

Year 1 Long Term Plan- Two Year rolling Programme

Year A		
Term	Topic	Line of Enquiry
Autumn 1	All About Me	<i>Who am I and what makes me unique?</i>
Autumn 2	Great Fire of London / People Who Help Us	<i>How do people help us and how did events like the Great Fire of London change life in the past?</i>
Spring 1	Winter Season	<i>How does the world change in winter and how do we experience it?</i>
Spring 2	Africa	<i>What is life like in Africa and how is it similar or different to where we live?</i>
Summer 1	Amazing Gardens and Minibeasts	<i>What can we discover in gardens and how do plants and minibeasts live and grow?</i>
Summer 2	Dragons	<i>What are dragons and how can we use our imagination to create stories about them?</i>
Year B		
Term	Topic	Line of Enquiry
Autumn 1	Autumn Season / Farming in the Past	<i>How does life change during autumn and how was farming different in the past?</i>
Autumn 2	Once Upon a Time – Traditional Tales	<i>Why have traditional tales been told for so many years?</i>
Spring 1	Dinosaurs	<i>What can we learn about dinosaurs and the world they lived in?</i>
Spring 2	Spring Has Sprung	<i>How do plants and animals change during spring?</i>
Summer 1	Recycle, Reuse, Reduce	<i>How can we help to protect our world by reducing waste?</i>
Summer 2	The Ocean Blue – Under the Sea	<i>What lives beneath the ocean and why is it important to protect it?</i>

Year A

Religions & World View's				
Term	Theme	Religion / Worldview	Core Enquiry	PSHE Focus
Autumn 1	Nature of Humanity	Multi-faith: Christianity + Judaism + Paganism	Communities: What does it mean to belong?	Me & My Relationships
Autumn 2	Views on the Existence of God	Christianity	Jesus: Why is he so important to Christians? (Christmas)	Valuing Differences
Spring 1	Origins of the Universe	Multi-faith: Christianity + Judaism + Paganism	How do people understand how the world began?	Keeping Myself Safe
Spring 2	Global Issues	Multi-faith: Christianity + Judaism + Paganism	Caring: How do stories inspire actions?	Rights & Responsibilities
Summer 1	Nature of Humanity	Multi-faith: Christianity + Judaism	Places of Worship: What makes them sacred?	Being My Best
Summer 2	Journey of Life	Multi-faith: Christianity + Judaism	How do people celebrate growing and changing?	Growing & Changing
Science				

