



Year One Long Term Plan 2025-2026

<u>Subject</u>	<u>Autumn 1 Childhood</u>	<u>Autumn 2 Childhood</u>	<u>Spring 1 Bright lights, Big City</u>	<u>Spring 2 Bright lights, Big city</u>	<u>Summer 1 School Days</u>	<u>Summer 2 School Days</u>
<u>Science</u>	<u>Everyday Materials</u> Identify a range of everyday materials and their sources.	<u>Human senses</u> This project teaches children that humans are a type of animal, known as a mammal. They name body parts and recognise common structures between humans and other animals. They learn about the senses, the body parts associated with each sense and their role in keeping us safe.	* Working scientifically <u>Investigation based (Links to the seasonal changes unit)</u>		<u>Plant Parts</u> This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and observe how they change over time.	<u>Animal parts</u> This project teaches children about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe their common structures, diets, and how animals should be cared for.
<u>Seasonal Changes*</u> This project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night						

	and recognise that the seasons have varying day lengths in the UK. Season changes taught as they arise throughout the year.		
<u>History</u>	This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.	This project looks at the significant event of the Great fire of London. It teaches children about the term 'monarch' and their life and work as a significant monarch.	Children compare schooling in the Victorian era to their experiences today.
<u>Geography</u>	<u>All Around Me</u> Thinking about their immediate surroundings linked to local walks and EYFS learning, children draw maps of their classroom and local area.	<u>London– what makes a city?</u> Recap the UK work to include capital cities. What makes it a city? Compare London to home and notice the similar and different physical and human features of cities and towns/villages. Field trip/local walk to Knowl Hill to observe Norden, Rochdale and Manchester.	<u>UK and Weather patterns</u> Children learn about the different countries in the United Kingdom as well as some places in Europe and compare the weather patterns there (to include the seasons). Continuous local weather monitoring and comparing throughout the year.
<u>Art & Design</u>	Mix it This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.	Funny faces This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.	Rain and Sunrays This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.
<u>D & T</u>	<u>Shelters</u> This project teaches children about the	<u>Taxi!</u> This project teaches children about	<u>Chop, slice and mash</u> This project teaches children about

	purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product. As part of the Fabulous faces topic, children will also be taught about simple stitching		wheels, axles and chassis and how they work together to make a vehicle move.		sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.	
<u>Computing</u>	Computing systems- Tech all around us	Creating media-digital painting	Programming A- Moving a robot	Data and information-grouping data	Creating media-digital writing	Programming B- Introduction to animation
<u>HRE /PSHE</u>	Rules and expectations Relationships	Health and wellbeing	Relationships	Health and wellbeing	Living in a wider world.	Relationships
<u>R.E.</u>	Autumn Key Q: Who is Christian and what do they believe?		Spring Key Q: What makes some places sacred?		Spring Key Q: What does it mean to belong to a faith community?	
<u>Music Charanga</u>	Introducing beat	Adding rhythm and pitch	Introducing tempo and dynamics	Combining pulse, rhythm and pitch	Having fun with improvisation	Explore sound and create a story
<u>P.E. Striver</u>	Dance 1 Games 1	Gymnastics 1 Games 2	Games 3 Dance 2	Dance 3 Games 5	Games 6 Dance 3	Athletics Gymnastics 3