

Key Stage One LONG TERM PLAN 2025-2026



These themes are only an outline.	AUTUMN 1 Lovely Letchworth	AUTUMN 2 Fire and Ice	SPRING 1 Amazing Animals (Wild Animals)	SPRING 2 Transport	SUMMER 1 Dinosaurs	SUMMER 2 Pirates
Key texts	Children of the Lir Rapunzel	The Polar Express	The Lion and the mouse Hare and Tortoise and other Aesop's Fables Writing Project book	Rosie Revere Engineer Last Stop on Market Street	The Girl and the Dinosaur Dear Dinosaur on Tour Dinosaurs Love Underpants Never give a T rex a book	Captain Pug
School events • Theme days • Charity days • Community events	Roald Dahl day Black History month	Remembrance Day Children in Need Anti- Bullying Week FoH disco Enterprise week Christingle Christmas production Christmas Tree Festival	Sports relief Mother's day Feeling Good Week Internet safety Day	World Book day Science Week Easter Journey church visits	Walk to School Week Summer fair	Sports Day School trip Father's Day
Festivals	Harvest festival	Diwali Hannukah Christmas	Shrove Tuesday	Palm Sunday Easter		
Personal, Social, Health Education • Jigsaw	Being Me in The World I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	Celebrating Difference I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	Dreams and Goals I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends	Healthy Me I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	Relationships I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/ girl	Changing me /Transition I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/ girl
English	Traditional Tales - Fairy tales (2 weeks Children of the Lir, 3 weeks Rapunzel and 1 week of writing our own). Write a re-telling of a traditional story.	'Take One Book' One (or more) written outcomes, linked with Fiction/non-fiction modules already covered during the term.	'Take One Book' One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term.	'Take One Book' One (or more) written outcomes, linked with Fiction/non-fiction modules already covered during the term.	Produce a flowchart, ensuring content is clearly sequenced. Vocabulary building Dinosaur Facts and use of conjunction 'because'	'Take One Book' One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term. Reports

Key Stage One LONG TERM PLAN 2025-2026



	Write labels and sentences Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing. Vocabulary Write poetry using structure from Benjamin Zephaniah.	Letter - To Santa building (list poems) Calligrams Read list poems. Write and perform own versions.	Stories with recurring literary language Use a familiar story as a model to write a new story Traditional Tales - Myths Write a fable based on the tortoise and the hare. Instructions Explanations Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Diary entry Recount - Last stop on market street Comic strip - Rosie Revere Explanation text - Rosie Revere Recount of our Easter Journey.	Non chronological report- dinosaurs love underpants Letter writing- Dear DINOSAUR	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate. Vocabulary building Calligrams Read, write and perform free verse.
Phonics Little Wandle	Year 1 Summer 2 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more review	Phase 5 review Week 1 ai a-e ai ay a eigh ea ey aigh ee y ea ee e ie ey e-e igh igh i-e i y ie oa ow o o-e oa oe ou people eye whole Week 2 oo/yoo oo u u-e ew ue ou ui air air are ear ere ur er ur ir or ear ow ou ow through improve move prove shoe two who beautiful their parents Week 3 or or a aw au ore oor al oar our augh aur zh sh su ch ch tch ture* sh sh ti ch ssi ci si thought sure Week 4 j j g ge dge s s ss c ce se st sc u ou e ea i y o a u o o-e oo u oul schwa: er a or ar our re once again any many friend busy pretty because laugh	Bridge to spelling What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Spelling 'Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Spelling The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Why do I swap the 'y' for an 'i' when I add the suffix -es? Why do some words have the spelling 'ey' for the sound /ee/? Why do some words end -le, -al, -il or -el? Apostrophes for possession le endings (The 'l' or 'ul' sound spelled le at the end of words) -el endings (less common, but after m, n, r, s mostly Prefixes un and dis	Spelling The 'l' or 'ul' sound spelt el at the end of the words The 'l' and 'ul' sound spelt il at the end of words The 'l' and 'ul' sound spelt al at the end of words The 'n' sound spelt kn and gn at the beginning of words Silent letters (Adding 'es' to nouns and verbs ending y) Adding 'es' The 'er' and 'or' sound spelled with or or eg. worm and warm Words ending in tion Words with the spelling a pronounced 'o' after w and qu The 'ee' sound spelled ey

