

Wyke Primary School



Year 1: Robin Class: Long Term Plan 2025-2026 – incorporating ‘Curious City’

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2							
Curious City Characters and ‘States of Being’																		
EYFS Linked Enquiries	Who are we? <i>Ourselves – then and now</i> <i>Our families</i> <i>Being part of a school</i> <i>Being a Wren at Wyke</i>		What is Autumn? <i>Colours</i> <i>Seasons</i> <i>Darkness</i> <i>Hibernation</i>		How do people celebrate? <i>(inc Christmas and Diwali)</i>		What is winter? <i>Water/Ice</i> <i>Keeping warm</i>		What stories do we know? <i>Traditional stories</i> <i>Characters</i> <i>Materials</i>		How do we move? <i>Animals/Us – bodies: muscles and bones.</i> <i>Wheels</i> <i>Past/Present vehicles</i>		What is Easter? <i>Spring</i> <i>New Life</i> <i>Life cycles</i>		What lives and grows near us? <i>Spring and growth</i> <i>Minibeasts</i> <i>Being healthy</i>		Where can we go? <i>Where are we now – home</i> <i>Our street/our school/our town.</i> <i>Travel and Journeys</i> <i>Holidays</i> <i>Our world</i> <i>Transition to Year 1</i>	
Year 1 Enquiries with States of Being – Primary and Supporting	What are we? <i>Scientist</i> <i>Artist</i> <i>Musician</i> Who helps who? <i>Historian</i>		How does my School Change in Autumn? <i>Scientist</i> <i>Artist Geographer</i>		What is my hat made of? <i>Scientist</i> <i>Engineer</i> <i>Artist</i>		How does my School Change in Winter? <i>Scientist</i> <i>Artist Geographer</i>		How could we play in different ways? <i>Historian</i> <i>Geographer</i>		How do we move around? <i>Engineer</i> <i>Geographer</i>		What grows near me? <i>Scientist</i> <i>Geographer</i> <i>Artist</i> <i>Engineer</i>		Where is my school? <i>Historian - significant individual (Space)</i> <i>Geographer</i>			
Ongoing Enquiries	How does our school change through the seasons? What do Artists do?																	
Texts: (to be confirmed throughout the year)	The Colour Monster Colour Monster Goes to School Super Duper You! Me and My Hair Funnybones Elmer Beegu <i>So Much!</i> <i>Titch</i> <i>Happy in our skin</i> <i>Once there were giants</i>		Squirrel’s Busy Year <i>Tree: Seasons come, Seasons Go</i> <i>A Hibernation Story</i> <i>Pumpkin Soup</i> <i>The Jolly Christmas Postman</i> <i>Stickman</i> <i>Jesus’ Christmas Party</i> <i>The Christmas Story</i>		Winnie in Winter Higu <i>The Snowman</i> <i>Kipper’s Snowy day</i> <i>Penguin Small</i> <i>On the Way Home</i> <i>The Three Little Pigs</i> <i>Goldilocks</i> <i>Three Billy Goats Gruff</i>		The 100 Decker Bus There’s a Tiger on the Train <i>Naughty Bus</i> <i>The Train Ride</i> <i>Mrs Armitage on Wheels</i> <i>The Easter Story</i> <i>We’re going on an Easter Hunt</i>		Supertato Spyder The Giant Jam Sandwich Tad Godfrey is a frog <i>The Hungry Caterpillar</i> <i>Jasper’s Beanstalk</i> <i>Jack and the Beanstalk</i> <i>The Extraordinary Gardener</i> <i>The Bad Tempered Ladybird</i> <i>The Very Busy Spider</i>		The Boy Who Saved the World Clean Up! <i>Home</i> <i>In every house, on every street</i> <i>Rosie’s Walk</i> <i>Journey</i> <i>The Snail and the Whale</i> <i>Atlases</i> <i>Things I can do to help my world</i>							
Possible Experiences	Farm Visit Local walk Harvest Festival		Stourhead Visit – Autumn walk Dark Tent – hibernation Poppy Day and Ch in N day. Nativity Church visit		Local walk Library visit		Mr Baker - old vehicle visit Wheels Day Easter Egg Hunt World Book Day		Local walk Visit to the garden centre.		Firefighter visit Moors valley – children help to plan the trip to conclude their enquiry. Or ‘Try the Train’							