Term	Topic	Science Focus (Year 1 National Curriculum Objectives)	Working Scientifically	EYFS Links
Autumn 1	All About Me	Animals including Humans • Identify, name, draw and label the basic parts of the human body • Say which part of the body is associated with each sense • Sort living and non-living things	• Ask simple scientific questions: <i>Why do we use our ears to hear?</i> • Use simple equipment such as mirrors and hand lenses to observe features closely • Explain what they have found out about the senses	Understanding the World: body and senses PSED: healthy lifestyles Communication & Language: describing observations
Autumn 2	Great Fire of London / People Who Help Us	—	—	Understanding the World: people who help us, past events Communication & Language: questioning and discussion
Spring 1	Winter Season	Seasonal Changes • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies- Do in Forest School.	• Use simple data such as weather charts to answer questions • Observe changes over time • Ask questions such as: <i>Why are the trees bare in winter?</i>	Understanding the World: seasons and weather Maths: charts and comparisons
Spring 2	Africa	Animals including Humans • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals.	• Identify and classify animals • Ask questions such as: <i>Why do some animals eat meat and others not?</i> • Group animals according to criteria	Understanding the World: contrasting environments and animals Communication & Language: scientific vocabulary
Summer 1	Amazing Gardens and Minibeasts	Plants • Identify and name a variety of common wild and garden plants • Identify and describe the basic structure of flowering plants • Identify deciduous and evergreen trees	• Use hand lenses to observe plants and minibeasts closely • Group plants according to simple criteria • Explain what has happened during plant growth investigations	Understanding the World: growth and change in nature Expressive Arts & Design: observational drawing
Summer 2	Dragons	—	—	Expressive Arts & Design: imagination and storytelling Literacy: fantasy texts
History				
Term	Topic	History Focus (Year 1 National Curriculum Objectives)	Working Historically	EYFS Links
Autumn 1	All About Me	—	—	Understanding the World: body, family and community
Autumn 2	Great Fire of London / People Who Help Us	Events beyond living memory • Learn about the Great Fire of London • Compare firefighting in the past and present • Learn about significant people such as Samuel Pepys	• Use words such as <i>old, new, past, present, then and now</i> • Place events in chronological order • Ask and answer questions using pictures and stories	Understanding the World: people and communities, past events Communication & Language: questioning and discussion Literacy: sequencing stories
Spring 1	Winter Season	—	—	Understanding the World: seasonal change and the natural world
Spring 2	Africa	Significant Individuals • Learn about the life of Nelson Mandela • Understand why he is remembered today • Compare children’s lives in South Africa and the UK	• Use stories and photographs to learn about the past • Ask and answer questions about significant people • Use vocabulary such as <i>past, present, before</i> and <i>after</i>	Understanding the World: similarities and differences between environments and cultures PSED: kindness, fairness and respect Communication & Language: discussing important people
Summer 1	Amazing Gardens and Minibeasts	—	—	Understanding the World: growing and caring for living things
Summer 2	Dragons	Castles and Knights / Legends from the Past • Learn about castles and life long ago • Explore legends such as St George and the Dragon • Compare homes and lifestyles from the past and present	• Use historical vocabulary such as <i>long ago</i> and <i>before</i> • Ask questions about artefacts and pictures • Spot old and new features	Understanding the World: past and present Expressive Arts & Design: storytelling and role play
Geography				
Term	Topic	Geography Focus (Year 1 National Curriculum Objectives)	Working Geographically	EYFS Links
Autumn 1	All About Me	—	—	Understanding the World: family, home and community
Autumn 2	Great Fire of London / People Who Help Us	Geographical Skills and Fieldwork • Use simple maps to explore the local area • Identify key human features such as shops, roads and houses • Name and locate the four countries of the United Kingdom	• Use aerial photographs and simple maps • Use positional language such as <i>near, far, left</i> and <i>right</i> • Devise simple maps and symbols	Understanding the World: people, culture and communities Communication & Language: talking about familiar places
Spring 1	Winter Season	—	—	Understanding the World: seasons and weather
Spring 2	Africa	Place Knowledge / Locational Knowledge • Compare a small area of the UK with a contrasting non-European country • Locate Africa on a world map and globe • Identify hot places in relation to the Equator	• Use globes and atlases to identify continents • Use geographical vocabulary such as <i>hot, dry, village</i> and <i>river</i> • Compare similarities and differences between places	Understanding the World: similarities and differences between environments and cultures Communication & Language: new vocabulary and discussion

