

Year One Long Term Plan 2026 – 2027

Autumn Term		Spring Term		Summer Term	
Autumn One: Amazing Me Autumn Two: Fabulous Feltham		Spring One: Toy Box Spring Two: Once Upon a Time		Summer One: Explorers Summer Two: Far East	
English (Writing)	<u>Autumn One</u> Stimulus Text: The Snail and the Whale Themes: Adventure/friendship Writing Outcomes: • Write from real experience- Postcard about holiday • Description of snail character • Diary entry • Setting description • Letter from snail • Recount • News Report Alan Peat Sentence types: • 5W Sentences <u>Autumn Two</u> Stimulus Text: The Kiss that missed Theme: Fairy Tale Writing Outcomes: • Story map - oral retelling a story • Setting description • Write their own version of a kiss that missed - narrative Alan Peat Sentence types: • Orally speak AP sentences	<u>Spring One</u> Stimulus Text: The Lonely Beast Themes: Adventure/Belonging Writing Outcomes: • Character description • Invitation • Letter • Narrative retelling Alan Peat Sentence types: • All w sentences • List sentences <u>Spring Two</u> Stimulus Text: The Deep Dark Woods/ What the Ladybird Heard Themes: Mixed up Fairy tale/Rhyming Verse Writing Outcomes: • Write sentences to describe a setting • Character description • Sequence a story • Instructions • Speech bubbles Alan Peat Sentence types: • 5 w sentences • List Sentences	<u>Summer One</u> Stimulus Text: Out and About Themes: Poetry / Familiar settings Writing Outcomes: • Sentences with adjectives, interesting verbs and for some adverbs • Paragraph about what they like about being outdoors • Write a variety of poems • Free verse • Acrostic poem • Simile poem • Rhyming poems • Poetry performance Alan Peat Sentence types: • 5 w sentences • List sentences <u>Summer Two</u> Stimulus Text: The Storm Whale Themes: Adventure- another culture/family Writing Outcomes: • 1st person narrative • Retell part of the story • Postcard • Information booklet on Whales • Recount • List • Explanation sentences Alan Peat Sentence types: • 2 ad sentences (two adjectives) • BOBS (but, or, because, so) • List sentences • W sentences (what)		
	English (Reading)	<u>Autumn One</u> Week 3: Strategy 1-Making Connection Week 4: Strategy 2-Predication Week 5: Strategy 3-Visualisation Week 6: Strategy 4-Identify important words and phrases Week 7: Strategy 5-Notice a breakdown <u>Autumn Two</u> Week 1: Strategy 6- Repair the breakdown	<u>Spring One</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Strategy 6- Repair the breakdown Week 4: Strategy 7-Inference Week 5: Strategy 8: Put it all together <u>Spring Two</u> Week 1: Strategy 1-Making Connection	<u>Summer One</u> Week 1: Strategy 5-Notice a breakdown Week 2: Strategy 6- Repair the breakdown Week 3: Strategy 7-Inference Week 4: Strategy 8: Put it all together Week 5: Strategy 1-Making Connection Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation	