Key Stage One LONG TERM PLAN 2025-2026



		Week 5 ie ee igh y i ea ai a or friend				The 'zh' sound spelled with an s u' sound spelt 'o'- eg mother, other, brother, nothing, Monday
Handwriting	Revision of all letter families precursive Use the common irregular words to practise these. Pick up any children who may need intervention group. curly caterpillar family c a d o s g q e f zig-zag monster family z v w x	Revision of all letter families precursive Use the common irregular words to practise these. Pick up any children who may need intervention group. long ladder family L I t u j y one-armed robot family R b n h m k p	* Looped descenders and break letters * The first join: id, ig, ed, eg * The the first join: en, ud, ir * The first join: ag, ac, na, to * The second join: ck, ch, nk, lk * The second join: il, it, ik, ul with no lead in	* The second join: el, mb, at, tt * The third join: oo, og, wa, wo * The third join: on, om, ow, oi * The third join: os, rm, wi * The fourth join: wl, oh, ot * The fourth join: ol, ok, of	* The fourth join: rl, rk, rt Review of the first and second joins Repeat Spring 1 if needed	Review of the third and Forth joins Repeat Spring 2 if needed
Maths Essential Maths	<u>To secure fluency to 20:</u> -Magnitude. -Find doubles and near doubles. -Regrouping. -Using < and > to compare numbers. -Using think 10 for addition and subtraction. -Adding odd and even numbers. -Adding 3 one digit numbers. <u>Place Value:</u> -Regrouping 10 ones for 1 ten. -Regrouping 10 pennies for a ten pence. -Regrouping 1 ten for 10 ones.	<u>Add and subtract numbers mentally:</u> -Using doubles and near doubles facts. -Finding the nearest multiple of ten. -Rebalancing for equal sum. -Using rebalancing in context. -Rebalancing to find the equal difference. -Adding a 1-digit number to a 2-digit number using think 10. -Adding a 2-digit number to a 2-digit number using think 10. -Subtracting a 1-digit number from a 2-digit number using think 10.	<u>Statistics:</u> -Tables for sorting -Information tables -Gathering data using tally charts -Representing data in block graphs -Pictograms <u>Written addition method:</u> -Choosing the appropriate mental strategy when adding a two-digit number and ones -Adding two-digit numbers and tens using concrete resources and pictorial representations -Adding two 2-digit numbers using a written method with no regrouping	<u>Doubling and halving:</u> -Doubling two-digit numbers -Halving multiples of ten -Halving two-digit numbers -Doubling and halving in the context of money <u>Times tables:</u> -Patterns and strategies for the 2 times table -Patterns and strategies for the 5 and 10 times tables -Counting in 3s <u>Multiplication:</u> -Linking repeated addition and multiples -Multiples and multiplication -Exploring arrays	<u>Fractions:</u> -Splitting a whole into equal groups (halves, thirds and quarters) with Cuisenaire rods -Finding half of an amount linked to division and sharing a whole into two equal groups -Finding 1/3 and 1/4 of amounts linked to sharing -Recognising shapes split equally into halves, quarters and thirds -Finding 1/2, 1/4 and 1/3 of 2-D shapes -Finding fractions of amounts within the context of shape	<u>Multiplication and Division:</u> -Equality in multiplication -Keeping the balance -Comparing calculations -Using division to identify equality in multiplication <u>Geometry:</u> -Naming 2-D shapes and their properties -Naming 3-D shapes and their properties -Identifying and classifying shapes by their properties -Linking symmetry to halving -Identifying and sorting shapes - symmetry -Drawing symmetrical patterns and shapes