Summer 1	Amazing Gardens and Minibeasts	—	—	Understanding the World: outdoor exploration and nature
Summer 2	Dragons	Locational Knowledge / Human and Physical Geography • Learn about castles and their locations • Identify physical features such as hills, rivers and forests	• Use directional language and simple maps • Identify physical and human features in pictures and maps	Understanding the World: places and environments Expressive Arts & Design: imaginative play and storytelling
Art				
Term	Topic	Art Focus (Year 1 National Curriculum Objectives)	Being an Artist	EYFS Links
Autumn 1	All About Me	Drawing and Painting (Self-portraits and feelings) • Use drawing and painting to develop and share ideas and experiences about ourselves • Use pencils to create lines of different thickness • Show feelings through artwork	• Show emotions in drawings and portraits • Describe what they see in artwork • Ask questions about art	Expressive Arts & Design: self-portraits and mark making Communication & Language: talking about themselves
Autumn 2	Great Fire of London / People Who Help Us	—	—	Understanding the World: people, community and past events
Spring 1	Winter Season	Colour, Pattern and Printing (Winter landscapes and weather patterns) • Develop techniques using colour, pattern and texture inspired by winter scenes • Create repeating patterns in print • Name primary and secondary colours	• Explore colour mixing and pattern • Describe artwork using simple vocabulary	Expressive Arts & Design: colour and pattern exploration Understanding the World: seasonal change
Spring 2	Africa	—	—	Understanding the World: places and cultures
Summer 1	Amazing Gardens and Minibeasts	Sculpture and Mixed Media (Natural world sculpture inspired by Andy Goldsworthy) • Use a range of materials creatively to design natural sculptures and models • Cut, roll and coil materials to form shapes inspired by plants and minibeasts	• Create artwork using natural materials • Explore texture, shape and form • Describe their own work	Expressive Arts & Design: outdoor creativity and modelling Physical Development: fine motor skills
Summer 2	Dragons	—	—	Expressive Arts & Design: imaginative play and storytelling
Design & Technology				
Term	Topic	DT Focus (Year 1 National Curriculum Objectives)	Being a Designer	EYFS Links
Autumn 1	All About Me	—	—	Expressive Arts & Design: construction and small-world making
Autumn 2	Great Fire of London / People Who Help Us	Structures (Emergency shelters / fire engines / London buildings) • Design purposeful, functional structures based on design criteria • Generate and communicate ideas through talking, drawing and mock-ups • Explore how structures can be made stronger and more stable	• I explain to someone else how I want to make my product • I use my own ideas to make something • I choose appropriate resources and tools	Expressive Arts & Design: model making and construction Physical Development: fine motor skills
Spring 1	Winter Season	Mechanisms (Moving weather models – sliders and wheels) • Design and make products that include simple mechanisms • Explore how products move and work • Select tools and materials for a purpose	• I make a product which moves • I describe how something works • I make a simple plan before making	Expressive Arts & Design: exploratory making Understanding the World: seasonal change
Spring 2	Africa	—	—	Understanding the World: places, cultures and environments
Summer 1	Amazing Gardens and Minibeasts	Structures / Textiles (minibeast habitats and garden shelters) • Design and make functional products for a purpose • Select materials based on their properties • Build and improve structures	• I make my model stronger • I choose appropriate resources and tools • I use my own ideas to make something	Expressive Arts & Design: natural construction and modelling Physical Development: fine motor control
Summer 2	Dragons	—	—	Expressive Arts & Design: imaginative role play and storytelling
Computing				
Term	Topic	Computing Focus (Year 1 National Curriculum Objectives)	Being a Computer User	EYFS Links
Autumn 1	All About Me	Digital Literacy & Online Safety • Use technology safely and respectfully • Keep personal information private • Recognise simple online safety rules	• I use technology safely • I keep personal information private • I follow simple online safety rules	Understanding the World: technology around us (safe use of devices)
Autumn 2	Great Fire of London / People Who Help Us	—	—	—
Spring 1	Winter Season	Algorithms & Programming (Bee-Bots – KS1 introduction) • Understand what algorithms are • Create a series of instructions • Use programmable toys to follow routes • Use logical reasoning to predict movement	• I create a series of instructions • I plan a route for a Bee-Bot • I predict what will happen • I fix simple mistakes (debug)	Understanding the World: simple cause and effect toys Physical Development: control and directionality
Spring 2	Africa	—	—	—
Summer 1	Amazing Gardens and Minibeasts	Information Technology (Creating & handling digital content) • Use technology purposefully to create digital content • Store and retrieve digital work • Use a camera and simple recording tools	• I create digital content • I store and retrieve work • I use a camera safely	Expressive Arts & Design: digital images Understanding the World: recording nature
Summer 2	Dragons	—	—	—
Physical Education				

