Year 1 Long Term Plan 2025-2026

Event/ Showcase

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	**Terrific Toys**	**Fantastic Fairytales**	**Space Stars**	**Whatever the Weather**	**Journeys**
Texts/ Stories to support learning across the curriculum	**English** We're Going on a Bear Hunt by Michael Rosen Farmer Duck by Martin Waddell Stickman by Julia Donaldson The Tiger Who Came to Tea by Judith Kerr Owl Babies by Martin Waddell **Science** Funny Bones by Janet and Allan Ahlberg Whose Bones by Gabrielle Balkan The Senses by Rhino Readers My Very Important Human Body Encyclopedia by DK **Geography** Big Book of the UK by Imogen Russell Williams My Map Book by Sara Fanelli The Boy who Loved Maps by Kari Allen Me on the Map by Joan Sweeney	**English** Dogger by Shirley Hughes Constance in Peril by Ben Manley Old Bear by Jane Hissey The Toy Bus by Amy Sparkes The Everywhere Bear by Julia Donaldson **Science** Little Goose's Autumn by Elli Woollard Tree: Seasons Come, Seasons Go by Patricia Hegarty **History** Lost in the Toy Museum by David Lucas You choose by Nick Sharratt Dogger by Shirley Hughes Old Bear Stories by Jane Hissey Constance in Peril by Ben Manley	**English** Little Red Riding Hood Jack and the Beanstalk **Science** First Animal Encyclopedia by DK The World in Pictures: Animals by DK Wonderwise Animal Texts **Geography** The Queens Hat by Steve Antony The Queens Handbag by Steve Antony Tower Bridge Cat by Tee Dobinson **(England/ London)** Finn MacCool and the Giants Causeway by John Dougherty **(N. Ireland)** Gelert the Brave by Damian Harvey (**Wales)** Katie in Scotland by James Mayhew **(Scotland)**	**English** It Starts With a Seed by Laura Knowles Sams Sandwich by David Pelham **Science** Eddies Garden It starts with a Seed by Laura Knowles Sam Plants a Sunflower/ Tree by Kate Petty How a Seed Grows by Helene J. Jordan **History** One Giant Leap by Don Brown Little People Big Dreams Neil Armstrong Little People Big Dreams Mae Jemison **DT** Man on the Moon by Simon Bartram	**English** The way back home By Oliver Jeffers The Darkest Dark by Chrsi Hadfield **Science** Beegu by Alexis Deacon How to build a house (Wonderwise) **History** Emma Jane's Aeroplane by Katie Haworth Little People Big Dreams: Amelia Earheart Our World in Pictures: Cars, Trains, Ships and Planes by DK Transported See inside Trains (Usborne) Look inside Trains (Usborne) The Story of Trains by Jane Bingham	**English** Dear Greenpeace by Simon James There's a Rang-Tang in my Bedroom by James Sellick One Plastic Bag by Miranda Paul **Science** Seasons by Hannah Pang Squirrels Busy Year by Martin Jenkins My First book of Weather by Camilla De La Bedoyere Wild Weather (Usborne) The Weather and Climate (Usborne) **Geography** My First book of Weather by Camilla De La Bedoyere Wild Weather (Usborne) The Weather and Climate (Usborne) On the Same Day in March by Marilyn Singer **DT** Oliver's Fruit salad by Vivian French Oliver's Vegetables by Vivian French

	The Colour Monster focus on self regulation with penguin huddle					
Key Dates	Harvest	Diwali 8/11- 12/11 Bonfire Night Remembrance Nativity Performance	Lunar New Year Shrove Tuesday	Easter Lent Mothers Day	Earth Day Eid - Muslim Festival	Fathers Day 21st June 2026 Sports day Transition week
English	**Non Fiction:** Lists, labels & captions **Fiction:** stories from familiar settings and stories with predictable phrasing	**Fiction:** stories with predictable phrasing and links to Foundation subjects **Non Fiction:** Recount **Poetry:** Performance	**Fiction:** Traditional tales, character description **Non Fiction:** Report about animals	**Non-fiction:** Instructions how to plant plants, Report about Moon Landing **Fiction:** Adventure stories - Space ***World Book Day***	**Non-fiction:** How to cook a disgusting sandwich **Poetry:** Adjectives	**Non-Fiction:** persuasive writing, letters about the environment and palm oil **Poetry:** list poem, rhyming couplets
Phonics	Recap Level 3 sounds in full. Majority of children complete Level 3 recap (7 weeks) before progressing to Level 4 blends.. Level 2 and Level 5 activities running alongside.		Majority of children working on Level 5 sounds (16 weeks). Level 3 and Level 5 activities running alongside. .		Children spend time mastering their skills, deeper learning applying all sounds and tricky words independently. Repeat plans as necessary extending and consolidating. Emphasis on incorporating grammar and punctuation has been included within the extension activities.	
Maths	Place value to 10 Addition and Subtraction.	Addition and Subtraction to 10, Shape.	Place Value to 20, Addition and subtraction to 20, Length and Height, Mass and Volume.	Place Value to 50, Length and Height, Mass and Volume.	Multiplication and Division, Fractions, Position and Direction.	Place Value to 100, Money, Time.
Science	**Animals including Humans (humans)** Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. Senses:	**Seasonal changes** Identify the signs of Autumn, name events that happen in autumn and winter, evergreen and deciduous trees, animal hibernation ***Explore Autumnal changes during Welly Day***	**Animals** (not including humans) Identify common animals, Begin to group animals, Carnivores, Herbivores and Omnivores		**Plants** Label a plant, Understand what a plant needs, name plants and animals ***Grow a plant*** ***Explore Summer changes during Welly***	**Everyday Materials** What does the word material mean? I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical

