

Being the best we can be!

## Year 1 Long Term Plan 2025 – 2026

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>School Values</b>	Determination	Uniqueness	Uniqueness	Kindness	Excellence	Teamwork
<b>British Values</b>	Respect & Tolerance	Democracy	Rule of Law	Rule of Law	Individual Liberty	Respect and Tolerance
<b>Topic title</b>	<b>A Land Far Away</b>	<b>Amazing Authors</b>	<b>Let's Get Healthy</b>	<b>Awesome Animals</b>	<b>Brilliant Britain</b>	<b>Twisted Tales</b>
<b>Progression and context</b> (what it builds on from FS and why this topic now)	Building on previous work on Traditional Tales in FS – extending knowledge to a wider range of texts	Developing children's knowledge of familiar authors	Developing independence and responsibility for self care	Developing observation of seasonal changes, and animal classification Building on farm visit in FS	Developing children's understanding of important people in the past and present, in the context of the King's Coronation	Looking at previous Traditional Tales and adding our own twist!
<b>Enrichment Opportunities / school events</b> (trips, visitors, hooks)		Visit to St Michael's and All Angel's Church (links to local area walk/ landmarks for Geog) Victorian Trip-Newarke Houses Pantomime		Chicks Trip to Zoo or Animal visit in school Easter Assembly		Sports Day Theatre trip – The Enormous Crocodile
<b>English</b>	<p><b>Colourful Semantics</b> The Gingerbread Man Little Red Riding Hood The Three Billy Goats Gruff</p> <p>Can generate ideas from a stimulus Understands how words combine to make sentences Orally compose a sentence Say what they are going to write about Can use full stops to end some sentences Can use capital letters at the start of some sentences Join words or clauses using 'and' Can segment spoken words into taught phonemes before choosing a grapheme to represent that phoneme spelling some correctly Can correctly write a dictated sentences Can use spacing between words</p>	<p>Sue Hendra – Supertato Norman the Slug with the Silly Snail</p> <p>Julia Donaldson- The Gruffalo Stick Man</p> <p>Can generate ideas from a stimulus Understands how words combine to make sentences Orally compose a sentence Say what they are going to write about Can use full stops to end some sentences Can use capital letters at the start of some sentences Join words or clauses using 'and' Can segment spoken words into taught phonemes before choosing a grapheme to represent that phoneme spelling some correctly Can correctly write a dictated sentences</p>	<p>Oliver's Vegetables Mr Wolf's Pancakes (for Pancake Day) Dirty Bertie Handa's Surprise Non fiction – All About Fruit</p> <p>Can discuss their writing Can sequence sentences to form a short narrative Can include some detail in writing to add interest eg adjective or simple simile Begins to use capital letters for names and I Can begin to choose and use alternative graphemes for the vowel sounds Can use letter names to distinguish between</p>	<p>Wings, Paws, Scales and Claws Poetry -Oi Frog! Oi Cat! Non fiction – Chicks Non-fiction-Animals After the Storm (Percy the park keeper)</p> <p>Can express preferences for writing Can discuss their writing Can sequence sentences to form a short narrative Can include some detail in writing to add interest e.g. adjective or simple simile Begins to use capital letters for names and I Can begin to choose and use alternative graphemes for the vowel sounds</p>	<p>Katie in London Paddington The King's Knickers</p> <p>Can write at will/independently Reads aloud their own writing Can re-read work to check it makes sense and notices missing words or sentences Can re-read work to check for missing punctuation Can add -s or -es to nouns to make plurals</p>	<p>The True Story of the Three Little Pigs Jim and the Beanstalk Goldilocks and Just the One Bear</p> <p>Can use some appropriate story language Imagination is shown by the inclusion of some details eg description of setting and characters, twist to known story Can use prefix –un Can add –ed –ing –er and –est to root words where no change is needed</p>

