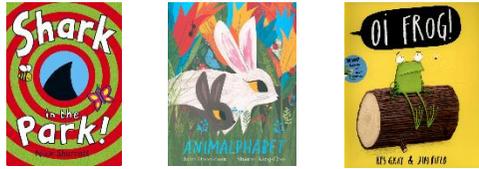


Year 1 Long Term Plan 2025-26

| | Autumn 8 weeks + 7 weeks | Spring 6 weeks + 5 weeks | Summer 6 weeks + 8 weeks |
|---|---|---|--|
| Theme title | Paws, Claws and Whiskers | Spring 1 - Poles Apart Spring 2 - Queens, Knights and Dragon Delights | Summer 1 - How does your garden grow? - Summer 2 - Marvellous Me! |
| Big question | <i>Which animals could make best pets?</i> | <i>Spring 1 - Would you rather live in Antarctica or a desert region?</i> <i>Spring 2 - Which queen changed the world the most?</i> | <i>Summer 1 - How do plants grow?</i> <i>Summer 2 - What makes me a me?</i> |
| Hook | Animal footprints to be laid out over classroom for children to discover. Which ones could live in our school grounds? | Spring 1 - little penguin with a note to help him find his way home. He will bring Poles Apart book with him to start the English and geography journey Spring 2 - royal treasure chest with some queens' items for children to discuss: figurine, orb, crown, sceptre, cloak. | Summer 1 - Jack sends magic beans to grow (science). Summer 2 - look at YR uniform. Why are we too big for it now? |
| Broad outline of content | <ul style="list-style-type: none"> Who has a pet? What is a pet? What is your favourite animal and why? What does tame and wild mean? Sorting and classifying animals. How do you look after a pet? What does it need? What are your responsibilities as an owner? Would a shark/frog make a good pet? What animals could live in Stoke park Woods? Senses for survival Our school grounds - mapping | <ul style="list-style-type: none"> hot and cold places animals and plant adaptations to climate climate zones and types of climate penguins, polar bears, Antarctica Stories about dragons and knights - fictional Fairy tales and traditional stories Queens of England | <ul style="list-style-type: none"> How to look after living things - planting seeds Planting flowers/plant and caring for them How to look after myself - my growth, care Unique me, growth and changes Our local area study - beautiful Bishopstoke! What was our school like in the past? Letter to the new teacher |
| Visits Trips Events Resource boxes | Autumn 1 <ul style="list-style-type: none"> invite a vet, dog boarder to talk about how to look after pets Autumn 2 <ul style="list-style-type: none"> Living history museum in Basingstoke trip - Toys and Games - 11th November 25, Tuesday | Spring 1 <ul style="list-style-type: none"> invite Rev. Wise to talk about stories that Jesus told - RE Spring 2 <ul style="list-style-type: none"> Royal Day | Summer 1 - Geography walk - local area study, physical and man made features and garden and wild plants. Summer 2 - <ul style="list-style-type: none"> Schools history box visit to the old school (history walk) old school bell assembly |
| English | <u>Autumn 1</u> <ul style="list-style-type: none"> Shark in the Park - Nick Sharratt - Rhyme and simple sentences | <u>Spring 1</u> - Poles Apart <ul style="list-style-type: none"> Poles Apart by Jeanne Willis - postcard from their journey | <u>Summer 1</u> - How does your garden grow? <ul style="list-style-type: none"> Eddie's Garden - Sarah Garland - Descriptions, positional language |

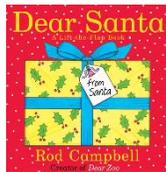
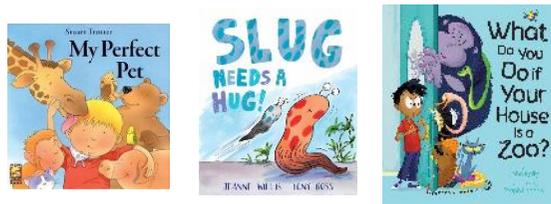
Year 1 Long Term Plan 2025-26

- **Animalphabet** - Julia Donaldson - Alphabetical order and simple sentences.
- **Oi Frog** - Kes Grey - Rhyme and simple sentences.