Key Stage One LONG TERM PLAN 2025-2026



	-Regrouping a ten pence for 10 pennies. -Identifying the place value in 2 digit numbers. -Regroup 2 digit numbers in different ways. -Identify missing parts of a regrouped number. - Counting on and back in ones and tens through benchmarks <u>Ordering and comparing numbers to 100:</u> -Ordering numbers. -Compare using <, > or =. <u>Estimation and Magnitude:</u> -Placing numbers on a number line. -Using benchmarks to estimate. <u>Mental Addition and Subtraction:</u> -Adding more than 2 single digit numbers using reordering. -Rebalancing when adding 9 or 11. -Rebalancing when subtracting 9 or 11. -Using think addition for subtraction. <u>Finding Complements of 10 and 100:</u> -Using complements to 10 to make complements to 100. -Think addition for subtraction using multiples of 10 within the context of a problem.	<u>Finding part or whole unknown:</u> -Identifying the parts and the whole using Cuisenaire rods in a bar model. -Identifying the parts and whole in a cherry model. -Inverse relationship of addition and subtraction. -Using inverse to find missing numbers. -Using inverse to find missing numbers in problems. <u>Money:</u> -Find different combinations of coins that equal the same amounts of money. -Solve calculations involving subtraction of money of the same unit. -Solve simple problems in a practical context involving addition and subtraction of money. -Solve simple problems in a practical context involving addition and subtraction of money. <u>Comparison:</u> -Understand difference when comparing numbers on number lines to other models. -Compare values in the context of measuring mass (g) and use the language of comparison.	-Adding two 2-digit numbers using a written method with regrouping of ones <u>Commutativity in addition:</u> -Reviewing the parts and the whole using Cuisenaire rods in a bar model -Prove that addition is commutative -Prove that commutativity is not possible when subtracting <u>Written subtraction method:</u> -Subtracting a 1-digit number from a 2-digit number - counting back using think 10 and regrouping the subtrahend -Subtracting a 1-digit number from a 2-digit number - regrouping the minuend -Subtracting tens from a 2-digit number -Subtracting a 2-digit number from a 2-digit number with no regrouping -Subtracting a 2-digit number from a 2-digit number with regrouping <u>Problem solving with addition and subtraction:</u> -Finding the unknown in a worded problem -Strategies for solving missing number problems <u>Time:</u>	-The language of multiplication -The commutativity of multiplication -Strategies to calculate multiplication facts - regrouping to multiply -Bar modelling for multiplication problems -Multiplication of measures and money <u>Division:</u> -Division by sharing -Division by grouping -Division by grouping using arrays -Linking division and multiplication -Using multiplication facts to divide -Patterns and rules of divisibility -Division with remainders - sharing -Division with remainders - grouping -Problems using division in context	-Finding what fraction of a shape is given -Finding $\frac{3}{4}$ of an amount and number. -Fractions of length, capacity and time <u>Time:</u> -Telling the time - o'clock and half past -Telling the time - quarter past the hour -Telling the time - quarter to the hour -Telling the time to the nearest 5 minutes -Intervals of time <u>Problem Solving</u> -Choosing an efficient strategy - addition and subtraction -Choosing an efficient strategy - multiplication and division -Identifying the unknown -Drawing to solve problems -Pictorial representation and part part whole - fractions of amounts -Making connections between the numbers $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{1}{3}$ -Finding $\frac{3}{4}$ in the context of worded problems	-Linear sequences -Patterns with shapes - Mental calculation review - Written calculation review - Place Value review
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Key Stage One LONG TERM PLAN 2025-2026



