



YEAR 1 CYCLE 1 LONG TERM PLAN 2025/26

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Being Brave	Lost and Found	Adventures	Similarities and Differences	Imagination and Creativity	Nature All Around Us
English Contexts for Reading & Writing	<ul style="list-style-type: none"> • Listen to and discuss a variety of texts and genres. • Compose a sentence orally before writing it. • Sequence sentences to form short narratives. • Read what they have written to check that it makes sense. 					
	<u>Billy and the Beast</u> by Nadia Shireen 	<u>I Want My Hat Back</u> by Jon Klassen  <u>The Snowman</u> by Raymond Briggs 	<u>Cave Baby</u> by Julia Donaldson 	<u>Beeju</u> By Alexis Deacon  <u>Here We Are</u> by Oliver Jeffers (whole school text) 	 The Odd Egg Emily Gravet	<u>The SeaSaw</u> By Tom Percival  <u>Journey</u> by Aaron Becker (whole school text) 



YEAR 1 CYCLE 1 LONG TERM PLAN 2025/26

Writing

Phonics Bug
Ed Shed - Weekly
spelling lessons, plus
dictation and practice
activities

- Compose a sentence orally before writing.
- Spell Y1 common exception words.
- Name the letters of the alphabet in order.
- Understand spelling rules for adding 's'.
- Spell words with prefix -un an suffixes -er, -ing, -ed, -est.

- Sequence sentences to form short narratives.
- Read writing aloud audibly and clearly.
- Leave spaces between words.
- Join words and clauses using 'and'.

Reading

Phonics Bug
Guided Reading / 1:1
Reading

- Speedily read all basic phoneme/graphemes.
- Read accurately by blending known GPCs.
- Read common exception words.
- Read common suffixes (e.g., -ed, -s, -es, -est, -ing).
- Read contractions (e.g., I'm, I'll, can't)
- Retell familiar stories and traditional tales.

- Recognise and join in with predictable phrases.
- Recite some poetry by heart.
- Understand texts based on prior knowledge or provided information.
- Correct inaccurate reading by checking that it makes sense.
- Discuss the significance of title and events.
- Make inferences on the basis of what is said and done.

Maths

Whiterose
<https://whiterosemaths.com/>

Daily
Arithmetic: Counting,
Place Value and
Calculation

Place Values (to 10)

Sort objects in a variety of ways. Count objects and numbers, 0-10.

Count, read and write numbers 0-10 (forwards and backwards).

Represent numbers with objects and 10 frames.

Count one more/one less.

- Introduce the symbols: >, <, =.
- comparison language: greater than, less than, equal to.
- Ordinal numbers (1st, 2nd, 3rd, etc.)
- Counting on a number line.

Add/Subtract (to 10)

- Part-Part-Whole, including finding a part.

Add/Subtract (to 10)

*Continued from Autumn 1

2D/3D Shapes

Recognise and name 2D shapes.

Recognise and name 3D shapes.

Sort 2D and 3D shapes

Place Values (to 20)

Count forward and backwards.

Write and name numbers 11-20.

Counting tens and ones. Count one more/one less.

Compare numbers. Order numbers.

Order groups of objects.

Add/Subtract (to 20)

Add by counting on. Add by making 10. Find and make number bonds. Compare number sentences.

Place Value (to 50)

Numbers to 50. Counting tens and ones.

Representing numbers with tens and ones.

Compare numbers within 50.

Order numbers to 50. Count in 2s.

Count in 5s.

Length/Height Mass/Volume

- Measure and begin to record lengths and heights, with items.
- Compare lengths/heights with items.
- Use a ruler to measure straight lines in centimetres.
- Introduce weight and mass.

Multiply/Divide (2s, 5s, 10s)

Count by 2s, 5s and 10s.

Recognise and build arrays.

Create and count items in groups of 2s, 5s and 10s

Fractions

(halves, quarters)

Identifying half and quarter of an object.

Identifying half and quarter of a whole number (to 20).

Geometry (turns)

- Identifying quarter turns,
- half turns,
- three quarters turns,
- full turns
- anticlockwise turns.

