

Long Term Plan		Year 1	2025/26
	Autumn 2024	Spring 2025	Summer 2025
Religious Education	<p>Creation and Covenant</p> <ul style="list-style-type: none"> <li>- Understand that the Church teaches that all that is comes from God, our Father, who made heaven and Earth.</li> <li>- Understand that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.</li> <li>- Know that Pope Francis wrote a letter, called <i>Laudato Si'</i>, about the gift of Creation and the importance of taking care of the world as it is everyone's home.</li> </ul> <p>Prophecy and Promise</p> <ul style="list-style-type: none"> <li>- Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.</li> <li>- Sequence the accounts from the Annunciation through to the visit of the shepherds.</li> <li>- Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians.</li> <li>- Match the first words of the Hail Mary with the words of the Angel Gabriel.</li> <li>- Recognise that angels bring God's message and are a sign that Jesus is the Son of God.</li> </ul>	<p>Galilee to Jerusalem</p> <ul style="list-style-type: none"> <li>- Identify some of the people that encounter Jesus and recognise that he is special.</li> <li>- Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke.</li> <li>- Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today.</li> <li>- Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus.</li> </ul> <p>Desert to Garden</p> <ul style="list-style-type: none"> <li>- Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent. (RVE)</li> <li>- Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent.</li> <li>- Correctly sequence the events of the last week of Jesus' life.</li> <li>- Recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive.</li> <li>- Recognise that the Church teaches that Jesus suffered, died, and rose again.</li> <li>- Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.</li> </ul>	<p>Ends of the Earth</p> <ul style="list-style-type: none"> <li>- Retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4).</li> <li>- Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).</li> <li>- Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). (See branch 3.)</li> <li>- Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays.</li> </ul> <p>Dialogue and Encounter</p> <ul style="list-style-type: none"> <li>- Know that Christian means follower of Jesus Christ.</li> <li>- Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.</li> <li>- Recognise simple connections between Jesus' life and message and how Christians live today.</li> <li>- Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.</li> <li>- Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day).</li> </ul>

English	<p>Core text: Lost and Found by Oliver Jeffers</p> <p>Be Brave Little Penguin by Giles Andreae</p> <p>Combine words to make sentences Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun ‘I’</p> <p>Daily phonics– Read, Write, Inc</p>	<p>Core text: Nibbles the Book Monster by Emma Yarlett</p> <p>Use plural noun suffixes –s and –es Sequence sentences to form short narratives (link ideas or events by pronoun) Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people</p> <p>Daily phonics– Read, Write, Inc</p>	<p>Core text: The Lion Inside by Rachel Bright</p> <p>Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</p> <p>Daily phonics– Read, Write, Inc</p>	<p>Core text: The Curious Case of the Missing mammoth by Ellie Hattie</p> <p>Add suffixes to verbs where no change is needed to the root Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Daily phonics– Read, Write, Inc</p>	<p>Core Text: Toys in Space by Mini Grey</p> <p>Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Daily phonics– Read, Write, Inc</p>	<p>Core text: Core Text: Goldilocks and Just the One Bear by Leigh Hodgkinson</p> <p>Join words and clauses using and Use simple description Sequence sentences to form short narratives (link ideas or events by pronoun) Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark Daily phonics– Read, Write, Inc</p>
Maths No Problem	<p>Number and Place Value: Numbers to 10 Calculations: Addition and Subtraction Geometry – Position and Direction: Positions Number and Place Value: Numbers to 20 Calculations: Addition and Subtraction within 20</p>		<p>Calculations: Addition and Subtraction within 20 Geometry – Properties of Shape: Shapes and Patterns Measurement: Length and Height Number and Place Value: Numbers to 40 Calculations: Addition and Subtraction Calculations: Multiplication</p>		<p>Calculations: Multiplication and Division Fractions: Fractions Number and Place Value: Numbers to 100 Measurement: Time Measurement: Money Measurement: Volume and Capacity Measurement: Mass Geometry – Position and Direction: Space</p>	

Science	<p align="center"><u>Sensing Seasons</u></p> <p align="center">Observe changes across the four seasons.</p> <p align="center">Observe and describe weather associated with the seasons and how day length varies.</p>		
Geography	<p><u>Animals Including Humans</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Materials</u></p> <p>Everyday Materials Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><u>Plant Detectives</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><u>Plant Detectives</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Looking at Animals</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>

History	<p>How am I making History?</p> <ul style="list-style-type: none"> <li>- Explore personal chronology</li> <li>- Find out about the past within living memory</li> <li>- Examine photographs and ask questions.</li> <li>- Explore a simple timeline</li> </ul>	<p>How have toys changed?</p> <ul style="list-style-type: none"> <li>- Sequence toys into a physical timeline</li> <li>- Investigate artefacts from the past and begin to pose questions.</li> <li>- Learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</li> </ul>	<p>How have explorers changed the world.</p> <ul style="list-style-type: none"> <li>- Find out about events and people beyond living memory.</li> <li>- Find out about explorers and what makes them significant.</li> <li>- Create a timeline and investigate which parts of the world were explored.</li> <li>- Compare exploration in the past with exploration today.</li> <li>- Discuss ways in which these significant people could be remembered.</li> </ul>
Art and Design	<p>Spirals</p> <p>Simple Print making</p>	<p>Playful making</p> <p>Exploring watercolour</p>	<p>Making birds</p> <p>Flora and fauna</p>
D&T	<p>Mechanisms Sliders and levers</p>	<p>Structures Freestanding structures</p>	<p>Food Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)</p>
Computing	<p>Unit 1.1 – Online Safety &amp; Exploring Purple Mash</p> <p>Unit 1.2 – Grouping &amp; Sorting</p> <p>Unit 1.3 – Pictograms</p> <p>Unit 1.4 – Lego Builders</p>	<p>Unit 1.5 – Maze Explorers</p> <p>Unit 1.6 – Animated Story Books</p> <p>Unit 1.7 – Coding</p>	<p>Unit 1.7 – Coding</p> <p>Unit 1.8 – Spreadsheets</p> <p>Unit 1.9 – Technology Outside School</p>
Music	<p>Hey you!</p> <p>Rhythm in the way we walk!</p>	<p>In the groove.</p> <p>Round and round!</p>	<p>Your imagination!</p>
PE	<p>Tag Rugby (Tameside Sports Coaches)</p> <p>Hockey (Tameside Sports Coaches)</p>	<p>Gymnastics (Tameside Sports Coaches)</p> <p>Dance (Tameside Sports Coaches)</p>	<p>Outdoor (Tameside Sports Coaches)</p> <p>Cricket (Tameside Sports Coaches)</p>



RSE	Relationships — My special people. Health and Wellbeing – People who look after me. Living on the Wider World – Special people who help in an emergency.	Living in the Wider World – Our rights and responsibilities.	Health and Wellbeing – Body part names and the similarities and differences between boys and girls. Relationships – The differences between secrets and nice surprises.
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