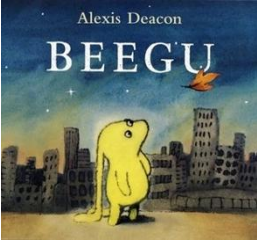
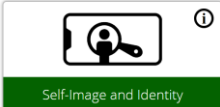


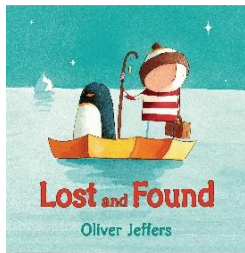
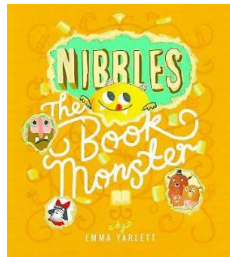
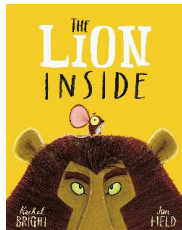
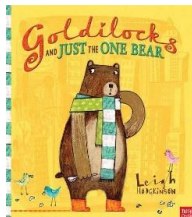
National Curriculum Coverage Overview – Class 1

	Cycle A (2026/27)					
	Autumn		Spring		Summer	
	Marvellous Me!	Old and New	After Dark	Homes and Gardens	Best of British	
					People who help us	Seaside
Question	Are old things more important than new things?		Do all children have a home?		Why is it important to take care of our planet?	
Other Possible Themes	Pets Dinosaurs Looking after ourselves Our Local Area Our Families Rabbits	Autumn Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night	Valentine's Day Chinese New Year Arctic Animals Around the World!!! Our local area	Pancake Day Fairtrade Easter International Women's Day traditional tales	Our families emergency services	Holidays Lifeguards Mermaids Looking after the ocean
Potential enrichment ideas	Secret Readers Barefoot Sensory Walk- senses Woods- welly Wednesday Messy Play Day Walk around local area- shopping trip? Visit from staff members around school.	Nursery Rhyme Week/ Dress Up Reception/ Year 1 Talent Show Toy day- bring in favourite toys Trip to Shugborough Hall? Nativity Performance Christmas Jumper/Dinner Day SUDBURY trip	Owl/ birds visit to school? Ice Experiments Post card for Valentine's Day Local area walk Chinese New Year Parade Monster phonics celebration day! When YR have learnt all their single sounds 🐾	Trip to shop- pancake day Tadpoles/ chicks Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads Visit allotment World Book Day Easter Bonnet Parade	Book Buddies/ pen pals- with other classes Visit from emergency services - firefighter Visit from police dogs? Parent visit- talk about jobs National Storytelling Week	Flying to the beach, sand & water play Beach picnic (in school) Trip to Matlock Bath? Water Day
Concepts	Belonging Diversity Identity Tradition Value Care		Curiosity Beauty Love Community		Generosity Kindness Fear Friendship Loyalty	
Key Text/s Pathways to Write						
Poetry focus	Nursery Rhymes	Y1 unit- Aut2: There Are No Such Things as Monsters!! by Roger Stevens	EYFS unit- Sum1: Behold	Y1 unit- Spring 2: At the Zoo by W. M. Thackeray	EYFS unit- Spring1: Into the Pond!	EYFS unit- Sum 2: Eat your Peas, Louise!
Additional texts		- Goldilocks and the three bears by Emma Chichester Clark - Little Red Riding Hood and Jack and the Beanstalk texts - The Gruffalo by Julia Donaldson - Where the wild things are by Maurice Sendak - Nibbles the Dinosaur Guide by Emma Yarlett	- How to be a lion by Ed Vere - The tiger who came to tea by Judith Kerr - Mog the forgetful cat by Judith Kerr - Zoo-ology by Joelle Jolivet - The Lion King (1994 film) by Disney	- Lost in the Toy Museum by David Lucas - Woolly Mammoth by Mick Manning - How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley	Bog baby	
Science WRE	The Human Body – 5 steps		Planting A – 1 step Caring for the planet- 2 steps Planting B – 1 step		Planting C – 2 step Growing and cooking-3 steps	