	-Think addition for subtraction using multiples of 10 within measure.	-Compare values in the context of comparing mass (kg) and use the language of comparison. -Compare values in the context of measuring heights, lengths and widths. <u>Measure:</u> -Estimate on a number line using benchmarks. -Estimate and compare capacities. -Read capacities on different scales. -Read scales on circular dials. -Solve problems reading scales.	-Turns – quarter turn, half turn, three-quarter turn and full turn -Telling the time – o'clock, quarter past, half past, quarter to -Telling the time to 5 minute intervals -Estimating intervals of time -Ordering intervals of time -Comparing intervals of time			
Science Twinkl	<u>Scientists and Inventors</u> • describe things plants need; • construct a mini greenhouse with a partner; • observe how plants grow; • discuss whether doctors are scientists; • describe when and why we should wash our hands; • take part in an activity to show how germs spread; • give a minimum of two facts about Charles Macintosh; • identify Charles Macintosh's famous invention; • give facts about Rachel Carson; • take part in an investigation to prove what	<u>Uses of everyday materials</u> • Identify and name everyday materials. • Identify different uses of everyday materials. • Record their observations. • Demonstrate and explain how shapes of objects made from some materials can be changed. • Explain what recycling means Working scientifically * observing closely, using simple equipment. * performing simple tests and saying why a test is fair	<u>Living things and their habitat</u> • Say what is different about things that are living, dead or have never been alive. • Identify some of the plants and animals in a familiar habitat. • Sort objects into categories. • Find microhabitats. • Describe the conditions in a habitat. • Ask questions about different habitats. • Describe the characteristics of some plants and animals. • Name some sources of food.	<u>Plants</u> Children can suggest what they think a plant needs to grow and stay healthy. • Children can dissect and observe a seed, explaining which parts will grow into a plant and which part is its food. • Children can order the life cycle of a plant and begin to explain what happens at each stage. • Children explain that plants need water, light and a suitable temperature to grow and stay healthy. • Children begin to explain what happens if a plant does not get everything it needs.	<u>Animals including humans</u> Scientific Knowledge • Children can identify and match several animal offspring and their adult forms. They can describe the main characteristics of the offspring found in different animal groups. • Children can describe the main stages of at least two different animal life cycles. They start to compare these life cycles. • Children can identify several ways that humans grow and develop through each life cycle stage. • Children can name the three basic needs of all animals to survive. They can	<u>Biodiversity minibeasts</u> Scientific Knowledge • Children identify and name a variety of plants and animals in their habitats, including microhabitats. • Children can describe the basic needs of animals, including humans, for survival and what factors influence this, such as their habitats. • Children can describe how different types of animals and plants in a habitat depend on each other. • Children can understand the idea of a simple food chain. • Children can describe how plants need water, light and

Key Stage One LONG TERM PLAN 2025-2026



	Rachel Carson found out about water pollution; • answer questions about where our energy comes from • Black History Week - Mae Jamison - To ask simple questions and use simple secondary sources to find answers, Working scientifically * asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment. * performing simple tests and saying why a test is fair *identifying and classifying *using their observations and ideas to suggest answers to questions. * gathering and recording data to help in answering questions.	*identifying and classifying *using their observations and ideas to suggest answers to questions.	Working scientifically * asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment. *identifying and classifying *using their observations and ideas to suggest answers to questions. * gathering and recording data to help in answering questions.	• Children find out and describe how different plants need different amounts of water and light and different temperatures to grow and stay healthy. They understand how some plants are suited to their habitats. Working Scientifically: • Children can begin to recognise ways in which they might answer scientific questions. They can carry out simple practical tests, using simple equipment. • Children observe the natural world around them. • Children can notice links between cause and effect and talk about their findings to a variety of audiences in a variety of ways. • Children can use simple features to compare living things.	describe the specific needs of a given animal. • Children can describe the effects of exercise and begin to explain the importance of exercise for the human body. • Children can identify several foods according to the basic food groups and can talk about the importance of a balanced diet. They can explain how to be hygienic and why this is important. Working Scientifically • Children can sort and classify objects (animals) into simple groups. They use scientific language to talk about their findings. They start, with support, to notice patterns and relationships between the groups. • Children can use simple secondary sources to find answers to a question. • Children can ask simple scientific questions and use scientific language to answer them. • Children use simple secondary sources to find answers and talk about their findings to an audience. • Children can carry out simple practical tests	a suitable temperature to grow and stay healthy. • Children can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different types of animals and plants. Working Scientifically • Children can observe the natural world around them by making careful observations, using simple equipment. • Children can gather and record data in a variety of ways to help in answering questions, such as simple tables. • Children can begin to draw simple conclusions. • Children can use simple secondary sources to find answers. • When presenting their findings, children can use simple and scientific language appropriately, to a level consistent with their increasing word reading and spelling knowledge
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Key Stage One LONG TERM PLAN 2025-2026



					and use their observations and ideas to suggest answers to questions. • Children can carry out simple practical tests, make careful observations and draw simple conclusions.	
Computing Purple Mash	<u>Route explorers (4)</u> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. <u>The internet (4)</u> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school.	<u>Creating pictures (5)</u> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<u>Spreadsheets (6)</u> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<u>Questioning (4)</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<u>Coding (6)</u> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs.	<u>Presenting ideas (4)</u> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Making music (3)</u> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
History	- Can explain why Britain has a special history by naming some famous events and some famous people. -To research the contribution of people from the past. - To find out who Ebenezer Howard was.	- To learn about the Gunpowder plot. To learn about the Great Fire of London. - Can recognise that we celebrate certain events such as bonfire night because of what happened many years ago. - Can recount some interesting facts from an		- To understand how events can be represented on a timeline. - Can order a number of objects in chronological order. -Uses phrases like: before I was born and understand the words past and present. - To find out who Rosa Parks was	- To research a range of dinosaurs. - To find out about a significant figure- Mary Anning . - To identify what fossils are. - Can answer questions by using a specific source, such as information books.	

