

Slingsby County Primary School - LONG TERM PLANNING
Class One (Year 1) 2025-26

	Autumn 1 "Wild Things"	Autumn 2 "Journeys and Exploration"	Spring 1 "Similarities and Differences"	Spring 2 "Nature and Environment"	Summer 1 "Fantasy Journeys"	Summer 2 "Family and Friends"
Theme History Geography	<p align="center">History</p> <p>Key Question: How are we making history?</p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born</p>	<p align="center">History</p> <p>Key Question: How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>	<p align="center">Geography</p> <p>Key Question: What is it like here?</p> <p>Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground</p>	<p align="center">Geography</p> <p>Key Question: What is the weather like in the UK?</p> <p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key</p>	<p align="center">History</p> <p>Key Question: How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>	<p align="center">Geography</p> <p>Key Question: What is it like to live in Shanghai?</p> <p>Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</p>
English	<p>TEXTS: <i>Where the Wild Things Are</i> <i>Anansi the Spider</i></p>	<p>TEXTS: <i>Cave Baby</i> <i>Naughty Bus</i></p>	<p>TEXTS: <i>The Comet</i> <i>The Odd Egg</i></p>	<p>TEXTS: <i>The Sea Saw</i> <i>Extraordinary Gardener</i></p>	<p>TEXTS: <i>Night Pirates</i> <i>The Magic Bed</i></p>	<p>TEXTS: <i>Oi Frog!</i> <i>Izzy Gizmo</i></p>

	<p>THEMES <i>Where the Wild Things Are</i> Own version 'wild thing' narratives Labels, captions, oral re-telling, developing a new character</p> <p><i>Anansi the Spider</i> Booklets about spiders Labels and captions, call-and-response poems, descriptive posters, simple explanations</p>	<p>THEMES <i>Cave Baby</i> Narrative retellings Labels and captions, informal letters</p> <p><i>Naughty Bus</i> Own adventure stories Letters, diaries, sequels, nonchronological reports</p>	<p>THEMES: <i>The Comet</i> Own version narratives Posters, letters of advice, poem, description, writing in role, recipes</p> <p><i>The Odd Egg</i> Egg-spotter's guides (nonfiction reports) Thought and speech bubbles, diaries, letters, certificates</p>	<p>THEMES: <i>The Sea Saw</i> Own version narrative Writing in role, notes of advice, missing posters, diary entries, letters of thanks</p> <p><i>Extraordinary Gardener</i> Narrative inspired by the original text Labels, letters of advice, instructions, narratives</p>	<p>THEMES: <i>Night Pirates</i> 'How to be a pirate' guides Writing in role, letters, labels and captions</p> <p><i>The Magic Bed</i> Own version fantasy stories Setting descriptions, additional scenes, descriptions of magical pieces of furniture, lists</p>	<p>THEMES: <i>Oi Frog!</i> Own version rhyming narratives Posters of rules, rhyming flipbooks, questions, labels and captions</p> <p><i>Izzy Gizmo</i> Simple explanation Signage, letters of advice, lists, labelled diagrams</p>
<p>Maths (WRM)</p>	<p>Number: place value within 10 Weeks 1-5 Addition and subtraction within 10. Weeks 6-8</p>	<p>Addition and subtraction within 10 Weeks 1-2 Shape Week 3 Consolidation Week 5-7</p>	<p>Number: place value within 20 Weeks 1-3 Addition and subtraction within 20 Weeks 4-6</p>	<p>Number: place value within 50. Weeks 1-2 Measurement Length and height Weeks 3-4 Mass and volume Week 5</p>	<p>Mass and volume Week 1 Number: multiplication and division Weeks 2-4 Fractions Week 5 and 6</p>	<p>Geometry: position and direction Week 1 Number: place value within 100 Week 2 and 3 Measurement Money Week 4 Time Week 5 and 6 Consolidation Week 7</p>

