



Year 1 Long Term Plan 2025 – 2026

	Autumn		Spring		Summer	
Topic:	From Antarctica to Africa. What are the names of the continent and oceans and how do they differ? Who found the continents?		Our United Kingdom What lives in our country? Who has ruled the land?		Terrific Toys How have toys changed? How do they move?	
English	Autumn 1: Lost and Found by Oliver Jeffers Outcome - Fiction: adventure story based on the structure of the text Phonics – Rocket phonics scheme	Autumn 2: Nibbles the Book Monster by Emma Yarlett Outcome - Recount: diary entry Phonics – Rocket phonics scheme	Spring 1: The Lion Inside by Rachel Bright Outcome - Fiction: story based on the structure of the text Phonics – Rocket phonics scheme	Spring 2: The Curious Case Of The Missing Mammoth by Ellie Hattie Outcome - Fiction: story based on the structure of the text Phonics – Rocket phonics scheme	Summer 1: Toys in Space by Mini Grey Outcome - Fiction: story based on the structure of the text Phonics – Rocket phonics scheme	Summer 2: Goldilocks and Just The One Bear. by Leigh Hodgkinson Outcome - Fiction: story based on the structure of the text Phonics – Rocket phonics scheme
Maths	Autumn 1 Place value (within 10) Addition and subtraction (within 10)	Autumn 2 Shape Place value (within 20)	Spring 1 Addition and subtraction (within 20) Place value (within 50) 2,5,10 times tables	Spring 2 Length and height Weight and volume	Summer 1 Multiplication and division Fractions Position and direction	Summer 2 Place value within 100 Money Time
Science	Animals including Humans - Humans	Seasonal Changes (Autumn to Winter)	Animals including Humans - Animals	Everyday Materials	UK Plants	Seasonal Changes (Spring to Summer)

	Identify, name, draw and label the basic parts of the human body Name the 5 senses Say which part of the body is associated with each sense	Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 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	Identify and name a variety of common wild and garden plants from the UK, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees	Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies Summer safety.
History	Exciting Explorers Famous explorers who have explored the continents. Name a famous person from the past and say why they are famous. Compare aspects of life in different periods	Kings and Queens Learn about 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 Sequence events in their own lives and the lives on monarchs studied. Begin to position monarchs/ the time period during which they reigned on a simple timeline. Become familiar with phrases to support chronological understanding eg. 30-40 years ago = around the time my parents were born, etc.			Terrific Toys Changes in Living history- Toys changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Sort & sequence objects (ie. Toys) from distinctly different periods of time. Match objects to people from different ages.	

Geography	Comparing Continents Name and locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	The United Kingdom Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (our local area), and of a small area in a contrasting non-European country. Compass directions	Making Maps 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. Use basic geographical vocabulary to refer to: Key physical features, including forest, hill, mountain, soil, vegetation. Key human features, including city, town, village, factory, farm, house, office. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to direct toys (Beebots)
D&T	Textiles: Hand puppets Design : Using a template to create a design for a puppet Explore a range of puppets/images of puppets to develop own ideas Make - Cutting fabric neatly with scissors Using joining methods to decorate a puppet In discussion with the teacher, sequence steps for construction Understand that 'joining technique' means connecting two pieces of material together To know that there are various temporary methods of joining fabric by using staples. glue or pins To understand that a template (or fabric pattern) is used to cut out the same shape multiple times	Structures - Creating a stable structure Design Thinking about what others might want from a design. Beginning to recognise how products and designs in the world around us solve certain needs. Considering who they are designing for – identifying the user. Stating what they intend to make and why – identifying the purpose. Talking about ideas, with purpose and user in mind. Talking about existing products when generating ideas .Using basic drawing skills to communicate ideas. Make Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal experiences. Requesting equipment appropriate to the purpose (e.g. scissors for cutting, glue for joining, etc.). Beginning to use objects with a fixed width or length to create even spacing of markings or cuts (e.g. a lolly stick).Refining their grip to cut competently and	Mechanisms -Making moving toys. Design: Work in a group to design a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move As part of a group, create clearly labelled drawings which illustrate movement Make: Select a range of tools and equipment in discussion with the teacher Work as a group to adapt mechanisms Technical knowledge: Understand wheels are round to rotate/move To understand that for a wheel to move it must be attached to a rotating axle To know that an axle moves within an axle holder fixed to the vehicle or toy

	Evaluate - To know that drawing a design idea is useful to see how an idea will look To evaluate and reflect upon our finished product		confidently. Cutting straight and evenly spaced lines. Beginning to cut large shapes and thicker materials like card. Evaluate Discussing existing products, saying what they like about them. Comparing two products and discussing which is better for a specific purpose. Saying what they like about their peers’ designs and products. Accepting feedback and understanding it is meant to improve their work. Technical knowledge Recognising that different structures are used for different purposes. Exploring the features of structures. Describing structures as buildings or freestanding structures. Making stable structures from card. Creating supporting structures to aid stability. Using stable objects like cylinders to create structures.			
Art	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.		Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird		Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	
Music	LMT – Tell Me A Story To learn a range of simple songs To compose a piece of music based on a fairy tale and notate using a storyboard. Pitch and Pulse	LMT – Fireworks and Fantasy To explore long and short sounds and compose a piece of firework music. Matching pitch Understand that symbols can be used to represent sounds	LMT – Get Onboard To play untuned and tuned percussion with an awareness of tempo To create new lyrics for a well known song To correctly identify pitch, timbre and dynamics	LMT – Changes To learn spring-themed songs and compose a piece of springtime music. Understand that symbols can be used to represent sounds	LMT – Under the sea Pupils will create new lyrics to fit a known melody and rhythm. They will accompany their singing with percussion instruments and compose a piece of music describing the sea.	LMT – Blast Off! Pupils are to create lyrics for their own space song and accompany with percussion instruments. They will use a selection of tuned and untuned instruments to compose a piece of space music. Understand that symbols can be used to represent sounds

			To understand that pictures can be used to represent sound		Understand that symbols can be used to represent sounds	
PSHE	<u>Jigsaw</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter No Outsiders – Elmer	<u>Jigsaw</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone No Outsiders - Going To The Volcano – Andy Stanton	<u>Jigsaw</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success No Outsiders - Want To Play Trucks? – Ann Stott and Bob Graham	<u>Jigsaw</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness No Outsiders - Hair, It's A Family Affair – Mylo Freeman	<u>Jigsaw</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships No Outsiders – My World, Your World – Melanie Walsh	<u>Jigsaw</u> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition Christopher Winter SRE No Outsiders - Errol's Garden – Gillian Hibbs
Computing	Purple Mash Introduction to Purple Mash Creative computing Data Explorers		Purple Mash Creating and following instructions	Purple Mash Animated story books	Purple Mash Coding	Purple Mash Technology around us Making beats
PE	Use running, jumping and throwing in isolation and combination'	Master basic movements including agility, balance and coordination'	'Perform dance using simple movement patterns.	Master basic movements including striking and coordination'.	'Object control Developing coordination and control'.	

					Develop games skills through a range of activities and using a variety of equipment’.	
RE	How did the world begin? Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language.	What do some people believe God looks like? Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.	What is God's job? Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.	Why should we care for the world? Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.	How do we know that new babies are special? Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.	Why should we care for others? Investigating the importance of taking care of others from different views.