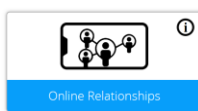
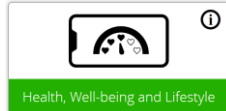
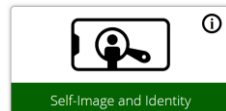
	Seasons- taught throughout the year through daily weather checks and weekly welly Wednesday visit					
History/Geography	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Toys focus, life when our Grandparents were children. <u>Human and physical geography</u> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world about the Equator and the North and South Poles. Taught daily with weather check during the morning routine. <u>EYFS – Understanding the World – Past and present</u> - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling.		<u>Location Knowledge</u> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Homes and Gardens topic. Focus on Ambergate and the surrounding area. Focus on the United Kingdom. <u>Geographical skills and fieldwork</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Geography day- walk of the local area recording a list of human and physical features in the local area. <u>EYFS – Understanding the World – Past and present</u> - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>EYFS – Understanding the World – People place and communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps - Explain some similarities and differences between life in this county and others, drawing on knowledge from stories, non-fiction text and maps (when appropriate) <u>EYFS – Understanding the World – The Natural World</u> - Explore the natural world around them, making observations - Know some similarities and differences between their environment and a contrasting one		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] <u>EYFS – Understanding the World – Past and present</u> - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>EYFS – Understanding the World – People place and communities</u> - Show an interest in different jobs - Continue to develop positive attitudes about the differences in people - Comment on images of familiar situations in the past. - Compare and contract characters from series, including figures from the past.	
Art & Design	KAPOW- Painting and mixed media- colour splash		<u>EYFS- Expressive Arts and Design- Creating with materials</u> - Explore different materials freely, developing ideas on how to use them and what to make - Develop their own ideas and decide which materials to use to express them. - Join different materials and explore different textures - Create shapes using continuous lines - Draw with developing detail a face with a circle including details - Use drawing to represent movement or loud noises Show different emotions in their drawing happy/ sad etc.		KAPOW- Drawing- make your mark KAPOW- Craft and design- woven wonders	
Design & Technology	Sensory toys for playgroup (Enhancement) <u>EYFS- Physical development- fine motor</u> - Use one- handed tools and equipment, for example, making snips in paper with scissors - Use a comfortable grip with good control when holding pens and pencils - Show a preference for a dominant hand		<u>Technical knowledge</u> Explore pullies, levers and axels (create a pully system) <u>EYFS- Physical development- fine motor</u> - Develop small motor skills to use a range of tools effectively. Inc. paintbrushes, pencils, fork etc. <u>Food technology</u> Fruit salad/ healthy eating – recipes Vegetable soup making – forest school skills		<u>EYFS- Physical development- fine motor</u> - Hold a pencil effectively- tripod - Use a range of small tools, inc. scissors, paintbrushes and cutlery	
Computing	Computing Systems and Networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B
	Computing systems and networks – Technology around us (teachcomputing.org)	Creating media – Digital painting (teachcomputing.org)	Programming A – Moving a robot (teachcomputing.org)	Data and information – Grouping data (teachcomputing.org)	Creating media – Digital writing (teachcomputing.org)	Programming B – Introduction to animation (teachcomputing.org)
Online Safety						
	All resources found at Search and Access Resources ► Strand ProjectEVOLVE . Staff to choose one or two objectives from the strand pertinent to the class at the time of teaching.					