Term	Topic	PE Focus (Year 1 National Curriculum Objectives)	Being a Sports Person	EYFS Links
Autumn 1	Ball Games	Fundamental movement skills (throwing, catching, kicking) • Master basic movements including running, throwing and catching • Participate in simple team games • Begin to use simple tactics (space, direction)	• I throw underarm • I throw and catch with both hands • I throw and kick in different ways • I move and stop safely	Physical Development: ball skills, coordination, spatial awareness
Autumn 2	Dance	Dance (simple movement patterns) • Perform dances using simple movement patterns • Move safely in space • Copy and perform actions to music	• I move to music • I copy dance moves • I perform my own dance moves • I move safely in a space	Expressive Arts & Design: movement to music Physical Development: coordination and control
Spring 1	Gymnastics	Gymnastics (balance, travel, control) • Develop balance, agility and coordination • Perform basic gym shapes and movements • Link movements into simple sequences	• I make my body curled, tense, stretched and relaxed • I control my body when balancing and travelling • I roll, curl, travel and balance in different ways	Physical Development: climbing, balancing, spatial awareness
Spring 2	Ball Games	Team games (attacking/defending basics) • Participate in team games • Apply throwing, catching and kicking skills • Begin simple attacking and defending tactics	• I throw underarm • I hit a ball with a bat • I move and stop safely • I throw and kick in different ways	Physical Development: coordination and teamwork
Summer 1	Mini Olympics	Athletics (running, jumping, throwing) • Master basic movements including running, jumping and throwing • Compete in simple events • Improve performance through practice	• I move with control and care • I repeat actions and skills • I use equipment safely	Physical Development: gross motor development, outdoor play
Summer 2	Ball Games	Applied games skills & team play • Participate in team games • Use skills in different contexts • Develop simple tactics in gameplay	• I throw and catch with control • I hit and kick a ball • I move safely in a game	Physical Development: teamwork and coordination

Year B

Religions & World View’s				
Term	Theme	Religion / Worldview	Core Enquiry	PSHE Focus
Autumn 1	Nature of Humanity	Christianity	Special People – What makes people special?	Me & My Relationships
Autumn 2	Nature of Humanity	Multi-faith: Christianity + Judaism + Paganism + Hinduism	Celebrations – How do people celebrate?	Valuing Differences
Spring 1	Origins of the Universe	Paganism + Hinduism	How do people connect with nature and the seasons?	Keeping Myself Safe
Spring 2	Journey of Life	Christianity	Easter: What does Easter teach Christians about how people should treat each other?	Rights & Responsibilities
Summer 1	Global Issues	Multi-faith: Christianity + Judaism + Paganism	How can people help make the world a better place?	Being My Best
Summer 2	Journey of Life	Judaism	Shabbat: How do religious beliefs shape how people live and belong?	Growing & Changing
Science				
Term	Topic	Science Focus (Year 1 National Curriculum Objectives)	Working Scientifically	EYFS Links
Autumn 1	Autumn Season / Farming in the Past	Seasonal Changes • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies	• Gather and record simple weather data • Ask questions such as: <i>Why do leaves change colour?</i> • Use observations to answer questions	Understanding the World: harvest, seasons and farming Maths: recording data
Autumn 2	Once Upon a Time – Traditional Tales	—	—	Literacy: storytelling and sequencing Expressive Arts & Design: role play and small world
Spring 1	Dinosaurs	—	—	Understanding the World: past and present life Communication & Language: describing similarities and differences
Spring 2	Spring Has Sprung	Plants • Identify and name a variety of common wild and garden plants • Identify and describe the basic structure of flowering plants, including trees	• Carry out simple tests linked to plant growth • Use measures to observe changes • Identify and classify plants and trees	Understanding the World: life cycles and growth Expressive Arts & Design: observational artwork