Key Stage One LONG TERM PLAN 2025-2026



		historical event, such as where the fire of London started.			- Can use old and new photos to find out more about a famous person or event.	
Geography	To identify and locate places in Letchworth. To create a leaflet to advertise Letchworth. To create a map of our school. -Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. -Draw own maps of the local area; use and construct basic symbols in a key. -Observe and record the features around the school	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To name and locate the world's seven continents and five oceans. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country by looking at habitats of animals. To use world maps, atlases and globes to locate Kenya. To use basic geographical vocabulary to refer to key physical and human feature. To use compass directions to describe places on a map. To find out new information about some of the main animals that live in Kenya.		To name and locate the world's seven continents To use world maps, atlases and globes to identify the seven continents where dinosaur fossils were found.	To talk about what is shown on a pictorial map. To use four compass points: North, South, East and West and locational and directional language to describe the location of features and routes on a map. To devise a simple map and construct basic symbols in a key. To use letter and number co-ordinates to locate features on a map.
Art and Design	<u>Patterns</u> SKILLS:	<u>Christmas crafts</u> SKILLS:	<u>Textured tile</u> SKILLS:	<u>Printing</u> SKILLS:	<u>Frank Bowling</u> SKILLS:	<u>Colour</u> SKILLS:

Key Stage One LONG TERM PLAN 2025-2026



	- Experimenting by arranging, folding, repeating, overlapping regular and irregular patterning - Natural and manmade patterns <u>Sketching</u> - Experiment with tools and surfaces - Sketch to make quick records - Experiment with different grades of pencils (4B, 8B, HB) Look at the work of Andy Goldsworthy Describe the differences and similarities between different practices and disciplines, and make links to their own work	- Continue to develop collage work e.g. make a group collage, explore a wide range of materials and talk about why they have used them. - Create cords and plaits for decoration.	- Expression of personal experiences and ideas - To shape and form from direct observation (malleable and rigid materials) - Decorative techniques - Replicate patterns and textures in 3D form Change the surface of a malleable material e.g. build a textured tile - Continue to develop collage work e.g. make a group collage, explore a wide range of materials and talk about why they have used them.	- Print on to paper and textiles - Print with a range of objects - Identify the different forms printing takes Look at the work of Favianna Rodriguez who is famous for her silhouettes and being a printmaker	- Experiment with tools and surfaces - Draw a way of recording experiences and feelings - Discuss use of shadow, light and dark - Make as many tones of one colour as possible (using white) - Darken colours without using black - Use colour on a large scale (outside, A3 paper etc.) - Use colour to create mood Look at the work of Frank Bowling and examine his bold choices of colour and colour mixing. <u>World Earth Day</u> <u>making a fashion item</u> SKILLS: - Overlapping and overlaying to create effects - Continue to develop collage work e.g. make a group collage, explore a wide range of materials and talk about why they have used them. - Change the surface of a malleable material	- Make as many tones of one colour as possible (using white) - Darken colours without using black - Can use a digital camera to select, save and print - Use a digital camera and combine a photo with a drawing in a paint program - Make a photo story using visual images on appropriate software e.g. photo story, PowerPoint. Tea stain dying treasure maps Digital media Controls focus or zoom settings or move closer when composing their photograph.
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Key Stage One LONG TERM PLAN 2025-2026