Place Values (to 100)

Counting and ordering numbers to 100.

Identifying one more/one less.

Tens and Ones

Comparing numbers using >, <, =.

Money

Identify the value of coins and notes.

Compare coin values.

Count same and mixed coin values.

Time

- Telling time by the hour and half-hour.
- Comparing measurements of time.
- Days of the Week
- Months of the Year



YEAR 1 CYCLE 1 LONG TERM PLAN 2025/26

	<ul style="list-style-type: none">• Addition Symbol (+), Subtraction Symbol (-)• Fact Families.• Numbers bonds within 10.• Number bonds to 10.• Subtraction and take-away, crossing out.			<ul style="list-style-type: none">• Measure and compare weight and mass.• Introduce volume and capacity.• Measure and compare volume and capacity.• Begin to recognise capacities: <i>empty, nearly empty/full, half-full, full.</i>		
Science Science Bug https://www.activelearnprimary.co.uk/ Key Scientist Focus	<p>Animals, including Humans/5 senses Know the name of parts of the human body and animal body parts, that can be seen.</p> <p>Linda Brown Buck is an American biologist. She discovered that mammals have odorant receptors in their noses. This means they can smell over 10,000 different smells. She won the Nobel Prize in 2004.</p>	<p>Seasons Name the seasons and know about the type of weather in each season.</p> <p>Seasonal changes will be noted throughout the school year.</p> <p>George James Symons invented his own version of the rain gauge that is still used by meteorologists today.</p>	<p>Identifying Materials Know the name of the materials an object is made from. Know about the properties of everyday materials.</p> <p>Ole Kirk Christiansen Invented Lego in 1949.</p>	<p>Comparing Materials Compare properties of materials. Group materials.</p> <p>Mae Jemison In 1992, Mae Jemison became the first African American woman in space. She was a scientist.</p>	<p>Types of Animals (Categories) Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Know and classify animals by what they eat (carnivore, herbivore and omnivore) Know how to sort by living and non living things.</p> <p>Jane Goodall Identified that chimpanzees are omnivores, use tools and have personalities.</p>	<p>Plants Know and name a variety of common wild and garden plants. Know and name the petals, stem, leaves and root of a plant. Know and name the roots, trunk, branches and leaves of a tree.</p> <p>Charles Darwin Understanding of the natural world. Darwin's 'Lookouts'; look out for plants in the local environment and examine them carefully. Learn about plant parts, spotting similarities and differences between plants. Part of The Great Plant Hunt, created by the Royal Botanic Gardens, Kew.</p>
Working Scientifically	Know and name a variety of common wild and garden plants. Know and name the petals, stem, leaves and root of a plant. Know and name the roots, trunk, branches and leaves of a tree.					



YEAR 1 CYCLE 1 LONG TERM PLAN 2025/26

	Set up a test to see which materials keep things driest, know if the test has been successful and can say what has been learned. Explain what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked. Measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken.		
History	Great Fire of London Chronological Understanding Know the Great Fire happened a long time ago. Use simple words about time like past, now, then, and long ago. Knowledge and Interpretation Talk about what London was like a long time ago. Know that the fire burned lots of houses. Know that London changed after the fire. Historical Enquiry Look at pictures, objects, or stories to find out about the fire. Answer simple questions about what happened.	Nurturing Nurses Chronological Understanding Recognise that Florence Nightingale and Mary Seacole lived in the past. Use words such as before, now, then, and long ago. Knowledge and Interpretation Know Florence Nightingale helped people in hospitals. Know Mary Seacole helped soldiers when they were ill. Understand they are remembered because they were kind and helpful. Historical Enquiry Use pictures and stories to find out about these nurses. Answer questions about why they were important.	Toys (Then and Now) Chronological Understanding Talk about toys they play with today. Recognise that toys in the past looked different. Knowledge and Interpretation Know that children in the past played with different toys. Talk about what is the same and what is different between old and new toys. Historical Enquiry Look at real toys, pictures, or photos to find out about toys. Sort toys into old and new.
Geography	Our Country Locational Knowledge	Sensational Safari Locational Knowledge	Weather Locational Knowledge Know that some places are hot and some are cold.