Summer 1	Recycle, Reuse, Reduce	Everyday Materials • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock • Describe the simple physical properties of everyday materials • Compare and group together a variety of everyday materials	• Carry out simple tests to find suitable materials • Group objects according to material • Explain findings from investigations such as waterproof materials	Understanding the World: caring for the environment Maths: sorting and grouping
Summer 2	The Ocean Blue – Under the Sea	—		Understanding the World: oceans and sea life Expressive Arts & Design: ocean themed art and exploration
History				
Term	Topic	History Focus (Year 1 National Curriculum Objectives)	Working Historically	EYFS Links
Autumn 1	Autumn Season / Farming in the Past	Changes within living memory • Compare farming in the past and present • Explore old and new farming equipment and homes	• Ask and answer questions about artefacts • Use words such as <i>old</i> and <i>new</i> • Compare photographs from different times	Understanding the World: occupations and communities Communication & Language: discussing similarities and differences
Autumn 2	Once Upon a Time – Traditional Tales	—	—	Literacy: traditional stories and storytelling Expressive Arts & Design: role play
Spring 1	Dinosaurs	Events beyond living memory • Learn that dinosaurs lived a very long time ago • Compare prehistoric life with today	• Use words such as <i>a long time ago</i> • Sequence simple events • Use stories and pictures to learn about the past	Understanding the World: past and present Communication & Language: questioning and discussion
Spring 2	Spring Has Sprung	—	—	Understanding the World: changes in the natural world
Summer 1	Recycle, Reuse, Reduce	—	—	Understanding the World: caring for the environment PSED: responsibility
Summer 2	The Ocean Blue – Under the Sea	Significant Individuals and Explorers • Learn about significant explorers such as Christopher Columbus • Explore how people travelled across oceans in the past • Understand why explorers are remembered today and how their journeys changed the world	• Use stories and sources to answer questions • Know about famous people from the past • Use vocabulary such as <i>before, after, past</i> and <i>present</i>	Understanding the World: the wider world and oceans Communication & Language: asking questions and explaining ideas
Geography				
Term	Topic	Geography Focus (Year 1 National Curriculum Objectives)	Working Geographically	EYFS Links
Autumn 1	Autumn Season / Farming in the Past	Human and Physical Geography • Identify seasonal and daily weather patterns in the UK • Identify human features such as farms and villages • Observe how weather changes throughout the year	• Keep a weather chart and answer questions about the weather • Use geographical vocabulary such as <i>farm, field</i> and <i>village</i>	Understanding the World: occupations, communities and seasons
Autumn 2	Once Upon a Time – Traditional Tales	—	—	Literacy: storytelling and role play
Spring 1	Dinosaurs	—	—	Understanding the World: environments and habitats
Spring 2	Spring Has Sprung	Locational Knowledge • Identify hot and cold areas of the world • Locate the Equator and North and South Poles on a globe • Know suitable clothing for different climates	• Use globes and maps to locate hot and cold places • Use vocabulary such as <i>desert, forest</i> and <i>mountain</i>	Understanding the World: changes in the natural world and environments
Summer 1	Recycle, Reuse, Reduce	—	—	Understanding the World: caring for the environment PSED: responsibility and community
Summer 2	The Ocean Blue – Under the Sea	Locational Knowledge / Human and Physical Geography • Name and locate the five oceans • Identify physical features including sea, coast, beach and ocean • Know some features of an island	• Use maps and globes to locate oceans and continents • Use compass directions and geographical vocabulary linked to coasts and oceans	Understanding the World: oceans and the wider world Communication & Language: describing environments
Art				
Term	Topic	Art Focus (Year 1 National Curriculum Objectives)	Being an Artist	EYFS Links
Autumn 1	Autumn Season / Farming in the Past	—	—	Expressive Arts & Design: observational drawing and natural materials
Autumn 2	Once Upon a Time – Traditional Tales	Drawing and Printing (Story illustrations inspired by Henri Rousseau) • Use drawing to develop and share ideas through traditional tales • Explore line, pattern and texture in story-based artwork • Create repeating patterns in print inspired by narratives	• Use line and pattern in storytelling art • Ask questions about artwork • Create prints inspired by stories	Expressive Arts & Design: storytelling through art Literacy: traditional tales
Spring 1	Dinosaurs	—	—	Expressive Arts & Design: imaginative drawing and model making

