



Year 1 Long Term Plan 2026-2027



Vision: 'Giving children the keys to unlock the future.'

Strong Values	Inspiring Learning	Positive Behaviour	Nurturing Relationships	Inclusion for All
Caring, sharing, forgiveness, respect and questioning.	Inspire, motivate and engage learners. Achieve well from their individual starting points	Taught how to be responsible, conscientious members of our school. Ready, respectful, safe.	Know our children well. Caring and supportive environment. Positive relationships.	Provision for all learners. Adaptive teaching. Safe environment.

	Autumn 1 7 Wks 3 days	Autumn 2 7 Wks	Spring 1 6 Wks	Spring 2 5 Wks	Summer 1 6 Wks	Summer 2 7 Wks 3 Days
Theme	History	Geography	Geography	History	History	Geography
Worship theme	Respect (inc school rules)	British values/Advent	Friendship	Justice/Easter	Service	Thankfulness
Writing	Stardust – oral retelling The Boy with Flowers in His Hair – fact file	We're Going to Find the Monster - retelling Katie in London – labels and captions	Flooded - sequence No Such Thing as Nessie- 3 rd person	The Queen Next Door - persuasive The Castle the King Built- a letter	Tom's Magnificent Machine - retelling Building a Home - instructions	Emma Jane's Aeroplane - a report Meet the Oceans – an invitation
Author focus/ Class readers	Jill Murphy	Sue Hendra	Mick Inkpen	Alan Alhberg	Nick Sharratt	Julia Donaldson
Maths	Unit 1: Counting, recognising and comparing numbers 0–10 (3w) Unit 2: Counting to and from 20 (2w) Unit 3: Counting in tens (1w) Unit 4: Pattern in counting from 20–100 (1w)	Unit 5: Comparing quantities: part-part-whole relationships (3w) Unit 6: Composition of numbers 0–5 (2w) Unit 7: Recognise, compose, decompose and manipulate 2D and 3D shapes (2w)	Unit 7: Shape (1w) Unit 8: Composition of numbers 6–10 (3w) Unit 9: Additive structures: addition (2w)	Unit 10: Addition and subtraction (3w) Unit 11: Addition and subtraction facts within 10 (2w)	Unit 12: Composition of numbers 11–19 (2w) Unit 13: Numbers 0–20 in different contexts (2w) Unit 14: Unitising and coin recognition: counting in 2s, 5s and 10s (2w)	Unit 15: Value of a set of coins (2w) Unit 16: Solving problems in a range of contexts (1w) Unit 17: Position and direction (1w) Unit 18: Time (3w)
Science	My body	Seasonal changes	Identifying animals	Identifying plants	Everyday materials	

	<i>To be able to identify, name and label body parts. To find out about the five senses.</i>	<i>Find out about different seasons and how to describe them. Investigate the weather during the seasons.</i>	<i>To be able to identify and name a variety of common animals, including UK mammals, birds and reptiles.</i>	<i>To find out what a plant is. To identify and describe garden and wild plants.</i>	<i>To be able to identify a variety of common materials. To be able to distinguish between the object and material in which its made.</i>	
EYFS UW - Understanding the World	Encouraging children to develop curiosity about people, places, communities and the natural world. Through hands-on exploration and experiences, children learn to ask questions, make connections and understand how the world works.					
	All about me <i>Talk about members of their immediate family and community.</i>	Let's Celebrate <i>Recognise that people have different beliefs and celebrate special times in different ways.</i>	Rhyme Time <i>Compare and contrast characters from stories, including figures from the past.</i>	In the garden <i>Understand the effect of changing seasons on the natural world around them.</i>	On the go <i>Comment on images of familiar situations in the past.</i>	Around the World <i>Recognise some environments that are different to the one in which they live.</i>
History	How has childhood changed over time? <i>Changes within Living Memory</i>			Y1 - Why do people build castles and live in them? <i>Events beyond living memory</i>	How did people travel further and faster? <i>Significant individuals</i>	
Geography		Y1 Why do people live in London? <i>Physical and Human Features</i>	Y1 How is the UK connected together? <i>UK Countries and Capital Cities</i>			How is our world organised? <i>World Continents and Oceans</i>
P.S.H.E Jigsaw	Strong, trusting relationships with adults help them understand feelings, build confidence, and develop self-regulation. Through modelling and encouragement, children learn persistence, independence, and healthy habits. Positive interactions with peers also support friendships, cooperation, and conflict resolution.					
	Being Me in My World <i>'Who am I and how do I fit?'</i>	Celebrating Difference <i>Respect for similarity and difference. Anti-bullying and being unique</i>	Dreams and Goals <i>Aspirations, how to achieve goals and understanding the emotions that go with this</i>	Healthy Me <i>Being and keeping safe and healthy</i>	Relationships <i>Building positive, healthy relationships</i>	Changing Me <i>Coping positively with change</i>