Year One Long Term Plan 2026 – 2027

	Week 2: Strategy 7-Inference Week 3: Strategy 8: Put it all together Week 4: Strategy 1-Making Connection Week 5: Assessment Week Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation	Week 2: Assessment Week Week 3: Strategy 2-Predication Week 4: Strategy 3-Visualisation Week 5: Strategy 4-Identify important words and phrases	<u>Summer Two</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Assessment Week Week 4: Strategy 6- Repair the breakdown Week 5: Strategy 7-Inference Week 6: Strategy 8: Put it all together Week 7: Transition Week
Handwriting	<u>Autumn One</u> Week 2: Introducing letter families: Set 1 c, o, a, d, g, f, s, q, e Week 3: Practising letter families: Set 1 co, ad, gs, qe Week 4: Introducing letter families: Set 2 i, l, t, j, u, y Week 5: Practising letter families: Set 2 it, tl, uy, jy Week 6: Introducing letter families: Set 3 b, h, k, m, n, p, r Week 7: Practising letter families: Set 3 nk, rp, nm, bh <u>Autumn Two</u> Week 1: Introducing letter families: Set 4 v, w, x, z Week 2: Practising letter families: Set 4 vw, xw, xz, zz Week 3: Practising capital letters E, F, H, I, T, L Week 4: Practising capital letters A, K, M, N, V, W, X, Y, Z Week 5: Assessment Week Week 6-7: Practising capital letters B, D, C, G, O, Q, S, P, R, U, J	<u>Spring One</u> Week 1: Practising numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Week 2: Introducing break letters age, ape, aze Week 3: Practising consistent size and height of small letters un, um, ur Week 4: Diagonal join to Set 1 letters ed, eg, ac Week 5-6: Diagonal join to Set 1 and 2 letters id, iu, ig, iy <u>Spring Two</u> Week 1: Diagonal join to Set 3 letters ar, an, am, ap Week 2: Assessment Week Week 3: Diagonal join to Set 4 letters aw, ew, ex, ux Week 4: Diagonal join to the top of Set 1 letters if, ef, ief Week 5: Diagonal join to the top of Set 2 letters il, ai, ail	<u>Summer One</u> Week 1: Diagonal join to the top of Set 3 letters ck, ch, tch Week 2-3: To form and join from the letter w wa, wo, fo, fa Week 4: Practising the horizontal join oon, oom Week 5: Horizontal join to Set 3 letters or, ore, orn Week 6: Practising the fourth join to Set 1 letters of, ff Week 7: Practising the fourth join to Set 2 letters wl, vl, rl <u>Summer Two</u> Week 1-2: Practising break letters b, p, z, j, g, q, y Week 3: Assessment Week Week 4-5: Revising the four handwriting joins ai, al, ow, ol Week 6: Consolidation Week 7: Transition Week
Mathematics	<u>Autumn One</u> Weeks 1-4: Unit 1-Numbers to 10 Weeks 5-6: Unit 2-Addition and subtraction within 10 Weeks 7-8: Unit 3-Shape and patterns <u>Autumn Two</u> Weeks 1-2: Unit 4-Numbers to 20 Weeks 3-5: Unit 5-Addition and subtraction within 20 Weeks 6-7: Consolidation	<u>Spring One</u> Weeks 1-2: Unit 6- Time Week 3: Unit 7- Exploring calculation strategies within 20 Weeks 4-5: Unit 8-Numbers to 50 <u>Spring Two</u> Weeks 1-2: Unit 9- Addition and subtraction within 20 (comparison) Week 3: Unit 10: Fractions Weeks 4-5: Unit 11: Measures (1): Length and mass	<u>Summer One</u> Weeks 1-2: Unit 12-Numbers 50 to 100 and beyond Weeks 3-4: Unit 13- Addition and subtraction (applying strategies) Weeks 5-6: Unit 14-Money Week 7: Consolidation <u>Summer Two</u> Weeks 1-2: Unit 15: Multiplication and division Week 3: Assessment Week Week 4: Unit 15: Multiplication and division Weeks 5-6: Unit 16: Measures (2): Capacity and volume Week 7: Transition Week
Science	<u>Autumn One</u> Animals, including humans 1 All about me <i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i>	<u>Spring One</u> Everyday Materials 1 Exploring Everyday Materials <i>Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</i>	<u>Summer One</u> Plants <i>Identify and name a variety of common and wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees</i>