Autumn 2

- **My Perfect Pet** by Stuart Trotter - Lists & simple noun phrases
- **Slug Needs a Hug** - Jeanne Willis & Tony Ross - interesting facts poster
- **What do you do if your house is a zoo?** - John Kelly & Steph Laberis - Story sequencing & Letter writing



- **One Day in Our Blue Planet** by Ella Bailey - information page about Antarctica
- **Safari Animals** by Paul Hess - free verse poetry (In the savannah I can see....)

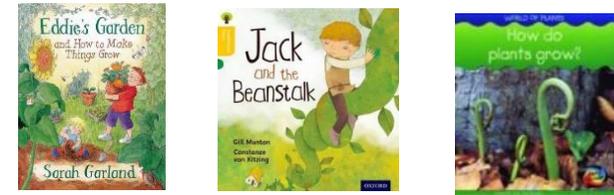


Spring 2 - Queens, Knights and Dragon Delights

- **There is No Dragon in This Story** - Lou Carter & Deborah Allbright - Story sequencing and retelling.
- **The Knight Who Wouldn't Fight** - Helen & Thomas Docherty - Story sequencing and diary writing.

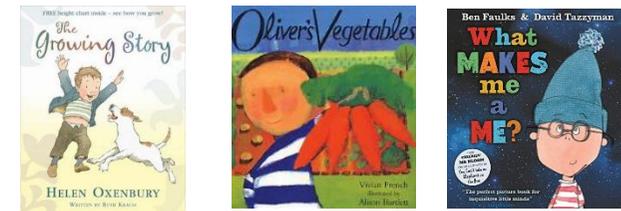


- **Jack and the Beanstalk** - Story writing. Own version of *Jack and the Beanstalk*.
- **How do plants grow?** - non-fiction, instructions



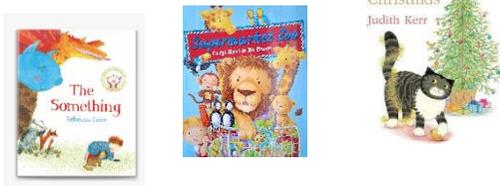
Summer 2 - Marvellous Me!

- **The Growing Story** - Ruth Krauss & Helen Oxenbury & **The End** by A.A. Milne - Autobiographical poem
- **Oliver's Vegetables** - letter from Oliver to mum. Days of the week.
- **What Makes Me a Me?** - Faulks & Tazzyman - Letters to our new teachers.



Autumn 1
Bug Club books
DEAR texts (see plan)

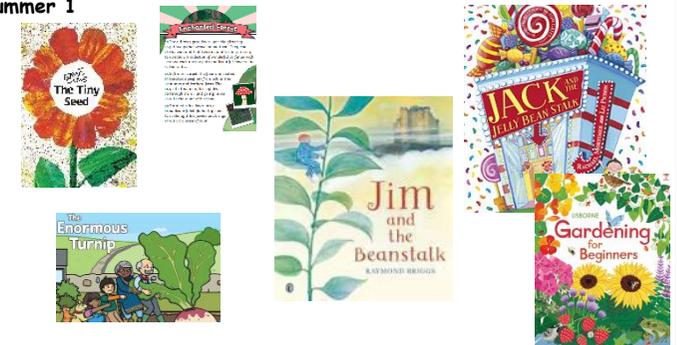
Autumn 2



Spring 1

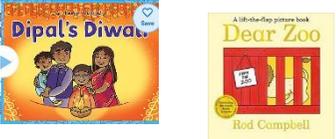


Summer 1



DEAR
(texts to compliment English learning journeys and theme + reading for pleasure)

