

Lionel Walden Primary School: Long Term Plan – Year 1 – 2025/26

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills and learning behaviours	Values and Learning Behaviours	Ready, Respectful and Safe	Kindness	Dream Big	Staying Positive	Managing Change	Healthy Lifestyles
	Wider Experience	Harvest Food Bank Appeal National Poetry Day	Church Carol Concert Remembrance Day Anti-Bullying Week	Internet Safety Week RE Day	World Book Day Science Week Shakespeare Week	International Week	Healthy Week Summer Camp Class Trips
	PSHE/RSE	Myself & My Relationships Beginning Belonging	Myself & My Relationships My Emotions	Citizenship Working Together Healthy & Safer Lifestyles Healthy Lifestyles (during healthy week)	Citizenship Diversity and Communities	Healthy & Safer Lifestyles Digital Lifestyles	Healthy & Safer Lifestyles Personal Safety and RSE
Languages	English Key Texts	The Train Ride The House that Once Was	Firework Night The Christmas Story/Nativity	The Queens Hat The Bear and the Piano	Little Red Riding Hood Our Trip to the Woods	On Safari	Seasons
	Writing Outcomes	Sentence Structure – Using capital letters, full stops, finger spaces and ensure each sentence makes sense. Writing to entertain story	Writing to entertain - poem	Writing to entertain - narrative	Writing to entertain Story and poem	Writing to inform – travel journal Writing to entertain - narrative	Writing to entertain - narrative Writing to inform – travel journal
STEM	Maths	Numbers to 10 Part-whole models within 10 Addition within10	Subtraction within 10 2D and 3D shapes	Numbers to 20 Addition and subtraction within 20	Numbers to 50 Introducing length and height Introducing weight and volume	Multiplication and division Halves and quarters Position and direction	Numbers to 100 Money Time
	Science	Everyday Materials (Chemistry/Physics) – What are the things I use made from? Distinguish between and object and the material from which it is made. Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials based on their simple properties		Animals including humans (Biology) – What does it mean to be an animal? Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		Plants (Biology) – Why are plants important? Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants. Identify and name the roots, trunk, branches and leaves of trees. Seasonal Changes – What is like in Winter, Spring, Summer and Autumn? Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	
	DT	<u>Our Fabric Faces</u> -Enjoy experimenting with a range of textiles (yarn: lace, felt, corduroy, denim, satin, silk, cotton, fur, velvet, velour, ribbon and wool) -Explore everyday materials -Have the freedom to discover and choose ways to create images and objects using a variety of materials -Recognise a variety of materials -Use a range of tools and equipment	Christmas card Designing, Making and Evaluating	<u>Sensational Salads</u> -Taste test salads -Prepare a salad -Use tools carefully (knives, scissors) -Look, taste and describe vegetables		<u>Fabric Bunting</u> -Evaluate bunting -Design a bunting -Use a paper plate to help cut out a fabric shape -Use a running stitch to join fabric -Select suitable fabric -Join fabrics	
Humanities	Online Safety	I can explain rules to keep myself safe when using technology both in and beyond the home. can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. I can explain why it is important to be considerate and kind to people online and to respect their choices. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	I can describe how to behave online in ways that do not upset others and can give examples.	I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	I can give simple examples of how to find information using digital technologies, e.g., search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g., 'I designed it' or 'I filmed it'). I understand that work created by others does not belong to me even if I save a copy.	I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
	Geography	Weather and Seasons Identifying seasonal and daily weather patterns in the United Kingdom.		United Kingdom Children will learn to: <ul style="list-style-type: none">Locate the UK on a mapLocate the four countries of the UKIdentify capitals and seas surrounding the UKExplain the differences between human and physical features Describe the human and physical features of one of the UK's capital cities		Local area study Children will: <ul style="list-style-type: none">Spot the difference between rural and urban areas and know what type of settlement I live inExplore and record features of the school groundsExplore and record features of our local areaRecount the journey through my local areaRecognise some symbols on a mapCreate a map of my local area	
	History		The Gunpowder Plot and Guy Fawkes Events beyond living memory that are significant nationally or globally The children will: <ul style="list-style-type: none">Understand the Role of the MonarchyRecognise the Importance of Solving Problems PeacefullyIdentify Key Events of the Gunpowder PlotLink Historical Events to Modern CelebrationsIntroduce the Concept of Democracy	Old and New Transport I can find out the different ways in which travel and transport has changed from past to present.		Nursing Now and In the Past To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Mary Seacole and Florence Nightingale	
	RE	People around the world	What happens at Christmas?	Celebrations of light Looking at Christmas Hannukah and Diwali.	Special Places What makes places special for Christian and Jewish People	Special Books for Christian and Jewish People	Islam Special Place, Holy Book

					Easter Story - Christianity		
					Passover – Jewish celebration of “Easter		
		<p>By the end of Year 1 children should be able to learn about religion and belief by:</p> <ul style="list-style-type: none">• Beginning to name the different beliefs and practices of Christianity and at least one other religion.• Responding and ordering some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.• Showing how different people celebrate aspects of religion.• Familiarising themselves with key words and vocabulary related to Christianity and may be at least one other religion. <p>and to learn from religion and belief by:</p> <ul style="list-style-type: none">• Beginning to talk about and find meanings behind different beliefs and practices.• Beginning to suggest meanings of some religious and moral stories.• Either asking or responding to questions about what individuals and faith communities do.• Expressing their own ideas creatively.					
Creative Arts	Art & Design	Keith Haring “Me, Myself and I” -Drawing and painting		Antony Gormley “Structures” -Clay		Andy Goldsworthy “Nature” -Natural resources	
	Music	Sing Up: Menu Song Develop skills of pitch matching and singing and clapping to the rhythm of the melody.	Charanga A: Hey you! Using their voice, singing notes of different pitches. Say words in rhythm	Sing Up: Football Begin to compose and rehearse songs Recognise patterns with notes	Sing Up: Sea Interludes Listen actively by responding to musical signals and themes using movement.	Sing Up: Cat and Mouse Create rhythm patterns using simple notations. Sing and chant songs and rhythms expressively. Notice how a change of pitch is used to create an effect.	Sing Up: Come Dance With Me Listen and copy call and response patterns on voices and instruments.
Sports	PE & Games	Rugby Tots (Au1) Tuesday To use catching, throwing and kicking skills and apply these skills to games.	Tuesday – Gymnastics Body Parts Using body parts to move in different ways and use equipment in different ways.	Dance – Complete PE - The Zoo To link a sequence of moves to create a final piece.	Complete PE – Learning through play To play fairly and encourage others	Preparing for Sports day	Complete PE - Attack vs Defending To move into a space and change direction To listen to others ideas and travel with confidence.
		Friday – Complete PE - Ball skills – Feet 1 To practice kicking and controlling a ball with both feet.	Friday - Hands To throw (pass) a ball with increased control. To move into a space avoiding the defenders.	Dance - Heroes To move their bodies with big actions and move in different ways.	Complete PE – Team Building To work together and play by the rules.		