YEAR 1 CYCLE 1 LONG TERM PLAN 2025/26

	<p>Know they live in the UK. Begin to find the UK on a map or globe.</p> <p>Place Knowledge</p> <p>Talk about the difference between a town and the countryside.</p> <p>Name one or two things they might see in each (e.g., houses, fields).</p> <p>Human and Physical Geography</p> <p>Use simple words to describe features: houses, shops, parks, rivers, hills.</p> <p>Geographical Skills and Fieldwork</p> <p>Look at simple maps and photos of places.</p> <p>Draw simple picture maps (e.g., their classroom or playground).</p>		<p>Know Kenya is a country far away in Africa. Begin to find Africa on a map or globe.</p> <p>Place Knowledge</p> <p>Talk about some things in Kenya (e.g., animals, villages, people).</p> <p>Know that life in Kenya is different to life in the UK.</p> <p>Human and Physical Geography</p> <p>Recognise animals that live in Kenya (e.g., lions, elephants).</p> <p>Talk about how homes and clothes in Kenya can be different from the UK.</p> <p>Geographical Skills and Fieldwork</p> <p>Look at pictures and maps of Kenya.</p> <p>Answer questions about what they see.</p>	<p>Point to hot and cold areas on a globe (near the Equator or Poles).</p> <p>Place Knowledge</p> <p>Talk about the weather where they live.</p> <p>Know there are four seasons in the UK.</p> <p>Human and Physical Geography</p> <p>Talk about how weather changes what we wear and do.</p> <p>Recognise that some weather can be dangerous (too hot, heavy rain).</p> <p>Geographical Skills and Fieldwork</p> <p>Record weather using simple symbols.</p> <p>Use words like sunny, rainy, cloudy, hot, cold, windy.</p>
Art	Sculpture	Animal Art		Painting
DT (Kapow) https://www.kapowprimary.co.uk/			Construct a Windmill	Cooking and Nutrition



YEAR 1 CYCLE 1 LONG TERM PLAN 2025/26

<p>Music (Kapow) https://www.kapowprimary.com/</p>	<p>Pulse and Rhythm</p> <p>Clap the rhythm of their name.</p> <p>Clap in time to music. Sing the overall shape of a melody.</p> <p>Copy and create rhythms based on word patterns.</p>	<p>Nativity</p> <p>Singing and dancing to tell a story.</p> <p>Performance experience.</p>	<p>Timbre and Rhythmic Patterns</p> <p>Chant the well-known phrase, "I'll huff..."</p> <p>Make changes to voices to represent a character.</p> <p>Choose a suitable sound to represent a specific point in a story.</p> <p>Play a rhythmic pattern along with their spoken words.</p> <p>Identify and hold up the correct sign to correspond to some music.</p> <p>Play/chant along with the elements of a story.</p>	<p>Classical Music</p> <p>Observe others and try to play appropriately.</p> <p>Sing in time from memory, with some accuracy.</p> <p>Play either a call and/or a response role in time with another pupil.</p> <p>Keep a steady pulse.</p> <p>Improvise, using their instrument, to a given stimulus.</p>	<p>Musical Vocabulary</p> <p>Make movements that are appropriate to the pulse and tempo of a piece of music.</p> <p>Choose instruments with appropriate timbre to represent sparkling fishes.</p> <p>Respond to dynamic changes in a piece of music.</p> <p>Create pitches and rhythms.</p> <p>Perform a layer of the music within an overall piece.</p> <p>Define all the musical terms from this unit.</p>	<p>Vocal and Body Sounds</p> <p>Create movements that match the music, explaining why they are moving in that way.</p> <p>Identify descriptive sounds within the music.</p> <p>Recreate and then adapt descriptive sounds heard using their voice or body.</p> <p>Control instruments and voices to make both quiet and loud sounds.</p> <p>Make more than one sound on their instrument and with their voice.</p>
<p>Computing (Kapow) Kapow - KS1</p>	<p>Improving Mouse Skills and online safety</p>	<p>Algorithms Unplugged and online safety</p>	<p>Rocket to the Moon and online safety</p>	<p>Bee-Bots and online safety</p>	<p>Digital Imagery</p>	<p>Introduction to Data</p>
<p>PSHE Entrust Staffordshire</p>	<p><u>Me and My School</u></p> <p>Think about themselves, learn from their experiences and recognise what they are good at 2d to agree and follow rules for their group and classroom, and understand how rules help them</p> <p>2h to contribute to the life of the class and school</p>	<p><u>Me and My Relationships</u></p> <p>1d, to think about themselves, learn from their experiences and recognise what they are good at 2a, to take part in discussions with one other person and the whole class 2f, that they belong to various groups and</p>	<p><u>Me and My Safety</u></p> <p>3f that all household products, including medicines can be harmful if not used properly 3g rules for, and ways of, keeping safe, including basic road safety, Internet, and about people who can help them stay safe.</p>	<p><u>Me and Other People</u></p> <p>2f that they belong to various groups and communities such as family and school</p> <p>4e that there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.</p>	<p><u>Me in the World</u></p> <p>Recognise what they like and dislike, what is fair and unfair, and what is right and wrong 1b to share their opinions on things that matter to them and explain their views</p> <p>2c to recognise choices they can make, and recognise the difference between right and wrong</p>	<p><u>Happy Healthy Me</u></p> <p>3d about the process of growing from young to old and how people's needs change</p> <p>3e the names of the main parts of the body.</p>