Year One Long Term Plan 2026 – 2027

	<u>Autumn Two</u> Seasonal changes <i>Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies</i>	<u>Spring Two</u> Animals, including humans 2 All about animals <i>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</i> <i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</i>	<u>Summer Two</u> Everyday Materials 2 Building Unit <i>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</i>
Physical Education	<u>Autumn One</u> Sending and Receiving Fundamentals <u>Autumn Two</u> Dance Gymnastics	<u>Spring One</u> Team Building Ball Skills <u>Spring Two</u> Target Games Invasion Games	<u>Summer One</u> Athletics Net and Wall Games <u>Summer Two</u> Striking and Fielding Games Net and Wall Games
History	<u>Autumn One</u> How am I making history? <i>Investigating the past within living memory by exploring personal chronology and using photographs to ask and answer questions about the past. Pupils create simple timelines and begin to understand how their own lives fit into a sequence of events.</i>	<u>Spring One</u> How have toys changed? <i>Investigating toys from the past by sequencing artefacts, asking historical questions and examining how teddy bears have changed over time. Pupils use evidence from historical sources, explore continuity and change and consider how toys might develop in the future.</i>	<u>Summer One</u> How have explorers changed the world? <i>Discovering how explorers have changed the world by learning about significant people and events beyond living memory. Pupils create timelines, investigate journeys of exploration and compare exploration in the past with exploration today.</i>
Geography	<u>Autumn Two</u> What is it like here? <i>Developing mapping skills by locating familiar features on aerial photographs and creating simple maps. Pupils use maps to follow routes around the school grounds and carry out an enquiry to identify ways to improve their playground.</i>	<u>Spring Two</u> What is the weather like in the UK? <i>Learning about the countries and cities of the UK and how the weather changes across the seasons. Pupils investigate weather patterns, consider how weather affects daily life and use weather maps to identify hot and cold places across the UK.</i>	<u>Summer Two</u> What is it like to live in Shanghai? <i>Investigating the wider world by locating continents, oceans and countries beyond the UK, with a focus on China. Pupils compare the physical and human features of Shanghai with those of their local area and use fieldwork to collect data and create a simple map.</i>
Art and Design	<u>Autumn One</u> Drawing: Exploring line and shape <i>Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists.</i>	<u>Spring One</u> Sculpture and 3D: Paper play <i>Making paper-based 3D art forms using techniques such as rolling, folding and scrunching paper.</i>	<u>Summer Two</u> Painting and mixed-media: Learning about paint and brush control <i>Exploring paint, brushstrokes and keeping colours bright and clean, inspired by the work of Alma Thomas.</i>
Design and Technology	<u>Autumn Two</u> Structures: Stable structures <i>Investigating stable shapes and using an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures.</i>	<u>Spring Two</u> Textiles: Simple stitches <i>Developing textile skills to design and create hand puppets based on characters from a well-known fairytale.</i>	<u>Summer One</u> Mechanisms: Wheels and axles <i>Developing an understanding of how wheels, axles and axle holders work while practising cutting straight and curved shapes with scissors.</i>

Year One Long Term Plan 2026 – 2027

Music	<u>Autumn One</u> My favourite things: Keeping the pulse <i>Learning how to keep a steady pulse, pupils take part in music and movement activities inspired by their favourite things. They move to the beat of the music while expressing and responding to objects and experiences that are meaningful to them.</i> <u>Autumn Two</u> Snail and mouse: Tempo <i>Using voices, bodies and instruments to listen and respond to different pieces of music, pupils learn and perform a rhyme and song with a focus on tempo. Through the adventures of the snail and mouse, they explore how tempo can help shape a musical story.</i>	<u>Spring One</u> Seaside: Dynamics <i>Exploring the connection between sound and the environment, pupils work together to create a seaside soundscape using percussion instruments, vocal sounds and body percussion. They vary dynamics to create contrasts between loud and soft sounds.</i> <u>Spring Two</u> Fairytale: Sound patterns <i>Examining a range of fairytales, pupils identify key moments in each story. They clap and read simple sound patterns linked to different characters, then use these patterns to retell the stories through sound and movement.</i>	<u>Summer One</u> Superheroes: Pitch <i>Exploring pitch by identifying high and low notes and listening to contrasting musical sounds. Pupils experiment with combining different pitches to compose a simple superhero melody that reflects the character's personality and actions.</i> <u>Summer Two</u> Under the sea: Musical symbols <i>Exploring the depths of the sea through music, movement, musical symbols and tuned percussion instruments. Pupils interpret musical symbols, translate visual cues into sound and use tuned percussion to represent the underwater world.</i>
Religion and World Views	<u>Autumn One</u> How did the world begin? <i>Exploring a range of creation stories and scientific ideas about how the world began in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like.</i> <u>Autumn Two</u> What do some people believe God looks like? <i>Examining different representations of God by exploring Islamic art, Hindu avatars and images from the Christmas story. Pupils consider how people express beliefs through words and images, create their own artwork and reflect on why representing ideas about God can be challenging.</i>	<u>Spring One</u> What is God's job? <i>Investigating different beliefs about God by exploring stories and sacred texts. Pupils examine the roles and actions attributed to God and consider what these beliefs mean to different people.</i> <u>Spring Two</u> Why should we care for the world? <i>Exploring creation stories, religious teachings and quotations about the relationship between humans and nature. Pupils investigate different viewpoints and reflect on how beliefs can influence attitudes towards caring for the world.</i>	<u>Summer One</u> How do we know that new babies are special? <i>Investigating how different people welcome a new baby by exploring ceremonies through quotes, videos and pictures. Pupils examine the symbolism behind these celebrations and identify similarities and differences in how people from different worldviews mark this special event.</i> <u>Summer Two</u> Why should we care for others? <i>Examining the impact of caring actions by investigating stories and guidance from different traditions and worldviews. Pupils discover different ways people help others and consider why generosity and kindness are important.</i>
Personal, Social and Health Education	<u>Autumn One</u> Being Me in My World Who am I and how do I fit? In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.	<u>Spring One</u> Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this. In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel "stretchy", with challenge as a sign our brains are growing. Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals. By the end of the Puzzle, children will have created stretchy learning flowers and dream wellies that they can contribute	<u>Summer One</u> Relationships Building positive, healthy relationships. In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six Pieces, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves. By the end of the Puzzle, children celebrate people who are special to them, creating a Relationship Fiesta, contributing their balloons and labels from Piece 6