	Additional materials to support PSHE lessons are available from: Copyright and Ownership Online Reputation					
PSHE	Being Healthy KS1	Bullying Matters KS1	Exploring Emotion KS1	Relationships KS1	Being Responsible KS1	Difference and Diversity KS1
PSHE NOTES	As agreed with CH/RT, EYFS work would be adapted from the Y1 PSHE Matters syllabus as required The scheme is based on PSHE Matters. A PSHE Curriculum for Primary Schools in Derbyshire. Further differentiation guidance will be available for September 2020 from Derbyshire County Council There is a hard copy of the scheme available and it is also available on the server Please see links to books for scheme on server. Most can be found online as videos. Others will be purchased as required. Please look ahead and let PSHE coordinator what books you require (we have funding for this at present (2019/20)) PSHE must be scheduled each week. Links can be made to concepts Units can be moved around in the particular year’s curriculum plans after careful consideration but all must be covered within the year					
RE	1.1: (Part 1) Who is a Christian and what do they believe?	1.2: (Part 1) Who is a Muslim and what do they believe?	F1 What stories are special and why?	F3 Which places are special and why?	F4 Which times are special and why?	1.6: (Part 1) How and why do we celebrate special and sacred times?
RELIGION	Christians	Muslims	Christians, Hindus and Muslims	Christians and Muslims	Christians, Muslims and Jewish people	Christians, Muslims or Jewish people
RE NOTES	- To ensure full coverage and progression, please do not move units between cycles. Careful consideration should be given before moving units within the year as each unit develops knowledge learnt earlier in the year - All RE units have emerging, expected and exceeding learning outcomes which will help with differentiation based on year groups and/or ability as required. - F1 onwards are FS and 1.1 onwards are year 1 - Part 2 will follow on in Class 2 so it is important that Part 1 is done in Class 1. Further notes on Part 2 fits in will be given in Class 2 plans.					
Music	Hey You! (Y1)	Rhythm in the Way We Walk and Banana Rap (Y1)	In The Groove (Y1)	Round and Round (Y1)	Your Imagination (Y1)	Reflect, Rewind, Replay (Y1)
EYFS Phonics	Autumn 1 Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l New tricky words is I the Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk - words with –s /s/ added at the end (hats sits) - words ending –s /z/ (his) and with –s /z/ added at the end (bags) New tricky words put* pull* full* as and has his her go no to into she push* he of we me be *The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.		Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words New tricky words was you they my by all are sure pure Spring 2 Phase 3 graphemes Review Phase 3 - longer words, including those with double letters - words with –s /z/ in the middle - words with –es /z/ at the end - words with –s /s/ and /z/ at the end No new tricky words Review all taught so far		Summer 1 Phase 4 Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est New tricky words said so have like some come love do were here little says there when what one out today Summer 2 Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est - longer words and compound words No new tricky words Review all taught so far	

Year 1 Phonics	Autumn 1 Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Review tricky words Phases 2–4 Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today *The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such. Autumn 2 Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw New tricky words their people oh your Mr Mrs Ms ask* could would should our house mouse water want *The tricky word ‘ask’ may not be tricky in some regional pronunciations; in which case, it should not be treated as such.	Spring 1 Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup New tricky words any many again who whole where two school call different thought through friend work Spring 2 Phase 5 graphemes /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor New tricky words once laugh because eye *The tricky words ‘half’ and ‘father’ may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.	Summer 1: Phonics screening check review – no new GPCs or tricky words Summer 2 Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more New tricky words busy beautiful pretty hour move improve parents shoe
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Cycle B (2025/26)						
	Autumn- History focus		Spring- Geography focus		Summer- Art focus	
	Home and away	Best of British	Nurturing Nature	Let’s Go on an Adventure	Blast off!	Story Time
Question	What makes me amazing?		Why is the world wonderful?		Where can books take me?	
Other possible themes	Pets dogs Families and family history Looking after ourselves Our Local Area Arctic Animals Penguins Our Families School	Autumn Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Fire of London London	Valentine’s Day Chinese New Year Around the World!!! Our local area Worms Minibeasts	Fairtrade Easter International Women’s Day traditional tales transport holidays	Gardens Plants Growing Mini-beasts	Traditional tales
	Walk around school- say hello to each classroom Woods- welly Wednesday Walk around local area- shopping trip? Visit from staff members around school.	British icons day- History focus Post letter to Santa Nativity Performance Christmas Jumper/Dinner Day	Chinese New Year - food tasting Ice Experiments Postcard for Valentine’s Day Local area walk Photos of their favourite places Chinese New Year Parade	Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads World Book Day Easter Bonnet Parade	Book Buddies/ pen pals- with other classes Tadpoles/ chicks Pets visit school? Come just before home time? Toys in school National Storytelling Week	Making porridge Making fruit salad
Potential Enrichment Ideas			CONKERS trip			
Concepts	Curiosity Friendship Empathy Diversity Determination		Dreams Freedom Justice Power Transformation		Loyalty Appreciation Creativity Pride Care	
Key Text/s Pathways to Write	Book focus 	Book focus 	Book focus 	Book focus 	Book focus 	Book focus 
Poetry focus	Nursery rhymes	EYFS unit- Aut1: A bundle of rhymes	EYFS unit- Spring 2 The Farmyard	EYFS- Aut 2: Creepy crawly and busy bugs	Y1 unit- Sum1: I spun a Star	Year 1 unit- Sum 2: Fruit Salad
Additional texts	Penguins – Emily Bone Zoo-ology- Joelle Jolivet Lost and Found DVD	The Queen’s knickers The great fire of London Paddington bear	The hike- Alison Farrell The Big book of bugs Rosie’s walk Farmer duck	Man on the moon The Smeds and the Smoos You choose in Space Aliens love underpants The naughty bus- Geography focus	Traction Man by Mini Grey Biscuit Bear by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One True Bear by Ted Dewan Dr. Xargles by Jeanne Willis Toy Story 2 (1999 film) by Disney/Pixar	Goldilocks and the Three Bears by Emma Chichester Clark Me and You by Anthony Browne Old Bear Stories by Jane Hissey Dogger by Shirley Hughes
Science WRE	Materials – 5 steps		Animals – 6 steps		Plants – 5 steps	
	Seasons- taught throughout the year through daily weather check and weekly welly Wednesday visit					