	Sight Hearing Taste Smell Touch		***Explore Spring changes during Welly Day***		***Day***	properties of a variety of everyday material. Man-made/natural I can find the best material to make…
RE	**What do Jewish people remember on Shabbat?** **Judaism** The Jewish story of creation and relate it to observing Shabbat. Jews believe in one God and that He is the creator. How Shabbat is celebrated as a weekly tradition for Jewish families. The symbolism of the key artefacts used during Shabbat.	***RE DAY*** **Why does Christmas matter to Christians?** **Christianity** The Christian belief that God became human in Jesus. The Nativity narratives are in the books of Luke and Matthew in the Bible. How incarnation and salvation relate to one another for Christians. Jesus is an important and historical figure to Christians. Christians use the nativity story to influence their actions at Christmas, e.g. thankfulness and giving. The bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke)	**What do my senses tell me about the world of religion and belief?** **Christianity/Hinduism/ Judaism** The five senses. Core knowledge will depend on the resources available. Worship practices, eg, Hindu Puja Visual art, eg, crucifix Artefacts, eg, prayer mat Story, eg, Parable of the Sower Music, eg, Hillsong Kids	***RE DAY*** **Why does Easter matter to Christians?** **Christianity** The Easter narrative in the Bible. Christians believe Jesus' died on a cross (crucifixion) to save people (salvation). Christians believe Jesus came back to life (resurrection). Christians believe Jesus rose from the dead so Easter gives people hope of a new life, now and in the future. Christians believe Jesus builds a bridge between God and Humans. Easter is very important in the 'big story' of the bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.	**What do Jesus' parables teach Christians about belonging to the Christian family?** **Christianity** Explore what it means to belong to a family/chosen family. Begin to discuss what it means to belong to a Christian family. The bibles teachings about belonging. The parable of the lost sheep The parable of the prodigal son	***RE DAY*** **Who made the world?** **Christianity** God created the universe The Earth and everything in it are important to God God has a unique relationship with human beings as their Creator and Sustainer Humans should care for the world because it belongs to God.

		Advent for Christians is a time for getting re*ady for Jesus' coming*				
History	**Childhood Then and Now: Toys** Changes within living memory ● What are toys like today? ● What are other people's toys like? ● How can we tell these toys are old? ***(Trip - Museum of Norwich Toys in the Past, Autumn 2)***		**Neil Armstrong & Moon landing** Events beyond living memory & the lives of significant individuals in the past Learning about significant individuals in the past who have contributed to national and international achievements. ● What significant thing did Neil Armstrong do? ● Why did he do this? ● How did he do it? ● Why was the moon landing important? ***(Astronaut Academy Day, Spring 2)***		**History of Transport** **Aviation & The Wright brothers** **Wheeled Transport including George Stephenson and Henry Ford** Events beyond living memory & the lives of significant individuals in the past. ● What do inventors do? ● Who were the first people to fly ● When was the first aeroplane flight, how were they inspired? ● What changes has this invention made to our world? ***(Trip - Transport linked, Summer 2)***	
Geography	**Where do I live?**		**How are places different in the UK?**		**What is the Weather like in the UK?**	

	Explore the school's grounds - what do they notice? Explore the school's grounds - what do they notice? Identify the human and physical features around the local area of Stibbard. Develop map skills and attempt to draw/ make maps ***(Close the Classroom Map Makers day, Autumn 1)***	Locate and explore the four countries of the United Kingdom and the surrounding seas. Look at the Capital Cities of these four countries. Locate London on a map, learn about the famous landmarks and find human and physical features. Contrast similarities and differences with Stibbard.	Identify seasonal and daily weather patterns in the United Kingdom. Use observational skills to log the changes in weather and seasons from spring to summer - weekly observations - map them on a table or draw a weather chart. Consider wild weather from in UK and other countries ***(Present a Weather news report)***	
Art	**Spirals** Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks ***Display***	**Playful making** Exploring materials and intention through a playful approach ***Display***	**Inspired by Flora and Fauna** Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork ***Display for Year 2 classroom***	
DT	**How can you make a paper toy?** Construction Learn to use scissors to cut along lines and cut out shapes. Evaluate a range of paper toys and learn to fold accurately to create a paper toy. Design and make a paper toy illusion	**How can you build a strong bridge?** Structures Begin to build structures, joining components together to create a finished product. Design and make a bridge for the Billy Goats. ***Share challenge with parents during engagement session***	**What do you need to make a moving vehicle?** Mechanisms Design a moon boogie to help Bob with his jobs on the Moon. Investigate how wheels move Evaluate moon buggy ***Exhibit vehicles for other classes to explore***	**How can you make a fruit kebab?** Cooking and Nutrition Make a fruit salad Research favourite fruit/vegetable Evaluate product. *Linked to English - writing instructions* ***Make a fruit kebab***