Science	<p>Seasonal Change</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the weather today? • How does the weather change? • How can we observe the weather? <p>Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and clothing choices. They plan and carry out their own weather reports, considering the knowledge required for this job.</p>	<p>Everyday Materials</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a material? • How can we sort materials? • How do we choose the right material for an object? <p>Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They work scientifically by planning tests, making observations and recording data. Pupils use results to answer questions and sort and group materials based on their properties.</p>	<p>Animals including humans: My Body</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How do we change as we get older? • What are our senses? • How do our senses help us? <p>Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They work scientifically, using their senses to make observations, spot patterns and use data to answer questions. They develop an understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work.</p>	<p>Animals including humans: Animals</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What animals do we know? • How are animals different? • Who lives in our playground? • What is a habitat? <p>Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying</p>	<p>Plants</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What plants do we know? • What is growing in the school grounds? • What are the parts of a flower? • How can we sort trees? • What does a seed need to grow? <p>Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and sort leaves into groups based on appearance. Pupils investigate if beans need water for growth and identify edible plant parts.</p>	<p>Scientific Investigations</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Do taller trees have wider trunks? • What features do different animals share? • What is a suitable material to make a waterproof animal home? • Are birds' carnivores, herbivores or omnivores? <p>Using picture books and hands-on outdoor activities, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They identify animals by closely observing footprints and construct waterproof animal homes with natural materials. Pupils sort birds according to their</p>

				out research into chimpanzees in the wild.		diet and seek patterns in their physical characteristics.
Computing (Children have one online safety lesson each half term)	Computing Systems and Networks: Improving mouse skills Knowing how to log in and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.	Programming 1: Algorithms unplugged Using an unplugged approach so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.	Skills showcase: Rocket to the moon Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data.	Programming 2: Bee Bots Developing early programming skills using the Bee: Bot.	Creating Media: Digital Imagery Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.	Data Handling: Introduction to data Learning what data is and the different ways that it can be represented as well as developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers.

Art/ DT	Stable Structures Understand what structures are and where we find them. Explore some ways to make structures more stable. Design a stable product (a pencil pot) for a specific user. Begin to use technical skills such as cutting evenly spaced cuts and joining parts of a structure using an appropriate method.	Drawing: Exploring line and shape Exploring line and shape through a range of materials and stimuli, children develop control and creativity as they investigate the work of artists Bridget Riley and Paul Klee. Inspired by these artists, the children experiment with expressive mark-making and portrait drawing. They learn how lines can vary in appearance and	Moving story books Experiment with sliders before planning and making three pages of a moving story book, based on a familiar story, drawing the page backgrounds, creating the moving parts and assembling it.	Painting and Mixed Media Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	Mechanisms: wheels and axles Learn how to use scissors to cut straight and rounded edges, develop an understanding of how wheels, axles and axle holders work and problem-solve to improve their original wheels. Design and build pull-along toys and evaluate them against design criteria.	Sculpture and 3D Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. The children extend their learning and make a collaborative sculptural
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		form shapes and begin to recognise shapes within forms to help them draw more accurately.				piece based on the art of Louise Bourgeois.
R.E.	Who is a Christian and what do they believe? Children examine Christianity through stories learning about a parable, a miracle and the teachings of Jesus. They hear from a visitor from the Christian church who shares their beliefs before expressing where God is for them through Art.	Which times are special and why? Children give examples of special occasions and suggest features of a good celebration. They recall simple stories connected with Christmas and Hannukah and say why these are a special time.	What makes some places sacred? Children think about special places and things for them before learning about sacred and holy objects and symbols in Church and the Mosque. The children then reflect whether they personally have any sacred places or things.	Who is a Muslim and what do they believe? Children examine what Muslims believe through stories learning about the teachings of Allah and the Prophet Mohammed (peace be upon Him). They visit a local Mosque and represent their learning through Art to create a design for a prayer mat.	What does it mean to belong to a Christian faith community? Children learn about what it means to be a Christian today by examining the meaning of “belonging” before learning about symbols and practices of Christianity which represent and enforce that feeling.	What does it mean to belong to a Muslim faith community? Children learn about what it means to be a Muslim today by learning about symbols and practices of Islam which represent and enforce that feeling. They identify similarities and differences between how Christians demonstrate “belonging”.
PE	Locomotion: Running	Ball skills: hands	Ball skills: feet	Ball skills: hands	Locomotion: Jumping Swimming	Games for understanding Swimming
PSHE/RSE	Introduction to RSE/PSHE Establishing ground rules and expectations for the lessons NSPCC Pantosaurus Discussion and learning about autonomy over our own bodies and who is safe adult.	Families and Relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that people show feelings differently and that stereotyping is unfair.	Safety and the Changing Body Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home	Citizenship An introduction to democracy.	Health and Wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep, the importance of hand washing and sun protection, dealing with allergic reactions	Economic Wellbeing Learning about what money is and where it comes from, saving.
Music	Pulse Exploring the concept of keeping a steady	Nativity performance		Sound Patterns Examining different favourite fairy tales,	Pitch Identifying high and low notes, children use this	Musical Symbols Diving into the unknown, children explore the

	<p>pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences</p>			<p>children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.</p>	<p>knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.</p>	<p>depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.</p>
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