Year One Long Term Plan 2026 – 2027

	<u>Autumn Two</u> Celebrating Difference <i>Respect for similarity and difference. Anti-bullying and being unique.</i> <i>In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special.</i> <i>They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help.</i> <i>Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated.</i> <i>By the end of the Puzzle, children will have created gingerbread people to contribute to a shared Hall of Fame display, recognising that everyone is unique and valued.</i>	<i>to the whole school Garden of Dreams and Goals, celebrating effort, resilience and confidence.</i> <u>Spring Two</u> Healthy Me <i>Being and keeping safe and healthy.</i> <i>In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds.</i> <i>They develop understanding of hygiene, germs and how to keep clean and safe at home.</i> <i>Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe.</i> <i>They reflect on how healthy choices can make them feel good about themselves.</i> <i>Pupils share their ideas about how to keep clean and healthy in the whole school Happy, Healthy Me Recipe Book.</i>	<u>Summer Two</u> Changing Me <i>Coping positively with change.</i> <i>In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates.</i> <i>Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.</i> <i>At the end of the Puzzle, children contribute their flowers of change work to the whole school Tree of Change display, celebrating growth, learning and new beginnings.</i>
Computing	<u>Autumn One</u> Weeks 1-3: Introduction to Purple Mash Weeks 4-6: Creative Computing <u>Autumn Two</u> Weeks 1-2: Creative Computing Weeks 3-8: Data Explorers	<u>Spring One</u> Weeks 1-3: Creating and Following Instructions Weeks 4-6: Animated Stories <u>Spring Two</u> Weeks 1-3: Animated Stories Weeks 4-5: Coding	<u>Summer One</u> Weeks 1-4: Coding Weeks 3-7: Technology Around Us <u>Summer Two</u> Week 1: Technology Around Us Weeks 2-6: Making Beats
Trips and Events (Growing Food Project: School Allotment Bed 1)	<u>Autumn One</u> • Memory Boxes (History) <u>Autumn Two</u> • Visiting School Farm (Science) £ • St Lawrence's RC Church, Feltham, (RE + Geography Local Area) • Growing Food Project • Disability Workshop (Skillz4Life) <u>Whole School Theme Events</u> Aut 1- Poetry Competition European Day of Language Aut 2- Theatre Visit- Aladdin Remembrance Day EYFS, KS1 Christmas Productions, KS2 Carol Concert	<u>Spring One</u> • Gunnersbury Park and Museum: Toys and Games of the Past (History) £ <u>Spring Two</u> • Storytelling Workshop (SpringWest Academy) (English) • Growing Food Project <u>Whole School Theme Events</u> Spr 1- Mental Health Week Safer Internet Day Spr 2- Word Book Day Engineering Week	<u>Summer One</u> • Explores Dress Up Day • Wisley Gardens (Science) £ • Growing Food Project (Vegetable Sale) <u>Summer Two</u> • Bedfont Lakes Country Park- Mapping (Geography) Local Area Study- Traffic and Building Use/ Types of buildings/home types <u>Whole School Theme Events</u> Sum 1- Earth Day Sum 2- Arts Week