Flourish Lessons	**Being Me in My World** 'Who am I and how do I fit?'	**Celebrating Difference** Respect for similarity and difference. Anti-bullying and being unique	**Dreams and Goals** Aspirations, how to achieve goals and understanding the emotions that go with this	**Healthy Me** Being and keeping safe and healthy	**Relationships** Building positive, healthy relationships	**Changing Me** Coping positively with change
Music	**Hey You!** (Old School Hip Hop) Using untuned percussion instruments focus on the musical element **pulse/ beat** (the speed of musicThe heartbeat or steady beat of a song/piece of music.)	**Rhythm In The Way We Walk** Banana Rap (Reggae, Hip Hop) Christmas songs and carols linked to production Using untuned percussion instruments focus on the musical elements **tempo** (the speed of music to describe how fast/slow the music goes)	**In The Groove** (Blues, Latin, Folk, Funk, Baroque, Bhangra) Using untuned percussion instruments focus on the musical element **pitch** (The range of high and low sounds.) Appraise a range of songs	**Round And Round** (Latin Bossa Nova, Big Band, Jazz, Latin Fusion) Using untuned percussion instruments focus on the musical element **rhythm** (The combination of long and short sounds to make patterns.) Appraise a range of songs	**Your Imagination** (Film, Pop, Musicals) Understand that sounds can be made and described using given and invented signs and symbols including shapes and marks. Leading to a performance next half term focus on the musical element **dynamic** (How loud or quiet the music is.)	**Reflect, Rewind and Replay** (Western Classical) Consolidate: recap and build on musical vocabulary from the year Performance inspired by the music this year Recap pulse, tempo, pitch, rhythm, dynamic
Computing	**Online E-safety/ Multimedia** Use technology safely and respectfully, keeping personal information private. Use technology purposefully to create content. How can I log onto a an ipad? How do I open apps? How do I sign into Seesaw? How do I scan a QR code?	**Data Handling and Grouping Data** Use technology purposefully to create, manipulate and retrieve digital content. This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will use their ability to sort objects into different groups to answer questions about data.	**Multimedia - Digital Paint and Photography** Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists.	**Technology around us** Recognise common uses of information technology beyond school. Develop understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.	**Programming: Moving a Robot** Understand what algorithms are; how they are implemented as programs on digital devices. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs.	**Programming an animation** Using on-screen programming through ScratchJr, we will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.

PE	**Multi-Skills** -basic movements and spatial awareness -sending skills; rolling/throwing **Yoga**	**Multi-Skills** -receiving skills; catching/gathering -Sending skills; aiming/4control	**Dance** -shapes solo -artistry (musicality) -partnering shapes -circles solo -artistry (abstraction) -artistry (making)	**Gymnastics** -shape -travel -shape -rotation	**Athletics;** -running/walking -Running over obstacles -throwing for distance -throwing for accuracy -jumping for height and distance -combination jumping	**Athletics;** -running/walking -Running over obstacles -throwing for distance -throwing for accuracy -jumping for height and distance -combination jumping **Tennis or Cricket** ***Sports Day***
Welly Day	Apple / blackberry related activities Curiosity autumnal objects Conker activities: caterpillar, conker comets	Bird feeders Stage to perform poems/stories (puppets) Nature Land Art linked to Leaf Man We're Going on a Bear hunt activities Remembrance poppy	Den making area: sticks, bricks, straw Stories around a campfire Habitats for animals	Potting area/ planting Bug Hotel Bug Investigation Milk Bottle Kites Space role play area moon rocks, space landing	Digging channels and rivers Stories around a campfire Fire lighting skills Weaving	Large scale weaving outside using the fence Toolwork
Close the Classroom Days **Trips/ Visitors** **Enrichment**	***Map Makers day*** Fieldwork - school grounds and village walk for mapping	***Trip - Museum of Norwich Toys in the Past***	***Gressenhall - Once upon a time*** ***Animal visitor TBC***	***World Book Day*** ***Astronaut Academy***	***Grow a plant*** ***Share Moon Buggies with other classes***	***Postcard Writing*** ***Trip - Steam Visit***

Parental Engagement Sessions	Board Games sharing Phonics Cafe Reading for pleasure cafe	Remembrance poetry Christmas event TBC ***Nativity Play***	Bridge building Maths cafe	Phonics: Alien and Real words Mothers Day Event ***Easter service***	Parents in to help with growing plants	Fathers Day Event Reflection on Year 1 ***Sports Day***
Assessment	Getting to know the children Baseline	Phonics Pupil Progress	Phonics PiXL Papers	Phonics Pupil Progress	Phonics Screening Check	PiXL papers Pupil Progress Transition