

Year 1
Long term Plan
2025-2026

		Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Maths	Unit of work	<u>Place value within 10</u>	<u>Addition and subtraction within 10</u> <u>Shape</u>	<u>Place value within 20</u> <u>Addition and subtraction within 20</u>	<u>Place value within 50</u> <u>Place value within 100</u> <u>Length and height</u>	<u>Multiplication and division</u> <u>Fractions</u> <u>Position and direction</u>	<u>Money</u> <u>Time</u> <u>Mass and volume</u>
	Outcome	-To partition numbers up to 10. -To know the position of numbers from 1-10. To know one more and one less. -To order numbers.	- To add and subtract. -To find number bonds to 10. -To recognise and sort 2D and 3D shapes.	-To partition numbers up to 20. -To know the position of numbers from 1-20. - To add and subtract. -To find number bonds to 10.	-To partition numbers up to 50/100. -To know the position of numbers from 1-50/100. -To measure length.	-To count in 2's, 5's and 10's. -To make equal groups. -To halve objects. -To find a quarter of a shape or amount.	-To recognise and count coins. -To tell the time to the hour/ half hour. -To know the months of the year and the days of the week.
	Reasoning link	Partitioning numbers	Tens frames	Bar models	Part whole model	Arrays	Word problems
English	Core text	<u>Lost and Found</u> <u>Oliver Jeffers</u>	<u>Little Red Riding Hood</u>	<u>Zog</u> <u>Julia Donaldson</u>	<u>Scarecrows</u> <u>Wedding</u> <u>Julia Donaldson</u>	<u>Peter Rabbit</u> <u>Beatrix Potter</u>	<u>The Three Little Aliens</u> <u>and The Big Bad Robot</u>

Year 1
Long term Plan
2025-2026

							<u>Margaret McNamara</u>
	Fiction	- Rewrite the ending of the story. - Using capital letters and full stops.	- Rewrite the whole story. - Using paragraphs to organise work.	- Diary entry. - Using thoughts and feelings.	- Character description. - Using adjectives.	- Letter. - Using capital letters and full stops and paragraphs to organise work.	Recount of the - ending of the story. - Using all of the skills taught.
	Non-fiction			Instructions	Newspaper report	Instructions for growing a plant	Informative poster
	Poetry/ Spoken	Oral retell	Bonfire poetry	Freeze frames	Act out the story	Oral retell	Act out the story
Science	Unit of work	<u>Animals Including Humans</u> - Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals - Identify, name draw and label the basic parts of the human body and say which parts of the body is	<u>Animals Including Humans</u> - Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).	<u>Animals Including Humans</u> - Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<u>Everyday Materials</u> - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. - Describe the simple physical	<u>Everyday Materials</u> - Compare and group together a variety of everyday materials on the basis of their physical properties.	<u>Plants</u> - Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen - Identify and describe the basic structure of a variety of common plants

Year 1
Long term Plan
2025-2026

		associated with each sense.			properties of a variety of everyday materials.		including roots, stem/trunk, leaves and flowers
	Outdoor Science	Woodlouse activity.	Planting Broad beans.	Scientific drawings.	Move the broad beans to a more suitable place for the season. Height of trees investigation.	Scientific drawings.	Pond Dipping. Harvest broad beans.
	Nature link (KS1 only)	-Leaf rubbings. -Parts of a plant-roots. -Outside to see Autumn. -Garden maintenance.	-Planting bulbs for Spring. -Weather. -Being a camera and photographing our surroundings.	-Outside to see Winter. -Planting beans. -Bark and leaf rubbings.	-Finding shoots for the bulbs planted. -Outside to see signs of Spring.	-Observe how the Broad beans have changed since we planted them. -Move the beans to a bigger planter.	-Describe different plants. -Research daylight over the seasons -Investigate the heights of trees. -Compare parts of a plant. -Outside to see signs of Summer. -Senses scavenger hunt.
History	Unit of work		<u>Royal Family</u>		<u>All about me</u>		<u>Transport</u>

