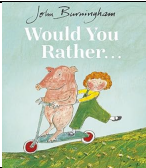




Long Term Plan

Year 1 Cycle B – 2026-2027

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Where am I?	Let's play	How does your garden grow?	What in the world?	My community
English						
	 The Hairty Toe					
	 The Dot animation					
						
	 Hair Love					
						

	Daily explicit teaching outside of the teaching sequence		Teach in the Writing sequence		Lesson Design	
	Handwriting Spell words using Little Wandle SSP Dictation of sentences for fluency		Write short narrative pieces, a series of linked sentences Write to convey information, a series of linked sentences Redrafting and editing		Orally rehearsed to secure tense accuracy, Majority will be past tense but ensure a present tense outcome is taught at least three times over the year Dictate sentences to secure sentence fluency Compose sentences orally before writing	
Grammar Skills Fiction unit Non-narrative unit	-Use capital letters -Use full stops -Use a subject and a verb to write a sentence -Use capital letters and full stops -Use a subject and a verb to write a sentence	-Use <i>and</i> to list -Use capital letters and full stops -Use a subject, a verb and an adjective to write a sentence -Use a subject, a verb and an adjective to write a sentence -Capital letters for proper nouns (including I)	-Use a subject, a verb and 'and' to list adjectives in a sentence -Use exclamation marks -Capital letters for proper nouns (including I) - Use a subject, a verb and 'and' to list adjectives in a sentence -Use capital letters and exclamation marks	-Use <i>and</i> as a coordinating conjunction -Use a subject, a verb and 'and' as a coordinating conjunction in a sentence -Use full stops, capital letters and exclamation marks -Use question marks -Use a subject, a verb and 'and' as a coordinating conjunction in a sentence	-Use a subject, a verb and 'and' as a coordinating conjunction in a sentence -Capital letters for proper nouns (including I) -Use full stops, capital letters and exclamation marks -Use question marks -Use a subject, a verb and 'and' to add detail in a series of linked sentences	-Use a subject, a verb and 'and' to add detail in a series of linked sentences -Capital letters for proper nouns (including I) --Use full stops, capital letters and exclamation marks -Use a subject, a verb and 'and' to add detail in a series of linked sentences -Use question marks
Maths	Place Value within 10 Addition and subtraction within 10	Addition and subtraction within 10 Shape	Place value within 20 Addition and subtraction within 20	Place value within 50 Length and height Mass and volume	Multiplication and division Fractions	Position and direction Place value within 100 Money Time
History	<u>How was school different in the past?</u> Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.		<u>How did we learn to fly?</u> Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.		<u>What is a monarch?</u> Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.	

Geography		Y1/2: Where am I? (Cycle B) Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel.		Y1/2: Why is our world wonderful? (Kapow) Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this		Y1/2: What can you see at the coast? (Cycle A) Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.
Art	Painting and mixed media Life in Colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.	Sculpture & 3D Clay Houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.		Drawing Tell a Story Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings		
DT			Structures – baby bear’s chair Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring		Mechanisms – Pull-a-long-toy Making wheels and an axle to create a pull-along toy.	Cooking and nutrition – balanced diet Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food

			different shapes and materials. When designing the chair, they consider his needs and what he likes.			groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy
Music	Time to play – exploring pulse and rhythmic patterns From body percussion to disco, this term builds children's understanding of pulse and rhythm. They'll perform songs, actions, and musical games to a steady pulse, exploring the difference between pulse and rhythm with pieces like <i>March to the Beat</i>. Children will vary timbre and dynamics, create four-beat rhythms, and use graphic notation like Beat Monsters to represent them. In groups, they'll also compose simple accompaniments for songs or poems using carefully chosen sounds.		Musical moods and pictures This term, children will explore how music communicates mood and emotion. They'll experiment with voice, expression, timbre, and dynamics, and learn about major and minor tonality through simple songs. Listening to pieces like <i>Can-Can</i> and <i>Fanfarra Cabua-Le-Le</i>, they'll use graphic symbols and musical doodles to represent sound. In groups, they'll compose and improvise weather-themed music, take turns conducting, and create descriptive soundscapes.		Patterns with pitch – exploring pitch and melody This term, children will explore pitch and melody through songs, movement, and listening games. They'll learn about instruments from octobass to piccolo, describing pitch and timbre, and recognising pitch changes in simple sequences. Using their voices creatively, they'll match pitch and respond to graphic notations like vocal maps and pipe-cleaner shapes. They'll play simple melodies on tuned percussion, explore the pentatonic scale with songs like <i>Just Five Notes</i>, and prepare for a class performance.	
Science	Habitats Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants	Microhabitats Children will discover that microhabitats provide what minibeasts need to survive. Children will carry out a survey to find out where	Uses of everyday Materials Children will be able to identify what a material is. Using this, they will recognise that materials are suited to specific	Life Cycles and Health Studying the life cycles of various animals, children learn what animals need to survive and how they change	Plant Growth Children will observe how seeds and bulbs mature into plants and start to describe this process. Throughout their lessons, they will	Working Scientifically consolidation

