



**Year 1 Long Term Plan 2025 - 26**

	<b><u>Aut 1</u></b>	<b><u>Aut 2</u></b>	<b><u>Sp 1</u></b>	<b><u>Sp 2</u></b>	<b><u>Summer 1 &amp; 2</u></b>	
					<b>The Great Outdoors</b>	
<b><u>Lead Subjects</u></b>	<p><b>Science: Animals other than humans</b> and their basic structure. Carnivores, herbivores &amp; omnivores. Identify and compare fish, birds, mammals, reptiles.</p>	<p><b>Science: Humans</b> Identify, name, draw and label the parts of the human body.</p>	<p><b>History - Changes within living memory:</b> The Great Fire Of London</p>	<p><b>Science week 6-15<sup>th</sup> March 2026</b> Theme: 'Curious Chemistry'  Experiments &amp; investigations  Record &amp; present results</p>	<p><b>Science- Plants</b> To identify &amp; describe the basic structure of common flowering plants including trees. To identify and name a variety of common wild &amp; garden plants, including evergreen &amp; deciduous trees.</p>	<p><b>Science – Materials</b> Name a variety of everyday materials; Distinguish between an object &amp; the material from which it is made; Describe the simple properties of a variety of everyday materials; Compare the properties of materials</p>
	<p><b>Geography</b> <b>Earth systems: weather &amp; seasons</b> Months, seasons, dressing for the different seasons</p>	<p><b>History - The lives of significant individuals in the past:</b> Rosa Parks</p>	<p><b>Geography - UK countries and capital cities.</b> Locational Knowledge Environment Map skills Research and Enquiry Physical &amp; human features.</p>		<p><b>Design and Technology</b> <b>Cookery &amp; nutrition:</b> fruit smoothies – food preparation – slicing, chopping, squeezing; taste testing &amp; ingredient choices</p>	<p><b>Geography – Fieldwork</b> in the school grounds &amp; local area Interpret maps of the local area; understand symbols on an OS map Drawing a map</p>
	<p><b>Art: Drawing: Make your mark</b> Use different line types and mark making techniques using a range of media.  Artists: Kandinsky Bridget Riley Zaria Forman Ilya Bolotowsky Renata Bernal</p>	<p><b>Design and Technology : Puppets</b> Using a template to create a design for a puppet. Cutting fabric neatly with scissors. Using joining methods to decorate a puppet.</p>	<p><b>Art: Sculpture &amp; 3D paper play</b> Paper based 3-D art forms using techniques such as rolling, folding, scrunching, shaping to create imaginative structures.  Artists: Marco Balich Louise Bourgeois Samantha Stevenson</p>	<p><b>Design and Technology Structures: Windmills</b> Adding weight to a structure. Creating supporting structures. Cutting evenly and carefully.</p>	<p>(GL: Where our food comes from; Fairtrade.)</p>	<p><b>Art: Painting &amp; mixed media: Colour Splash</b> Primary &amp; secondary colours, colour mixing techniques Painting &amp; printing  Artists: Jasper Johns Clarice Cliff</p>

