our skills involving throwing in the context of target games. This includes:

- Developing underarm and overarm throwing towards a target and our accuracy.
- Throwing for distance and choosing which throw is appropriate.

**PE indoor:** What benefits can fitness have to support a healthy lifestyle?

This term we will be doing a variety of exercise to support our fitness. This includes:

- Developing our understanding of how exercise makes us feel and how it can make us strong and healthy.
- Discover how exercise relates to breathing and how it helps our brain.
- Understand how exercise helps our muscles and the importance of daily exercise.

**RE:** What do Christians believe God is like?

We will begin to gain a deeper understanding of what Christians believe God is like. We will continue to develop our understanding of what the bible means to Christians.

During our learning we will:

- Discuss the fact that Christians believe in God and follow the example of Jesus.
- Discuss Christian ideas about God and Jesus.
- Discuss the ideas around good and bad, right and wrong arising from the parables that Jesus told.
- Make links between what Jesus taught and what Christians believe and do.



### **Science: Why do we use different materials for different things?**

We will be thinking about a variety of materials and their uses by:

- Exploring the properties of a range of materials.
- Carrying out simple tests to test the properties of materials.
- Observing, gathering and recording data in simple tables.
- Discussing why a material might be used for different purposes.

### **Computing: Why do robots do what they do and how is this achieved?**

This unit lets us explore the concept of programming robots using algorithms and debugging simple problems. We will be:

- Developing our understanding of what a robot is and what they can be used for.
- Understanding that an operator gives instructions to tell a robot what to do and these need to follow logical steps.
- Creating and debugging our own simple programmes.

We will also be thinking about keeping safe online by:

- Recognising that information stays online and can be copied.
- Understanding that certain behaviours online can upset others.

### **Music: What makes a good performance?**

Through this unit of work, we will be developing our understanding of performing to an audience.

We will be:

- Learning songs to accompany our 'Jack and the Beanstalk' performance.
- Thinking about pace, pitch and timbre.
- Adding simple percussion to songs.

### **PSHE: What do I need to do to be successful? How does this make me feel?**

This unit of work will enable us to identify and celebrate our successes and set our own short term and long-term goals. We will learn about:

- Setting simple goals and working out how to achieve them.
- Understanding how we learn best.
- Working with others successfully.
- Tackling new challenges and how they make us feel.
- Overcoming obstacles to achieve our challenges.
- Celebrating our successes.

### **Art: How do artists mix and use colours to produce their abstract style paintings?**

Through this unit we will learn about the work of a range of artists recognising some differences and similarities between them. We will:

- Develop our understanding of colour including primary, secondary and tertiary colours.
- Learn how to mix these colours and create art works with the colours we have mixed.
- Explore how artists use shades, tints as well as warm and cool colours in their work.
- Be able to describe the work of a range of abstract artists including Mondrian, Kandinsky, Klee, Rothko and Delaunay.

### **History: How have homes and household objects changed over the past 100 years?**

Our topic starts with us discussing what our homes are like now, what we use the rooms in our homes for and what household objects are commonly found.

We continue with:

- Investigating what homes and household objects were like in the past.
- Ordering household objects on a simple timeline.
- Thinking about how and why household objects have changed over time.
- Considering what household objects can tell us about life in the past.



### **Important Dates**

Performance to parents: 11<sup>th</sup> February 2:15pm.