	and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.	different minibeasts live in the school grounds. They will further develop their knowledge by naming a variety of plants and animals within their microhabitats.	purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials to their jobs.	over time. Children start to notice that animals, including humans, have offspring that grow into adults. The children will learn the important for human exercise, a balanced diet and good hygiene.	find out the importance of water, light and a suitable temperate for plants to grow and stay healthy.	
SCARF	Me and my relationships Classroom rules, feelings and friendship	Valuing Difference Same or different? Special people Rules and fairness	Keeping Safe Asking for help Good or bad touches Sharing picture	Rights and respect Taking care of things Looking after money Basic first aid	Being my best Eating well Balanced diet Being careful around germs	Growing and changing Keeping healthy How we change Surprises and secrets Keeping privates private
PE	Badminton Orienteering	Dodgeball Rugby	Gymnastics Golf	Fitness Netball	Athletics Cricket	Dance Rounders
RE		What do different people believe about God? Oak Academy Christianity, Islam		How might a faith make a difference to families and celebrations? Hinduism, Christianity Oak Academy		What do stories of creation teach people? Kapow and Oak Academy Christianity, Judaism
Computing	KS1 Computing: What Is A Computer Exploring what a computer is by identifying how inputs and outputs work and how computers are used in the wider world to design their own computerised invention.	Y2 : Computing: Word Processing Skills Developing touch typing skills, learning keyboard shortcuts and simple editing tools.	KS1 Computing: Algorithms and Debugging Developing an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.	Stop Motion Animation Using Tablets Learning how to create simple animations from storyboarding creative ideas	Programming: Scratch JR Exploring what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review. Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke.	KS1 Computing: Data Handling Learning how data is collected, used and displayed and the scientific learning of the conditions needed for plants and humans, to survive.
	Online Safety L1 (Year 2 unit)	Online Safety L2 (Year 2 unit)	Internet safety day (Year 2 unit)	Online Safety L3 (Year 2 unit)	Online Safety L4 (Year 2 unit)	

Me and My Relationships	Valuing Difference	Keeping Safe
Lesson Plans Why we have classroom rules (Updated 16 Aug 2026) How are you listening? (Updated 16 Aug 2026) Thinking about feelings (Updated 16 Aug 2026) Our feelings (Updated 16 Aug 2026) Feelings and bodies (Updated 16 Aug 2026) Good friends (Updated 16 Aug 2026) Assessment Plans Me and My Relationships - Pre and Post Unit Assessment: Y1/P2	Lesson Plans Same or different? (Updated 17 Aug 2026) Unkindness, teasing or bullying? (Updated 17 Aug 2026) Harold's school rules (Updated 17 Aug 2026) It's not fair! (Updated 17 Aug 2026) Who are our special people? (Updated 17 Aug 2026) Our special people balloons (Updated 17 Aug 2026) Assessment Plans Valuing Difference - Pre and Post Unit Assessment: Y1/P2	Lesson Plans Super sleep (Updated 20 Aug 2026) Who can help? (1) (Updated 20 Aug 2026) Good or bad touches? (Updated 20 Aug 2026) Sharing pictures (Updated 20 Aug 2026) What could Harold do? (Updated 20 Aug 2026) Harold loses Geoffrey (Updated 20 Aug 2026) Assessment Plans Keeping Safe - Pre and Post Unit Assessment: Y1/P2
Rights and Respect	Being my Best	Growing and Changing
Lesson Plans Harold has a bad day (Updated 21 Aug 2026) Around and about the school (Updated 21 Aug 2026) Taking care of something (Updated 21 Aug 2026) Harold's money (Updated 21 Aug 2026) How should we look after our money? (Updated 21 Aug 2026) Basic first aid (Updated 21 Aug 2026) Assessment Plans Rights and Respect - Pre and Post Unit Assessment: Y1/P2	Lesson Plans I can eat a rainbow (Updated 22 Aug 2026) Eat well (Updated 22 Aug 2026) Harold's wash and brush up (Updated 22 Aug 2026) Catch it! Bin it! Kill it! (Updated 22 Aug 2026) Harold learns to ride his bike (Updated 22 Aug 2026) Pass on the praise! (Updated 22 Aug 2026) Inside my wonderful body! (OPTIONAL) (Updated 24 Aug 2026) Assessment Plans Being My Best - Pre and Post Unit Assessment: Y1/P2	Lesson Plans Healthy me (Updated 22 Aug 2026) Then and now (Updated 22 Aug 2026) Taking care of a baby (Updated 22 Aug 2026) Who can help? (2) (Updated 22 Aug 2026) Surprises and secrets (Updated 22 Aug 2026) Keeping privates private (Updated 22 Aug 2026) Assessment Plans Growing and Changing - Pre and Post Unit Assessment: Y1/P2