Year 1
Long term Plan
2025-2026

			-The lives of significant people who have contributed to international achievements. - Why are the royal family significant?		-Changes within living memory. - Jobs, lifestyle and personal history. - How much have I changed since I was born?		-Changes to rail, air and water transport.
	Key question		Why are the royal family significant?		How have I changed?		How has transport changed?
	Loan box/ Fieldwork						Transport box
Geography	Unit of work	<u>Hot and cold</u> -Identify weather patterns in the UK. - Learn the continents and five oceans of the world. - Know where the North and South Poles are located and what they are like.		<u>Comparison of Blackburn and Australia</u> -Know about local human and physical features of Blackburn and Australia. - Identify where Australia is located on a map.		<u>London</u> -Locate London on a map. - Know the importance of the river Thames. - Know the features of a city and town.	

	Key question	Why are the poles cold?		Where would you live?		Why is London a city?	
	Fieldwork	How does our school change with the seasons? -Sketch map of an area within school.		How does our school change with the seasons? -Walk around the local area to compare human and physical Geography in Blackburn and Australia.		-How does our school change with the seasons? -My favourite place.	
Art	Unit of work / Artist	<u>Drawing</u> -Draw using a range of materials. -Draw lines of different shapes and thickness. -Communicate something about myself in a drawing. -Create moods in my drawing.		<u>Collage</u> -To cut and tear paper to create a collage. -To gather and sort materials. -Begin to develop skills such as measuring materials, cutting and adding decoration.		<u>Painting</u> -To experiment with paint using a wide variety of tools to apply paint (e.g. brushes, sponges, fingers). -To investigate colour mixing. -To use thick and thin	

						brushes appropriately. -To name the primary and secondary colours.	
DT	Unit of work		<u>Finger puppets- Textiles</u> -Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairy tale. -Children work to develop their technical skills of cutting, gluing, stapling, and pinning.		<u>Making a windmill- Structures</u> -Pupils explore making stable structures from card, tape, and glue. They learn how to make 2D nets into 3D structures.		<u>Fruit salad-cooking and nutrition</u> -Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for.
PSHEE	Unit of work	<u>Our happy school</u> - Understanding feelings.	<u>Keeping Safe</u> How can I use things at home safely?	<u>Understanding the Law</u>	<u>Wellbeing</u>	<u>Relationships</u>	<u>Moving on up !</u>

Year 1
Long term Plan
2025-2026

		- Our Golden Principles. - Behaviour Friendships	What is private information? Who are my trusted adults? How can I keep safe in new places? How can I speak up? What is 999?	How can I be responsible? What can happen when rules are broken? What do the police do? Why have different rules in different places? <u>Families</u> *Who is in my family? *How are other families similar and different to mine?	How can I be an empathy expert? How can I share my feelings? What do feelings feel like? What makes me special? *How to plan and prepare a range of healthy meals? *What can happen if we don't brush our teeth regularly?	Why are safe hands important? What is bullying? How can I be an ally? How can I make friends? Why is name calling unkind? What if my friends are making me feel sad? *I know which parts of my body are private	I know that change happens. I can ask questions about the next year group. I can overcome obstacles. This last section is to recap anything relevant for your class including; 999 Calls Oral Hygiene
RE	Unit of work	<u>Myself- who am I?</u> - What makes me special and unique? - Harvest- looking where food comes from in the UK.	<u>Diwali</u> - What is this festival and how is it celebrated? - Christmas. - Gifts and gift bringers.	<u>Lent and Easter</u> - Changes and new life. - God and creation. - The creation story	<u>New beginnings</u> - Try something new. - Making a promise and commitment.	<u>Hinduism</u> - Who and where? - Special festival. - Symbols and meanings.	<u>Consolidation</u>

