



# **Year 1 Ellington Primary School** **Key Stage One Long Term Plan 2025-2026**



	<u>Science</u>	<u>Computing</u>	<u>Geography</u>	<u>History</u>	<u>Design and Technology</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>RE</u>	<u>PSHE</u>
<b>Autumn 1</b>	<b>Biology: The Human Body</b>  1, Name and identify parts of the human body 2. Draw and label the human body 3. Learn about the 5 senses.  <b>Biology Seasonal Changes:</b> 1. Discuss changes in Autumn 2. Collect and record data  <b>Chemistry Exploring Materials:</b>  1. Explore - Wood, plastic, glass and metal 2. Explore - Rock 3. Discuss	<b>E Safety Focus: Online Reputation</b>  <b>Basic Skills</b> Logging onto a computer Using a mouse pad. Selecting a programme. Typing letters.	<b>What is it like here?</b> Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.		<b>Structures: Create a moving Windmill for the Mouse of Amsterdam.</b>  1. Identify some features that would appeal to the client (a mouse) and create a suitable design. 2. Make stable structures, which will eventually support the turbine, out of card, tape and glue. 3. Make functioning turbines and axles that are assembled into the main supporting structure. 4. Say what is good about their windmill and what they could do better		<b>Musical Vocabulary: Under the sea</b>  Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit.	<b>Health and Wellbeing:</b> The unit of work will introduce pupils to agility, balance and co-ordination, understanding what they mean and why they are important. Pupils will perform circuits to develop their application and understanding  <b>Dance: The Zoo</b> The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and	<b>What does it mean to belong to a Faith community?</b>  1. Recognise that loving others is important in lots of communities. 2. Say simply what Jesus and one other religious leader taught about loving other people 3. Describe what happens at a Christian, Islam and Jewish welcoming ceremony and discuss symbols. 4. Identify ways Christians show they love each other when they get married. 5. explain how people express themselves within a faith community.	<b>Setting Ground Rules for RSE and PSHE.</b>  <b>Families and Relationships</b>  1. Understand that families can include a range of people. 2. Understand who their friends are. 3. Describe what people might look like if they are feeling: angry, scared, upset or worried. 4. Identify ways of responding to emotions by either offering help or giving them space. 5. Understand the skills needed to work together in a group. 6. Understand that friendships can have problems and learn ways to

	different objects and materials 4. investigate different materials properties.							control their bodies to perform movements, creating a sequence.	6.Talk about what they think is good about being in a community.	overcome these problems. 7.Understand how the actions of others can affect people. 8.Explain what a stereotype is.
<b>Autumn 2</b>	<b>Biology Seasonal Changes:</b> 1. Discuss changes in Winter 2. Collect and record data	<b>E Safety Focus: Online Bullying</b>  <b>Computing Focus: Programming A-Moving a Robot</b>  1.Give simple examples how to find information using digital technologies 2.Combine forwards and backwards commands to make a sequence 3.Plan and create a simple program for a floor robot		<b>How am I making history?</b>  Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.		<b>Drawing: Make your mark</b>  Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	<b>Pulse and Rhythm: all about me</b>  Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse.	<b>Jumping:</b>  The unit of work will develop pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique. Pupils will begin to understand the different reasons when, where and why we jump in different ways.  <b>Gymnastics: Body Parts</b> The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow	<b>What do Christians believe God is like?</b>  1.identify what a parable is. 2.tell the story of the Lost Son and recognise a link with the Christian idea of God as a forgiving father. 3.Give simple accounts of what the story means to Christians. 4.Give ways in which Christians show their belief in God as loving and forgiving. 5.Ask questions about whether they can learn anything from the story themselves, exploring different ideas.	<b>Health and Wellbeing</b>  1.Describe how they feel using appropriate vocabulary. 2.Describe situations which may provoke certain feelings. 3.Describe their own qualities and strengths and recognise something they want to get better at. 4.Describe their bedtime routine, explaining why sleep is important. 5.Explain how rest and relaxation affects our bodies. 6.Understand that germs can be spread via our hands. Know how to wash hands properly.

								and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they link movements together developing simple sequences.		7.Know the three things they need to do when out in the sun to keep safe. 8.Know people can be allergic to certain things and how to help with an allergic reaction. 9.Understand that there are a range of people who help to keep us healthy.
<b><u>Spring 1</u></b>	<b>Biology: Planting A</b>  <b>Biology Animals</b>  <b>Sustainability : Caring for the planet</b>  <b>Biology: Seasonal Changes</b>  1. Discuss changes in Spring 2. Collect and record data	<b>E Safety Focus: Managing Online Information</b>  <b>Computing Focus: Computing Systems and Networks – Technology around us</b>  1.Describe what information I should not put online without asking a trusted adult first.  2.Identify a computer and its main parts.  3.Use a mouse and keyboard in	<b>What is the weather like in the UK?</b> Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.		<b>Textiles: Puppets - Create a puppet based on the storybook Little Red Hen.</b>  1.Join fabrics together using pins, staples or glue. 2.Design a puppet and use a template. 3.Join their two puppets' faces together as one. 4.Decorate a puppet to match their design.		<b>Classic music, dynamic and tempo: animals</b>  Observe others and try to play appropriately. Sing in time from memory, with some accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus.	<b>Ball Skills: Feet</b>  The unit of work will develop pupils' ability to apply effective dribbling skills. Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.  <b>Gymnastics: Wide Narrow Curled</b>  The unit of	<b>Who is a Jewish and how do they live?</b>  1.Recognise the words of the Shema as a Jewish Prayer, 2.Retell some stories used in Jewish Celebrations – Chanukah 3.Give examples of how Jewish people celebrate special times (Shabbat, Sukkot, Chanukah). 4.Makes links between Jewish ideas of God found in	<b>Safety and the Changing Body</b>  1.Know a number of adults in school and know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. 2.Understand ways to keep safe and not get lost and know the steps to take if they do get lost. 3.Know the number for the emergency services and their own