Spring 2	Spring Has Sprung	Painting and Colour (Nature-inspired painting inspired by Georgia O’Keeffe) • Develop painting techniques using colour, shape and form inspired by plants and flowers • Explore moods in artwork using colour	• Name primary and secondary colours • Create moods using colour • Describe artwork	Expressive Arts & Design: observational painting Understanding the World: nature and growth
Summer 1	Recycle, Reuse, Reduce	—	—	Expressive Arts & Design: junk modelling and construction Understanding the World: environment
Summer 2	The Ocean Blue – Under the Sea	Sculpture, Collage and Digital Art (Ocean-themed artwork inspired by Hokusai) • Use a range of materials creatively to represent the sea and ocean environments • Use IT to create pictures of underwater scenes • Explore sculpture and collage techniques	• Create collage and sculpture using recycled materials • Cut, roll and coil materials • Give opinions about artwork	Expressive Arts & Design: collage and mixed media Technology: digital art creation
Design & Technology				
Term	Topic	DT Focus (Year 1 National Curriculum Objectives)	Being a Designer	EYFS Links
Autumn 1	Autumn Season / Farming in the Past	—	—	Expressive Arts & Design: natural materials and exploration
Autumn 2	Once Upon a Time – Traditional Tales	Structures (Fairytale homes, bridges, castles) • Design purposeful structures based on story themes • Build and evaluate models against design criteria • Explore how structures can be made stronger and more stable	• I explain how I want to make my product • I use my own ideas to make something • I make my model stronger	Expressive Arts & Design: storytelling through construction Literacy: traditional tales
Spring 1	Dinosaurs	Mechanisms / Structures (Moving dinosaur models or habitats) • Design and make products with simple mechanisms • Explore movement (wheels, sliders, levers) • Select tools and materials for a purpose	• I make a product which moves • I describe how something works • I choose appropriate resources and tools	Expressive Arts & Design: imaginative construction Understanding the World: past and present life
Spring 2	Spring Has Sprung	—	—	Understanding the World: seasonal change and growth
Summer 1	Recycle, Reuse, Reduce	Structures & Materials (Eco models using recycled materials) • Design and build products using a range of materials • Evaluate ideas against simple design criteria • Make structures stronger and more stable	• I make my model stronger • I use my own ideas to make something • I choose appropriate resources and tools	Understanding the World: environmental awareness Expressive Arts & Design: junk modelling
Summer 2	The Ocean Blue – Under the Sea	—	—	Expressive Arts & Design: imaginative construction and collage
Computing				
Term	Topic	Computing Focus (Year 1 National Curriculum Objectives)	Being a Computer User	EYFS Links
Autumn 1	Autumn Season / Farming in the Past	—	—	—
Autumn 2	Once Upon a Time – Traditional Tales	Digital Literacy & Online Safety • Use technology safely and respectfully • Keep personal information private • Recognise unsafe content and ask for help	• I use technology safely • I keep personal information private • I know when to ask an adult for help	—
Spring 1	Dinosaurs	Algorithms & Programming (Bee-Bots – KS1 application) • Create and debug simple programs • Use logical reasoning to predict outcomes • Program Bee-Bots to follow routes and solve problems	• I write instructions for a Bee-Bot • I predict what will happen • I fix errors in my program	Understanding the World: direction, maps, cause and effect
Spring 2	Spring Has Sprung	—	—	—
Summer 1	Recycle, Reuse, Reduce	Information Technology (Digital skills & online use) • Use technology to organise, store and retrieve digital content • Use a website for learning • Recognise uses of IT beyond school	• I use a website • I store and retrieve digital work • I recognise technology in everyday life	Understanding the World: technology in the environment
Summer 2	The Ocean Blue – Under the Sea	—	—	—
Physical Education				
Term	Topic	PE Focus (Year 1 National Curriculum Objectives)	Being a Sports Person	EYFS Links
Autumn 1	Ball Games	Fundamental movement & ball control • Master basic movement skills • Develop control of ball skills • Participate in simple team games	• I throw underarm • I throw and catch with both hands • I move and stop safely	Physical Development: coordination and ball skills
Autumn 2	Dance	Dance (story and theme-based movement) • Perform dances using simple movement patterns • Copy, repeat and create movements • Move safely in space	• I move to music • I copy and repeat actions • I make up a short dance	Expressive Arts & Design: imaginative movement
Spring 1	Gymnastics	Gymnastics (sequences and control) • Develop balance, agility and coordination • Copy and create simple sequences • Improve control in movement	• I make my body curled, tense, stretched and relaxed • I control my body when balancing • I roll, travel and balance in different ways	Physical Development: core strength and coordination
Spring 2	Ball Games	Team games (attacking/defending skills) • Participate in team games • Use throwing, catching and kicking in games • Develop simple tactics	• I throw underarm • I hit a ball with a bat • I throw and kick in different ways	Physical Development: teamwork and spatial awareness
Summer 1	Mini Olympics	Athletics (speed, distance, performance) • Master running, jumping and throwing skills • Compete and improve performance • Apply skills in events	• I move with control and care • I repeat actions and skills • I use equipment safely	Physical Development: gross motor skills and stamina
Summer 2	Ball Games	Games application & competition • Apply skills in team games • Develop control, coordination and tactics • Work cooperatively in games	• I throw and catch with control • I hit and kick a ball • I move safely in games	Physical Development: teamwork and coordination