History/Geography	➤ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Firefighters now and then. ➤ events beyond living memory that are significant nationally or globally. The Great Fire of London ➤ 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. Following the children’s interests select significant people to focus on- add to the class timeline. Focus on George Herbert Strutt- a local significant person. Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London) EYFS – Understanding the World – Past and present - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling.	Location Knowledge Use word maps, Use world maps, atlases, and globes to identify the United Kingdom and its countries. Locate the 7 continents and 5 oceans on a map with support. Let’s go on an adventure- why is the world wonderful? Geographical skills and fieldwork use simple compass directions (North, South, East and 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. Geographical skills and fieldwork 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 Geographical skills and fieldwork 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. Geography day- walk of the local area recording traffic on 2 different roads and comparing the 2 EYFS – Understanding the World – Past and present - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling. EYFS – Understanding the World – People place and communities - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps - Explain some similarities and differences between life in this county and others, drawing on knowledge from stories, non-fiction text and maps (when appropriate) EYFS – Understanding the World – The Natural World - Explore the natural world around them, making observations - Know some similarities and differences between their environment and a contrasting one	➤ 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 EYFS – Understanding the World – Past and present - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling. EYFS – Understanding the World – People place and communities - Show an interest in different jobs - Continue to develop positive attitudes about the differences in people - Comment on images of familiar situations in the past. Compare and contract characters from series, including figures from the past.
	Potential floor book themes: - <i>My timeline</i> - <i>Family members in to visit - Grandparents topic</i> - <i>The great fire of London</i> - <i>Bonfire night</i> - <i>The history of Christmas</i> - <i>Arctic explorers</i> - <i>Penguins</i> - <i>History of London- the King?</i> - <i>Who invented the umbrella? Waterproofing experiment</i> - <i>Floating and sinking</i>	Potential floor book themes: - <i>Ambergate</i> - <i>My house</i> - <i>Maps</i> - <i>Spring</i> - <i>My favourite place</i> - <i>Pirates!</i> - <i>Birds</i> - <i>The Naughty Bus – geography focus</i> - <i>Space</i> - <i>Aliens</i>	Potential floor book themes: - <i>Toy shop</i> - <i>Astronauts</i> - <i>Traditional tales</i> - <i>Bears</i> - <i>Rockets</i> - <i>Things that fly</i> - <i>Beanstalk/ plant experiment</i> - <i>Summer</i> - <i>Beach- mermaids and pirates</i>
Art & Design KAPOW!	KAPOW- Drawing- marvelous marks	EYFS- Expressive Arts and Design- Creating with materials - Explore different materials freely, developing ideas on how to use them and what to make - Develop their own ideas and decide which materials to use to express them. - Join different materials and explore different textures - Create shapes using continuous lines - Draw with developing detail a face with a circle including details - Use drawing to represent movement or loud noises - Show different emotions in their drawing happy/ sad etc. -	KAPOW- Craft and design- let’s get crafty KAPOW- Painting and mixed media paint my world