Year 1 Long Term Plan 2025-26

| | | | |
|--|--|--|---|
| |  | <p style="text-align: center;">Spring 2</p>  <p style="text-align: center;">+ Traditional Tales</p> | <p style="text-align: center;">Summer 2</p>  |
| <p style="text-align: center;">Maths</p> | <p>Autumn 1</p> <ul style="list-style-type: none"> Unit 1.1 - NPV & Addition & Subtraction. Unit 1.2 - Measurement & Addition & Subtraction. <p>Autumn 2</p> <ul style="list-style-type: none"> Unit 1.3 - Multiplication & Division & Fractions & Geometry. Unit 1.4 - NPV & Addition & Subtraction. | <p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> Unit 1.5 - Addition & Subtraction & Measurement - Time (2) and mass (3) Unit 1.6 - Fractions & Geometry & Multiplication & Division. Unit 1.7 - NPV & Subtraction & Addition. Unit 1.8 - Addition & Subtraction (Money) | <p style="text-align: center;">Summer</p> <ul style="list-style-type: none"> Unit 1.9 - Addition and subtraction / measurement (mass) Unit 1.10 - Multiplication & Division. Unit 1.11 - Geometry - Shape. Unit 1.12 - NPV & Addition & Subtraction Unit 1.13 - Fractions & Multiplication & Division. Unit 1.14 - Measures - Capacity, Volume & Time. Unit 1.15 - Geometry - Shape, Position & Direction. |
| <p style="text-align: center;">Outdoor learning</p> | <p>Seasonal Changes - Longitudinal Study</p> <ul style="list-style-type: none"> Observe changes across the 4 seasons - school grounds and Stoke Park Woods. Observe and describe weather and how day length varies. Plant growth linked in to seasonal change, deciduous and evergreen Animals and plants in our local environment. Outdoor learning rules and routines. | | |
| | <p>Autumn 1</p> <ul style="list-style-type: none"> Longitudinal study, weather changes maps of school grounds - geography moving and feeding for survival - science <p>Autumn 2</p> <ul style="list-style-type: none"> Longitudinal study, weather changes sensing for survival - science | <p style="text-align: center;">Spring 1</p> <ul style="list-style-type: none"> Longitudinal study, weather changes habitats, adaptations to survive - science hot and cold climate - geography <p style="text-align: center;">Spring 2</p> <ul style="list-style-type: none"> Longitudinal study, weather changes materials - science | <p style="text-align: center;">Summer 1</p> <ul style="list-style-type: none"> Longitudinal study, weather changes local area study - geography plants - science observational drawing of plants - science landscape sketching and painting - art <p style="text-align: center;">Summer 2</p> <ul style="list-style-type: none"> Longitudinal study, weather changes local history - history of our school, walk to the old school |