					• Expression of personal experiences and ideas • Decorative techniques • Replicate patterns and textures in 3D form • Replicate patterns and textures in 3D form • Understand the different adhesives that could be used and methods of construction.	
Design and Technology	<u>Healthy Balanced diet</u> SKILLS: • Use principles of a healthy, balanced diet to prepare dishes. • Use principles of a healthy, balanced diet to prepare dishes: • Children to design their own plate of healthy food. • Sort food into animals and plants. Evaluate the healthy foods available in Letchworth.	<u>Great Fire of London</u> SKILLS: • Model ideas by exploring materials, components and construction kits. • Start to choose their tools and equipment, explaining their choices. • Select from a range of materials according to characteristics. • Assemble, join and combine materials. Make a model for the Great Fire of London recreation:	<u>Animal Puppet</u> SKILLS: • Measure, mark-out, cut and shape materials. • Use large eyed needles to create running stitches • Start to explore other simple stitches • Make simple judgements about their products and designs and suggest how their products could be improved. • Evaluate what they like/dislike about existing products. • Describe where (their) products might be used. • Make an animal puppet:	<u>Easter Egg</u> SKILLS: • Be familiar with design criteria, and use them to create purposeful and appealing products • Use Information Technology to create mock-ups and designs. • Follow a recipe to cook an Easter cake/bake • Know about the movement of simple mechanisms Children to design and create their own Easter Egg	<u>Charles Knight artist and sculptor</u> SKILLS: • To shape and form from direct observation (malleable and rigid materials) (dinosaur sculptures) • To use clay to sculpt a dinosaur model by: • To design a recycled piece of fashion for world earth day • Be familiar with design criteria, and use them to create purposeful and appealing products.	<u>Sliding Mechanism</u> SKILLS: • Start to choose their tools and equipment, explaining their choices. • Select from a range of materials according to characteristics. • Assemble, join and combine materials. Choose how they will assemble, join and combine materials. To make a pirate slider picture.

Key Stage One LONG TERM PLAN 2025-2026



		-Use knowledge of existing products to come up with ideas. - Be familiar with design criteria, and use them to create purposeful and appealing products -Choose how they will assemble, join and combine materials.	Use knowledge of existing products to come up with ideas. Look at the work of Margarete Steiff who is a famous seamstress			
Music Active music digital	Active Music - Rhythm and Pulse Harvest performance <i>Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</i> <i>Move in time to the beat of a piece of music or song. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</i> <i>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on un-tuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</i>	Listening and Responding Songs for Christmas performance <i>Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</i> 1. Classical: Bolero (Ravel) - see notes 2. Popular: I wish I knew how it would feel to be free (Nina Simone) 3. Traditional: Baris (Gong Kebyar of Peliatan)	Ocarinas (Falcons) <i>Develop facility in playing a melodic instrument. Play and perform melodies following notation using a small range (e.g. as a whole class or in small groups. Use listening skills to correctly order phrases using notation, showing different arrangements of notes</i> Active Music - Pitch (Kestrels) <i>Play a range of singing games based on two or three notes, matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in</i>	Ocarinas (Kestrels) <i>Develop facility in playing a melodic instrument. Play and perform melodies following notation using a small range (e.g. as a whole class or in small groups. Use listening skills to correctly order phrases using notation, showing different arrangements of notes</i> Active Music - Pitch (Falcons) <i>Play a range of singing games based on two or three notes, matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in</i>	Active Music - Instrumental <i>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on un-tuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Explore Timbre and duration with their voices and tuned and un-tuned instruments. Perform with others</i>	Songs for Summer performance <i>Practise vocal warm-ups</i> <i>Develop breathing techniques</i> <i>Improve posture</i> <i>Demonstrate changes dynamics</i> <i>Learn songs from memory</i> <i>Keep to tempo</i> <i>Respond to leaders directions with increasing accuracy speed.</i>