	<b>Biology: Planting B</b>	different ways.						work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together	the stories and how people live. 5.Give examples of how some Jewish people might remember God in different ways. 6.Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people.	address. 4.Understand that some types of physical contact are never acceptable. 5.Know what can go into or onto the body and when they should check with an adult. 6.Understand that there are hazards in houses and know how to avoid them. 7.Understand and name jobs that people do to help keep us safe.
<b><u>Spring 2</u></b>		<b>E Safety Focus: Health Wellbeing and Lifestyle</b>  <b>Computing Focus: Creating Media- Digital Painting</b>  1.Describe how to behave online in ways that do not upset others 2.Make careful choices when painting a digital picture 3.Compare painting a picture on a computer and on paper		<b>How have toys changed?</b>  Sequencing toys into a physical timeline, children investigate artifacts 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.		<b>Sculpture and 3D: Paper play</b>  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. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	<b>Timbre and rhythmic patterns: fairies</b>  Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct	<b>Ball Skills: Hands 1</b>  The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the	<b>Citizenship</b>  1.Explain why the class and school rules are important. 2.Discuss the different needs of a range of pets. 3.Describe some of the needs of babies and young children. 4.Recognise some similarities and differences between themselves and others.	

							sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher.	ball. <b>OAA: Team Building</b> The unit of work will introduce teamwork. Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.		5.Identify some groups which they belong to and different people belong to different groups. 6.Explain why voting is a fair way to make a decision involving a lot of people.
<b>Summer 1</b>	<b>Biology: Plants</b>  <b>Biology: Planting C</b>  <b>Sustainability : Cooking and Growing</b>  <b>Biology: Seasonal Changes</b>  1. Discuss changes in Summer 2. Collect and record data	<b>E Safety Focus: Privacy and Security</b>  <b>Computing Focus: Programming B-Programming Animations</b>  1.Explain why work I create using technology belongs to me 2.Show that a series of commands can be joined together 3.Use an algorithm to create a program	<b>What is it like to live in Shanghai?</b>  Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the		<b>Foods: Fruits and Vegetables To create a vegetable smoothie.</b>  1.Describe fruits and vegetables and explain why they are a fruit or a vegetable. 2.Name a range of places that fruits and vegetables grow. 3.Describe basic characteristics of fruit and vegetables. 4.Prepare fruits and vegetables to		<b>Pitch and tempo: superheroes</b>  Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster	<b>Rackets, Bats and Balls</b>  The focus of the learning is for pupils to develop their ability to keep a ball controlled using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately. Pupils will apply their	<b>Who do Christians say made the world?</b>  1.Retell the story of creation from Genesis 1:1-2:3 2.Recognise that 'Creation' is the beginning of the 'big story' of the Bible. 3:Explain what the story tells Christians about God, Creation and	<b>Economic Wellbeing</b>  1.Explain how children might get money. 2.Explain some different ways to keep money safe. 3.Discuss the role of banks and building societies. 4.Recognise that people may make different choices about spending or saving.

		to move sprites	human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.		make a smoothie.		(accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work.	understanding of accuracy and space in a variety of games.  <b>Attack, Defense: Game for Understanding</b>  The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity	the world. 4. Give examples of what Christians do to say 'Thank you' to God for Creation. 5. Think, talk and ask questions about living in an amazing world. 6. Make connections between the Jewish/Christian story and the world they live in.	5. Explain that a range of jobs exist in school and that different skills are needed for these jobs.
<b>Summer 2</b>		<b>E Safety Focus: Copyright and Ownership</b>  <b>Computing Focus: Creating Media-Digital Writing</b>  1. Explain how passwords are used to protect information, accounts and devices		<b>How have explorers changed the world?</b>  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,		<b>Painting and mixed media: Colour splash</b>  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.	<b>Vocals and body sounds: by the beach</b>  Create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt	<b>Running 1</b>  The unit of work will develop pupils' ability to run using different parts of their bodies. Pupils will begin to understand the basic principles of attack and	<b>How should we care for others and the world and why does it matter?</b>  1. Identify a story that says something about each person being unique and valuable. 2. Give examples of a	<b>Transition</b>  Children think about their individual strengths and new skills they have to prepare for their move from Year 1 to Year 2.



		<p>2. Use a computer to write, making careful choices when changing text</p> <p>3. Compare writing on a computer with writing on paper</p>		<p>before comparing explorers and discussing ways in which these significant people could be remembered.</p>		<p>descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound.</p> <p>Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. Make more than one sound on their instrument and with their voice.</p>	<p>defence as they develop their understanding of where we need to run and why.</p> <p><b>Playing Games</b> The unit of work will challenge pupils to create, follow and develop rules for games. Pupils will apply these through games/challenges, playing against themselves, with a partner and in teams. Pupils will understand how to keep track of their scores, ensuring that the games are safe and fair.</p>	<p>key belief some people find in one of these stories (e.g. God loves all people).</p> <p>3. Give clear, simple accounts of what Genesis 1 tells Christians and Jews about the natural world.</p> <p>4. Give examples of how people show that they care for others (e.g. by giving to charity).</p> <p>5. Give examples of how Christians and Jews might look after the natural world.</p> <p>6. Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</p> <p>7. Give good reasons why everyone should care for others and look after the natural world.</p>	
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