Year 1
Long term Plan
2025-2026

Computing	Unit of work	<u>Introduction to Purple Mash</u> -To login to Purple Mash. -To know how to start, save and complete 2Dos. -To open a program from the Tools area. -To save work. -To find work in the Work area. <u>Creative Computing</u> -To use paint tools to draw a picture. -To create a jigsaw using a digital device and share it so that others can play. -To create a placing game in 2DIY. -To create images and use these to make a game.	<u>Data Explorers</u> -To think carefully about the steps of grouping items. -To group items using a computer. -To sort different items. -To understand that data is information that can be collected and used. -To understand that data can be shown using pictures. -To collect data and create a pictogram.	<u>Lego Builders</u> - Know how to keep information confidential on the computer. - Follow instructions to create an illustration. - Organise instructions to create a recipe. - Use direction keys to mover forwards, backwards, left and right.	<u>Maze Runners</u> - Know how to undo a wrong move. - Move a character back to the starting point.	<u>Coding</u> - Log out of Purple Mash and the computer when finished. - Arrange code blocks to create instructions. - Use object and action code bocks.	<u>Technology outside school</u> - Find and understand examples of where technology is used in the local community -Record examples of technology outside school.
-----------	--------------	---	---	---	---	---	---

Year 1
Long term Plan
2025-2026

Music	Unit of work	<u>In the olden days</u> - Pitch and singing songs. - Playing singing games. - Using instruments.	<u>Making Music</u> - Composer focus (Mozart). - Basic musical concepts/vocabulary.	<u>Toys</u> - Music to represent an idea. - Exploring musical contrasts. - Movement to inspire music.	<u>Down on the farm</u> - Rhythm and phrasing. - Traditional songs/rhymes.	<u>Train Ride</u> - Dynamics and tempo. - Movement to music and instrumental games.	<u>At the Seaside</u> - Timbre. - Rhythm patterns. - Listening to longer pieces of music.
Games	Sport	<u>Fitness</u> -Improve speed, agility and stamina Develop the jumping technique safely and while moving at speed. -Improve and develop coordination, control and balance, and negotiate space. -Take turns in teams.	<u>Dance</u> -Respond imaginatively to a range of stimuli. -Move confidently and safely in your own and general space, using changes of speed, level and direction. -Perform movement phrases using a range of different body actions and body	<u>Gymnastics</u> -Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. -Develop fundamental movement skills, becoming increasingly confident and competent, moving safely	<u>Dodgeball</u> -Show control of a ball with basic actions. -Develop and practise ball handling skills. Move the ball in different ways, Practising throwing using overarm and underarm techniques.	<u>Athletics</u> -Show good teamwork and sportsmanship when taking part in competitive throwing. -Develop the overarm throw technique, throwing accurately towards a target.	<u>Cricket</u> -Move fluently, changing direction and speed. -Show basic control of the ball, including when striking a ball. -Successfully receive (catch/stop) a ball, understanding

Year 1
Long term Plan
2025-2026

		-Explore and practise a variety of different movements and fitness techniques.	parts - with control and accuracy. -Create linked movements, combining different ways of travelling, with beginnings, middles and ends.	using changes of speed, level, and direction. -Combine different ways of travelling exploring a range of movements and shapes. -Create linked movement phrases with beginning, middle and ends. Perform movement phrases using a range of different body actions and body parts. -Develop agility, balance, and coordination.	-Roll a ball with some accuracy. Recognise what is successful. -Develop fundamental movement skills, becoming increasing confident.	-Practise the underarm throw technique, aiming towards a target showing increased control. -Show a basic level of control, coordination and consistency when running. -Explore and practise a variety of movements including running, jumping, and throwing techniques. -Experiment with different jumping.	the concept of moving to get in line with the ball to receive it.

Year 1
Long term Plan
2025-2026

Visit/ Visitor	Location	The Creepy Crawly Roadshow- Links to animals in Science.	Walk around Blackburn- Links to Humanities.	Blackpool zoo- Links to Science and Humanities.
-------------------	----------	--	---	---