<b><u>Computing</u></b>	<b>Computing systems and networks: Improving mouse skills</b> Logging in. Click and drag skills. Drawing shapes.		<b>Programming 1: Algorithm unplugged</b> What is an algorithm? Algorithm pictures. Create & debug simple programs.	<b>Programming 2 : Bee-bot</b> Getting to know a Bee-Bot. Precise instructions.	<b>Creating Media: Digital imagery</b> Planning a photo story. Taking photos. Editing photos (Sketch pad).	<b>Online Safety Y1</b> Using the internet safely. Online emotions Always be kind and considerate Posting and sharing online.
<b><u>Maths</u></b>	Number & place value to 10	Addition & Subtraction within 10 2-D & 3-D shape	Number & place value to 20 Addition & subtraction within 20	Place value within 50 Length & Height Mass & Volume	Multiplication & division Fractions Geometry: Position & direction	Place Value to 100 Measurement: Money Measurement: Time
<b><u>English</u></b>	<b>Stories by the same author (fiction)</b> Lost and found by Oliver Jeffers and other stories	<b>Repetitive Patterned Stories</b> 'Zog' by Julia Donaldson	<b>Fantasy stories</b> 'The Queens knickers' by Nicholas Allen	<b>Classic Stories</b> 'The tale of Peter Rabbit ' by Beatrix Potter	<b>Stories on a theme.</b> 'Supertato' by Sue Hendra	<b>Stories with familiar settings</b> 'How to train a train' by Jason Carter Eaton
	<b>Non-Fiction</b> Information poster about a penguin species	<b>Poems on a theme (interlinked with fiction unit)</b> Bonfire Night	<b>Range of non-fiction texts</b> Great Fire of London	<b>Information leaflet –</b> about Beatrix Potter and Debi Gliori	<b>Instructions</b> How to make a jelly. How to make a jam sandwich.	<b>Non-fiction texts –</b> <b>Trains:</b> booklets / leaflets
	<b>Poems on a theme</b> Penguin poetry to perform Animal poetry / rhymes	<b>Recounts:</b> The Rosa Parks story	<b>Traditional Rhymes:</b> London's Burning London Bridge is falling down	<b>Traditional rhymes</b> Songs and rhymes about Peter Rabbit	<b>Traditional rhymes</b> Plants and growing	<b>Poems for learning by Heart</b> 'From a railway carriage' 'by RL Stevenson Transport poems
<b><u>Music</u></b>	<b>Keeping the pulse:</b> Pupils learn to keep the pulse through music & movement.	<b>Christmas carols and Nativity performance</b>		<b>Sound Patterns: Rhythm</b> Through fairytales, pupils create rhythmic patterns to tell a familiar story.	<b>Pitch: Superheroes</b> Identify low and high notes to compose a simple tune to represent a superhero.	<b>Musical Symbols: Under the sea.</b> Combine all the concepts learned in Y1 to perform using body, vocal & instrumental sounds.
<b><u>PE</u></b>	<b>Fundamental mvt skills</b> Throwing/ catching/ bouncing/kicking a ball, skipping, running, jumping.	<b>FMS cont'd: Zog themed</b> Overarm throwing, catching, hopping, travelling	<b>Gymnastics –</b> apply travelling, rolling & jumping skills into a sequence to perform	<b>Dance Unit: The 3 little pigs</b> Link movements together to convey characters & events in a story.	<b>Athletics</b> Hopping with rhythm, running & changing direction quickly, jumping & landing with control, roll a ball with accuracy	<b>Games unit / underarm throw</b> Underarm throw with accuracy Apply tactics in games to outwit an opponent

<b><u>PSHE</u></b>	<b>What is the same and different about us?</b> -Feelings and Emotions -Journey in Love -Jealousy -RSE – Physical and intellectual	<b>Who is special to us?</b> -Relationships -Journey in Love -Friendship -RSE – Social, emotional and spiritual Building Bridges programme	<b>Health and Wellbeing</b> <b>What helps us stay healthy?</b> What helps us stay healthy? -Keeping /Staying Healthy -Being Responsible -Washing hands	<b>What helps us to stay safe?</b> <b>Hazard Watch</b> - Keeping /Staying Safe - Is it safe to eat or drink...? - Is it safe to play with...? - Summative assessment	<b>Keeping / Staying safe?</b> <b>Road safety</b> School crossing patrol Fieldwork in local area Road safety around school grounds Traffic monitoring 20's plenty campaign	<b>How can we look after each other and the world?</b> -Our World -Growing in Our World
<b><u>RE</u></b>	<b>RED – Branch 1</b> <b>Creation &amp; Covenant</b> The story of Creation & our promise to God to look after this beautiful world.  <b>Other faith: Judaism</b>	<b>RED – Branch 2</b> <b>Prophecy and Promise</b> Advent / The Christmas story	<b>RED – Branch 3</b> <b>Galilee to Jerusalem:</b> Jesus growing up	<b>RED – Branch 4</b> <b>Desert to Garden:</b> Lent and Easter  <b>Other faith: Buddhism</b>	<b>RED- Branch 5</b> <b>The ends of the Earth:</b> The road to Emmaus – The resurrection of Jesus & Pentecost	<b>RED – Branch 6</b> <b>Dialogue &amp; Encounter:</b> The community of Christ – global and local  <b>Other faith: Hinduism</b>
<b><u>RSE</u></b>	Children know and understand that they are growing and developing as members of their own family and God's family – linked with PHSE -  <b>Lessons from Journey In Love Scheme - <u>We meet God's love in our family.</u> Physical, Social, Emotional, Intellectual and Spiritual lessons to be covered (Autumn 2)</b>					
<b><u>Ongoing</u></b>	<b>Science – Nature and Field Journals, eg weather patterns and plant observations</b> E-safety					