	Can hold a pencil comfortably and correctly Can form lower case letters and digits correctly Can form capital letters Handwriting is legible	Can use spacing between words Can hold a pencil comfortably and correctly Can form lower case letters and digits correctly Can form capital letters Handwriting is legible	alternative spellings of the same phoneme Can form lower case letters of the correct size relative to one another in some of the writing	Can use letter names to distinguish between alternative spellings of the same phoneme Can form lower case letters of the correct size relative to one another in some of the writing		
<b>Maths</b>	Place Value within 10 Addition and Subtraction within 10 Number facts to 10	Place Value within 20 Addition and Subtraction within 10 Shape	Addition and Subtraction within 20 Place Value within 50 Multiples of 2,5,10 Number facts to 20	Place value within 50 Number facts to 20 Counting in 2's Length and Height Multiplication and Division	Fractions Place Value within 50 recap Time Weight and Volume Counting in 5's Counting in 10's	Place value within 100 Money Position and direction
<b>Science</b>	<b>Materials</b> (exploring everyday materials and talking about their properties)	<b>Seasonal Change</b> (looking at what happens when the seasons change)	<b>Plants</b> (naming the parts of a plant, and saying what job each part does)	<b>Awesome Animals</b> (Classifying animals and their diet) British Science Week	<b>Exciting Experiments</b> (Working scientifically to ask and investigate different questions)	<b>Senses</b> (looking at the 5 senses, and naming parts of the body)
<b>History</b>	<b>Timelines</b> (within own living memory)	<b>World War Two Remembrance Day</b> (understanding an important event in the past, and how people's lives were different then)	<b>Victorians</b> (comparing artefacts and looking at how they were different in the past) Toys, school, homes, transport		<b>Kings and Queens</b> (timelines before living memory)	
<b>Geography</b>	Finding my Place – school	Finding my Place - local area	<b>Wonderful Weather</b> (Understanding types of weather and what season they come into)	<b>Sustainability</b> (looking after the planet by reducing, reusing and recycling)	<b>Finding my place – United Kingdom</b> (Knowing the four countries of the UK and their Capital Cities, and comparing 2 different locations)	
<b>Computing</b>	<b>Technology around us</b>		<b>Digital Painting</b>		<b>Programming Animation</b>	
<b>Art</b>	<b>Painting</b>	<b>Drawing</b>	<b>Collage</b>	<b>Sculpture</b>	<b>Consolidating skills</b>	
<b>D &amp; T</b> <i>Research, design, make, evaluate.</i>	<b>Lever and Slider</b> <b>Building Bridges</b> <b>Chop and slice</b>	<b>Weaving</b> <b>Grate and peel</b>	<b>Structures</b> <b>Building Shelters</b>		<b>Running stitch / Textiles</b> Select techniques/ materials/ equipment to create a product.	
<b>Music</b> <i>Get set for music</i>	<b>Senses</b>  Songs to learn; Wiggly Woo 10 Fat Sausages Wiggle your Fingers	<b>Superheroes</b>  Songs to learn; Happy, Happy, Happy Boom Chicka Boom Christmas Carols	<b>Dinosaurs</b>  Songs to learn; My Voice is Really Funky Two Little Chickens Months of the Year	<b>Carnival of the animals</b>  Songs to learn; Shake my Sillies Out This Old Man	<b>Fantasy and adventure</b>  Songs to learn; Together Pirate Song	<b>At the Seaside</b>  Songs to learn; She'll be Coming Round the Mountain Singing in the Rain

	The Grand Old Duke of York		I am the Music Man	The Whole World in his Hands One, Two Buckle My Shoe	Doctor Foster	Sing a Song of Sixpence
PE <i>Get set for PE</i>	Fundamentals	Ball Skills	Dance	Gymnastics	Athletics	Team Building
RE	Hinduism	Christianity	Sikhism	Islam	Buddhism	Humanism
PSHE <i>Jigsaw</i>	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me