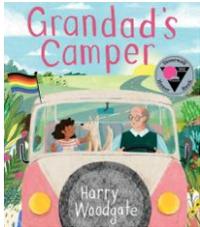
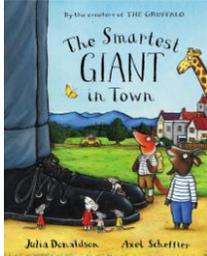
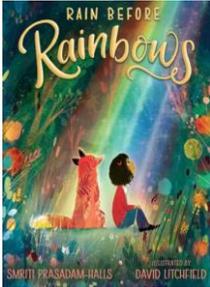
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|------------------------|------------|--|---------|--|--------------------|---|
| | | | | | • plants - science | |
| | + applying | | | | | |
| Y1 Curriculum coverage | Science | <p>Autumn 1 - <u>Animal Survival</u></p> <ul style="list-style-type: none"> feeding for survival - groups of animals, herbivores, omnivores, carnivores moving for survival - predators, prey, food chain. <p>Autumn 2 - <u>Animal survival</u></p> <ul style="list-style-type: none"> sensing for survival (5 senses) | Science | <p>Spring 1 - <u>Habitats</u></p> <ul style="list-style-type: none"> adaptations to survive <p>Spring 2 - <u>Materials</u></p> <ul style="list-style-type: none"> There are many different materials that have different observable properties. Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass). | Science | <p>Summer 1 - Plants</p> <ul style="list-style-type: none"> adaptations and where the plants come from Plants have specific adaptations for survival. To survive they need to get water, light, and avoid being eaten <p>Summer 2 - Plants</p> <ul style="list-style-type: none"> survival and how plants get what they need to survive; seed, bulb, germination, parts of a plant To survive plants, need to get water, light, and avoid being eaten . |
| | History | <p>Autumn 2</p> <p>Toys - change within living memory → How have toys changed since mummy/grandma was a girl? - through history workshops in Milestones Museum</p> | Hist | <p>Spring 2</p> <p>Queens - Lives & times</p> <ul style="list-style-type: none"> Elizabeth I, Victoria and Elizabeth II <p>→ Which Queen reigned at the best time, Queen Elizabeth I, Queen Victoria, or Queen Elizabeth II?</p> | Hist | <p>Summer 2</p> <p>Schools through time (<u>local history</u>)</p> <p>→ What was it like to come to our school in the past?</p> |
| | Geography | <p>Autumn 1</p> <p>Local area - maps of the school grounds</p> <p>Key question: What is special about our school? Children to know where they are in the UK, what their school is like and how they feel about it.</p> | Geog | <p>Spring 1</p> <p><u>Hot and Cold - climate</u></p> <p>Children to identify the hot and cold areas of the world and begin to understand the relationship between their position and the climate.</p> | Geog | <p>Summer 1</p> <p>Our local area - maps</p> <p><u>Where on Earth is Bishopstoke? What is outside our school gates?</u></p> |
| | D.T | <p>Autumn 1</p> <p><u>Cous-cous</u></p> <p>Food technology - Healthy snacks - Making -</p> <ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Assemble or cook ingredients. <p>Evaluate -</p> <ul style="list-style-type: none"> Can talk about my own work linked to what I was asked to do. | DT | <p>Spring 1</p> <p><u>Make paper cactus</u></p> <p>Assemble, join and combine</p> <p>Designing -</p> <ul style="list-style-type: none"> Can think of their own ideas. Can use pictures and words to plan. Can design a product following design criteria. Can explain what they want to do. | DT | <p>Summer 1</p> <p><u>Moving Pictures</u></p> <p>Joining and making - Moving Pictures - Levers & Sliders</p> <p>Making -</p> <ul style="list-style-type: none"> Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Can explain what they are making and why. |