Design & Technology				Mechanisms: Sliders and levers 1 week floor book focus		Textiles: templates and joining techniques 1 week floor book focus	
Computing	Computing Systems and Networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B	
	Computing systems and networks – Technology around us (teachcomputing.org)	Creating media – Digital painting (teachcomputing.org)	Programming A – Moving a robot (teachcomputing.org)	Data and information – Grouping data (teachcomputing.org)	Creating media – Digital writing (teachcomputing.org)	Programming B – Introduction to animation (teachcomputing.org)	
Online Safety							
	All resources found at Search and Access Resources ▶ Strand ProjectEVOLVE . Staff to choose one or two objectives from the strand pertinent to the class at the time of teaching. Additional materials to support PSHE lessons are available from:  						
PSHE	Being Healthy KS1	Difference and Diversity KS1	Exploring Emotion KS1	Relationships KS1	Being Responsible KS1	Bullying Matters KS1	
PSHE NOTES	As agreed with CH/RT, EYFS work would be adapted from the Y1 PSHE Matters syllabus as required The scheme is based on PSHE Matters. A PSHE Curriculum for Primary Schools in Derbyshire. Further differentiation guidance will be available for September 2020 from Derbyshire County Council There is a hard copy of the scheme available and it is also available on the server Please see links to books for scheme on server. Most can be found online as videos. Others will be purchased as required. PSHE must be scheduled each week. Links can be made to concepts Units can be moved around in the particular year’s curriculum plans after careful consideration but all must be covered within the year						
RE	F6 What is special about our world?	F5 Where do we belong?	F2 Which people are special and why?	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred?		
RE	Christians, Muslims <i>and</i> Jewish people	Christians, Hindus <i>and</i> Muslims	Christians, Muslims <i>and</i> Jewish people	Christians, Muslims <i>and</i> Jewish people	Christians, Muslims <i>and/or</i> Jewish people		
RE NOTES	- To ensure full coverage and progression, please do not move units between cycles. Careful consideration should be given before moving units within the year as each unit develops knowledge learnt earlier in the year - All RE units have emerging, expected and exceeding learning outcomes which will help with differentiation based on year groups and/or ability as required. - F1 onwards are FS and 1.1 onwards are year 1						
Music	Hey You! (Y1)	Rhythm in the Way We Walk and Banana Rap (Y1)	In The Groove (Y1)	Round and Round (Y1)	Your Imagination (Y1)	Reflect, Rewind, Replay (Y1)	
RE NOTES	- To ensure full coverage and progression, please do not move units between cycles. Careful consideration should be given before moving units within the year as each unit develops knowledge learnt earlier in the year - All RE units have emerging, expected and exceeding learning outcomes which will help with differentiation based on year groups and/or ability as required. - F1 onwards are FS and 1.1 onwards are year 1 - Part 2 will follow on in Class 2 so it is important that Part 1 is done in Class 1. Further notes on Part 2 fits in will be given in Class 2 plans.						
Music	Hey You! (Y1)	Rhythm in the Way We Walk and Banana Rap (Y1)	In The Groove (Y1)	Round and Round (Y1)	Your Imagination (Y1)	Reflect, Rewind, Replay (Y1)	
EYFS Phonics	Autumn 1 Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l New tricky words is I the		Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words New tricky words was you they my by all are sure pure			Summer 1 Phase 4 Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	

Year 1 Phonics	Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk - words with –s /s/ added at the end (hats sits) - words ending –s /z/ (his) and with –s /z/ added at the end (bags) New tricky words put* pull* full* as and has his her go no to into she push* he of we me be *The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.	Spring 2 Phase 3 graphemes Review Phase 3 - longer words, including those with double letters - words with –s /z/ in the middle - words with –es /z/ at the end - words with –s /s/ and /z/ at the end No new tricky words Review all taught so far	New tricky words said so have like some come love do were here little says there when what one out today Summer 2 Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est - longer words and compound words No new tricky words Review all taught so far
	Autumn 1 Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Review tricky words Phases 2–4 Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today *The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such. Autumn 2 Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Spring 1 Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup New tricky words any many again who whole where two school call different thought through friend work	Summer 1: Phonics screening check review – no new GPCs or tricky words Summer 2 Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more New tricky words busy beautiful pretty hour move improve parents shoe

	New tricky words their people oh your Mr Mrs Ms ask* could would should our house mouse water want *The tricky word ‘ask’ may not be tricky in some regional pronunciations; in which case, it should not be treated as such.	Spring 2 Phase 5 graphemes /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor New tricky words once laugh because eye *The tricky words ‘half’ and ‘father’ may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.	
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