YEAR 1 CYCLE 1 LONG TERM PLAN 2025/26

	5a take and share responsibility 5b feel positive about themselves.	communities, such as family and school 4b, to listen to people and play and work cooperatively 4c, to identify and respect the differences and similarities between people 4d that family and friends should care for each other			2e to realise that people and other living things have needs, and that they have responsibilities to meet them 5g consider social and moral dilemmas that they come across in everyday life	
PE PE HUB	Dance Unit 1 to show moods and feelings we would experience in the jungle. to move as if we were living in the jungle. to create and perform movements which show friendship. to perform leading and following movements. to perform a short dance with a clear start, middle and end. to use repeated actions in our dance	Dance Unit 2 to perform actions to well-known nursery rhymes. to march in time to the beat and turn while marching. to march in time as a group. to perform actions in canon (one after the other). to perform a short dance using canon. to perform in rounds in different groups.	Gymnastics Unit 1 to perform 'like' actions in a sequence. to carry and set up apparatus safely. to perform shapes on large and small body parts. to take off and land and use shape in our jumps. to travel on our feet, showing good body tension. how we can create different levels in our performance.	Gymnastics Unit 2 to move on, off and over apparatus and use the 'Magic Chair' landing. to rock on different parts of our body and rock using shape. to perform specific point balances such as 'h' and 'y' balance. to perform actions at the same time as others (unison) to perform actions one person after the other (canon). to turn and jump and quarter and half turn.	Hit, Catch, Run to select a space to throw or roll a ball into. to track and collect a rolling ball. to catch a ball to stop an opponent from scoring. to use our hands to hit a ball. to run between bases to score points. to work as a team to score points	Sports Day Training Sprints Egg & Spoon Hurdles Relay Obstacle Course Hit Catch, Run Unit 2 to catch a ball over a short distance. to begin to hit a ball with power. to position ourselves in the path of the ball. to field a ball to a base. to catch a high ball. to stop other teams from scoring points.



YEAR 1 CYCLE 1 LONG TERM PLAN 2025/26

RE Entrust Staffordshire	Caring Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions.	Celebrations Explore the preparations for and find out about the celebration of festivals.	Belonging Find out about ceremonies in which special moments in the life cycle are marked.	Families Listen to and ask questions about stories of individuals and their relationship with God.	Answers/Morals Engage with stories and extracts from religious literature and talk about their meanings..	Worship Find out about how and when people worship and ask questions about why this is important to believers.
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