EYFS EAD Expressive Arts & Design	Encouraging children to explore, create and express their ideas, thoughts and feelings through art, music, movement, role play and imaginative play. We provide opportunities for creative processes, experimentation and problem-solving, valuing curiosity and imagination as children learn. Through these rich experiences, we inspire a lifelong love of creativity and the world around them.					
	Exploring mark making resources Self-portraits – paint, collage and pen	Exploring art resources Painting fireworks and poppies Clay, chalks Lines and patterns Christmas crafts	Exploring malleable/ sensory resources playdough/ gloop	Art in nature Observational drawings Colour mixing Leaf rubbings Mud kitchen recipes In the style of famous artists – O’Keeffe, Van Gogh	Large block play trains Construction kits (Mobilo, Marble run, Lego) Rockets Paper aeroplanes	Exploring art for other cultures Animal prints/ camouflage African prints Ice painting
Art Access Art	Exploring Watercolour <i>Exploring watercolour and discovering we can use accidental marks to help us make art.</i>		Making Birds <i>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.</i>			Spirals <i>Using drawing, collage and mark-making to explore spirals.</i>
Design Technology		Freestanding structures		Drawbridges	Food Fruit Salad	
Computing	Technology around us	Creating Media – digital painting	Programming A - Moving a Robot	Data and Information -Grouping Data	Creating Media – Digital Writing	Programming B – Programming Animations
Music Sing Up	Menu song: Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving).	Colonel Hathi's march: Beat, march, timbre, film music. Magical musical aquarium: Timbre, pitch, structure, graphic symbols, classical music	Football: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.	'Dawn' from Sea interludes: Beat, active listening (singing game – musical signals – movement), 20th century classical music. Musical conversations: Question-and-answer, timbre, graphic score	Nautilus: Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music. Cat and Mouse: Mood, tempo, dynamics, rhythm, timbre, dot notation.	Come dance with me: Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest, progression snapshot 3.

RWV	Christianity <i>Creation. Who made the world? (UC: 1.2) To say what the creation story tells Christians about God, creation and the world.</i>	Christianity <i>Why does Christmas matter to Christians? (UC 1.3) To give a clear account of the story of Jesus' birth and why Jesus is important to Christians.</i>	World Views <i>Communities What does it mean to belong? (OA Y1:3) To explore the idea of belonging to a religious community through case studies of Jewish and Christian families.</i>	Christianity <i>What is the good news that Jesus brings? (UC 1.4) To give examples of how Christians put their beliefs into practice in the church community and their own lives.</i>	World Views <i>Caring: how do stories inspire actions? (OA Y1: 4) To examine the idea of care through a focus Christianity and Islam, investigating how people interpret 2 different stories.</i>	World Views <i>Places of worship – what makes them sacred? (OA Y1:6) To build on their understanding of belonging to investigate similarities and differences between churches, synagogues and mosques.</i>
PE	Fundamentals Invasion Games	Ball Skills Sending and Recieving	Dance Target Games	Fitness Gymnastics	Striking and Fielding Games Net and Wall Games	Team Building Athletics
Role Play area	Inspiring children to use their imagination, develop language and explore the world through meaningful, child-led play through acting real-life experiences, collaboration with others, developing a deeper understanding of the world around them.					
	Doctors Surgery	Party Shop	The Vets	Garden Centre	Railway Station	Travel Agency
Events and proposed trips	Harvest Festival	Glitter Workshop Christmas Storytime	World Book Day Book@Bedtime		Sports Day	KS1 trip