Key Stage One LONG TERM PLAN 2025-2026



	Create and perform their own chanted rhythm patterns with graphic notation.		short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).	short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).		
Religious Education Hertfordshire Agreed Syllabus of Religious Education	Why are home and family important to people? • Why are my home and family important to me? • What might Christian homes and families be like? • What might Jewish homes and families be like? • How are our homes and families similar or different?	What is important to Christians and Jews and how do they show this? • What things and beliefs are important to me? How do I show this? • Why are the Torah Scrolls important to Jews and how do they show this? • Why are the Gospels important to Christians and how do they show this? • How do the things that are important to us affect how we behave?	Why are stories such a good way to learn? • What is my favourite story and why? Does it teach me anything? • What Biblical stories are important to Jewish people? • What stories are important to (Muslim/Hindu/Buddhist/Sikh) people? • What stories did Jesus tell? • What are some important stories about Jesus? • Who do Christians think Jesus is? • What makes stories such good ways of teaching us things?	Why should we care for other people? • Who cares for me? Whom and what do I care for? Why? • What does Jesus say about caring for others? • What is Zakah and why is it important to Muslims? • How can we show that we care for other people whom we don't know?	Why should we care for other people? • Who cares for me? Whom and what do I care for? Why? • What does Jesus say about caring for others? • What is Zakah and why is it important to Muslims? • How can we show that we care for other people whom we don't know?	Who or what is God, if anything? • What do I believe about God? Why? How can I be sure? • What do Jews believe about God? • What do Christians believe about God? Is Jesus God Incarnate? • How can anyone know for sure whether or not 'God' exists?
Physical Education Get set 4 PE	Target Games - Select the appropriate skill for the situation. - Throw, roll or strike a ball to a target with some success. - Work co-operatively with a partner and a small group. - Understand the principles of a target game and can	Dance - Begin to provide feedback using key words. - Copy, remember, repeat and create dance phrases. - Describe how my body feels during exercise. - Show a character and idea through the actions and dynamics I choose.	Gymnastics - Begin to provide feedback using key words. - Be proud of my work and have the confidence to perform in front of others. - Perform with the basic gymnastic actions with some control and balance.	Sending and Receiving - Begin to provide feedback using key words. - Begin to trap and cushion a ball that is coming towards me. - Accurately throw and kick a ball to a partner.	Striking and Fielding Games - Develop underarm and overarm throwing skills. - Hit a ball using equipment with some consistency. - Track a ball and collect it. - Use simple tactics.	Athletics - Describe how my body feels during exercise. - Identify good technique. - Jump and land with control. - Use an overarm throw to help me to throw for distance.

Key Stage One LONG TERM PLAN 2025-2026



	use different scoring systems when playing games. -Understand what good technique looks like and can use key words in the feedback I provide. Yoga -Begin to provide feedback using key words. -Copy, remember and repeat yoga flows. -Describe how my body feels during exercise. -Move from one pose to another thinking about my breath. -Use clear shapes when performing poses. -Work with others to create simple flows showing some control.	-Use counts to stay in time with the music. -Work with a partner using mirroring and unison in our actions. -Show confidence to perform. Ball Skills -Begin to provide feedback using key words. -Begin to understand and use simple tactics. -Dribble a ball with my hands and feet with some control. -Roll and throw a ball to hit a target. -Send and receive a ball using both kicking and throwing and catching skills. -Track a ball and collect it. -Work co-operatively with a partner and a small group.	-Plan and repeat simple sequences of actions. -Use directions and levels to make my work look interesting. -Use shapes when performing other skills. -Work safely with others and apparatus. Fitness -Describe how my body feels during exercise. -Show hopping and jumping movements with some balance and control. -Persevere with new challenges. -Show determination to continue working over a longer period of time. -Understand that running at a slower speed will allow me to run for a longer period of time. -Work with others to turn a rope and encourage others to jump at the right time.	-Catch a ball that is passed to me, with and without a bounce. -Roll a ball to hit a target. -Track a ball and stop it using my hands and feet. -Work co-operatively with a partner and a small group. -Work safely to send a ball towards a partner using a piece of equipment. Invasion Games -Dodge and find a space away from the other team. -Move with a ball towards goal. -Dribble a ball with my hands and feet. -Stay with another player to try and win the ball. -Score points and can remember the score. -Know who is on my team and I can attempt to send the ball to them.	-I know how to score points and can remember the score. -Understand the rules of the game and can use these to play fairly in a small group. Net and Wall Games -Defend space on my court using the ready position. -Describe how my body feels during exercise. -Hit a ball over the net and into the court area. -Throw accurately to a partner. -Use simple tactics to make it difficult for an opponent. -I know how to score points and can remember the score. -Show good sportsmanship when playing against an opponent.	-Work with others, taking turns and sharing ideas. -Show balance and co-ordination when running at different speeds. Swimming -Begin to use arms and legs together to move effectively across the water. -Demonstrate what to do if I fall into water. -Float on my front and back. -Glide on both front and back. -Roll from my front to my back and then regain a standing position. -I can swim over a distance of 10m unaided. -I know several pool rules and can explain how they help me to stay safe.
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