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| | | <ul style="list-style-type: none"> Can talk about my own work and things that other people have done | | <ul style="list-style-type: none"> Can describe their design by using pictures, model mock ups and words. <p>Evaluate - Can describe how existing products work.</p> | | <ul style="list-style-type: none"> Can select tools and equipment to cut, shape, join and finish. Can choose the right materials and explain why they are using them. Can describe the tools I am using and why. <p>Evaluate -</p> <ul style="list-style-type: none"> Can talk about my own work linked to what I was asked to do. Can talk about my own work and things that other people have done. |
| Art | Autumn 2 Printing - Christmas Cards and calendars | <ul style="list-style-type: none"> Explore printing simple pictures using a range of hard and soft objects - leaves, sponges, corks, etc. Demonstrate experience at impressed printing - drawing into ink, printing from objects - and produce a clean printed image. Explore printing in relief - string on card. Make simple marks to explore and produce a mono-print using rollers. | Art | Spring 2 Drawing and painting - Portrait of a queen | Art | Summer 2 Sketching and painting - Landscapes |
| | | | | <ul style="list-style-type: none"> Begin to show control over the marks they make using different brushes Mix primary colours to make secondary colours Predict what colour they will make when mixing two primary colours Add black to darken a colour Add white to lighten a colour | | <ul style="list-style-type: none"> Apply paint with different tools to create different effects. Use bright colours, including mixing colours to create a garden with some detail. Talk about how they feel about pieces of art by famous impressionist artists, including why they like or dislike it. Can talk about how the artist has used colour and tools to create outdoor pictures. |
| Music | Aut 1 - The Three Bears <ul style="list-style-type: none"> Pitch Aut 2 - Toys <ul style="list-style-type: none"> Dynamic Texture Christmas & Nativity Songs | Music | Spr 1 - As Cold as Ice <ul style="list-style-type: none"> Duration Structure Family Assembly Songs Spr 2 - The Old Castle <ul style="list-style-type: none"> Timbre | Music | Sum 1 - Walking the Dog <ul style="list-style-type: none"> Duration Sum 2 - Can I be helpful too? <ul style="list-style-type: none"> Duration Texture End of Year Assembly Songs | |
| RE | Aut 1: Harvest - thanking, thankfulness Aut 2: Light, Advent & Christmas - Candlelight as a symbol. | RE | Spring 1: Jesus as a storyteller - Learning through stories. Spring 2: Easter - Sadness to happiness | RE | Summer 1: Special clothes - Hinduism and special Sumer 2: Special places -Specialness | |
| Computing | Autumn 1: Computer Science - Beebots Autumn 2: IT - Online safety and exploring Purple Mash. | Comp | Spring 1: Digital literacy - Online Safety. Spring 2: Digital Literacy - Technology outside school. | Comp | Summer 1: Computer Science - Scratch Jr Summer 2: I.T - Digital Storybooks. | |
| PE | Real P.E Autumn 1 <ul style="list-style-type: none"> Unit 1 Footwork, one leg balance Personal Cog Autumn 2 | | Real P.E Spring 1 <ul style="list-style-type: none"> Unit 3 - on a line / stance Cognitive Cog Spring 2 | | Real P.E Summer 1 <ul style="list-style-type: none"> Unit 5, sending and receiving/reaction and response Physical Cog Summer 2 | |

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| | | <ul style="list-style-type: none"> Unit 2 jumping and landing / seated balance Social Cog | | <ul style="list-style-type: none"> Unit 4 - ball skills, counter balance Creative Cog | | <ul style="list-style-type: none"> Unit 6 - ball chasing/ floorwork Health and Fitness Cog |
| | | <p>Real Gym</p> <p>Autumn 1</p> <ul style="list-style-type: none"> Unit 1 Personal Cog | | <p>Real Dance/Gym</p> <p>Spring 1 - Real Gym, unit 1 - finish, embed skills Personal Cog</p> <p>Spring 2 - Real Gym Unit 2 Creative Cog</p> | | <p>Real Dance</p> <p>Summer 1 - Unit 1 Physical Cog</p> <p>Summer 2 - Multiskills + Sports Day</p> |
| | PSHE | MyHappyMind | PSHE | MyHappyMind | PSHE | MyHappyMind |
| | P4C | <p>Aut 1 - Stimulus: "Grandad's Camper"</p> <p>https://youtu.be/aVTNW8_7Rco?si=ygvhTeFsj5oRPtVu</p>  <p>Concept - <u>tradition</u></p> <p>Aut 2 - Stimulus: "The Smartest Giant in Town"</p>  <p>Concept - <u>giving</u></p> | P4C | <p>Spr 1 - Stimulus, image</p>  <p>Concept - <u>compassion</u></p> <p>Spr 2 - Stimulus: "Rain Before Rainbows"</p> <p>https://youtu.be/owHJl23GP7Y?si=8NFTs4cFFFTONko</p>  <p>concept - <u>hope</u></p> | P4C | <p>Sum 1 - Stimulus: image</p>  <p>Concept - <u>diversity</u></p> <p>Sum 2 - Stimulus: video</p> <p>https://youtu.be/QPQ6F_N5mTI?si=2M-VX5-bWjJTqtvg</p>  <p>concept - <u>respect</u></p> |

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