Maths

Mastering Number: Maths Mastery by NCETM 	Practise subitising. Recap the composition of 5. Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'. Compare by matching. Use the language: more than / fewer than. Recap the order of numbers to 10 using the 'staircase' pattern. Identify numbers that are '1 more' or '1 less' and apply to sets of objects. Focus on numbers that can be made with 'doubles' Recap that even numbers can be made with 2 equal parts.	Focus on odd and even numbers. See that even numbers can be composed of 2s, and odd numbers have 'an odd 1'. Focus on the composition of 6, 8 and 10. Focus on representations of ordinality. Compare number tracks and number lines.	Focus on the composition of 7 and 9. Recap odd and even numbers by looking at their 'shape'. Explore how odd numbers can be composed of 1 odd part and 1 even part, and even numbers can be composed of 2 odd parts or 2 even parts. Explore the concept of part-part-whole. Use the language of 'whole', 'split' and 'part' alongside the part-part-whole diagram.	Continue to explore systematic partitioning of numbers within 10. Connect 2 equal parts to doubling and halving. Apply knowledge of '1 more/less than' and a number in relation to odd/even numbers. Explore the effect of adding or subtracting 2 to odd/even numbers. Apply knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction. Apply knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction.	Focus on the composition of 11 to 15 as '10 and a bit'. Focus on the position of the numbers 11 to 15 on the number line. Recap midpoint on a 0 to 10 number line and see that 10 is the midpoint on a 0 to 20 number line. Read, write and interpret expressions and equations with the + and = symbols to represent combining two sets. Use knowledge of composition to identify the total/ sum. Read, write and interpret expressions and equations with the + and = symbols. Use knowledge of composition to identify the total/ sum. Practise recall of composition for 6, 7, 8, 9.	Focus on the composition of 11 to 19 as '10 and a bit' using a range of representations. Read, write and interpret expressions and equations with the - and = symbols to represent the partitioning of a 'whole'. Practise applying knowledge of composition when adding or subtracting. Practise applying knowledge of composition when adding or subtracting. Focus on the composition of 10.
White Rose Maths: 	Place value (within 10) Counting, recognising, more/less, comparing, ordering, using number lines Addition and subtraction (within 10) Fact families, number bonds within 10 and to 10, part-whole models, numberlines	Addition and subtraction (within 10) cont. Geometry: Recognising, naming and sorting 2D and 3D shapes Number: Place Value (within 20)	Addition and subtraction (within 20): Counting on and back, number bonds within 20, doubles and near doubles, finding the difference Number: Place value (within 20): Counting, teens numbers, 1 more/less, estimating, comparing, ordering, numberlines	Place value (within 50): Counting, tens and ones, partitioning, estimating Multiples of 2, 5 and 10. Length and height: Comparing, measuring, using centimetres Mass and volume: Comparing and measuring mass, volume and capacity	Multiplication and division: Counting in 10s, 2s and 5s, groups, arrays, doubling, grouping and sharing Fractions: Recognising halves and quarters of shapes and quantities	Geometry: Describing turns and positions, ordinal numbers Place value (within 100): Counting, tens, 1 more/less, comparing, numberlines Measurement: money and Time. Before/after, days of the week, months of the year, hours/minutes/ second, telling the time to the hour and half hour

English

Phonics 	Phonics: Groups RWI expectation: To read Purple Storybooks To read some Set 2 sounds.	Phonics: Groups RWI expectation: To read Pink Storybooks To know all of Set 2 sounds	Phonics: Groups RWI expectation: To read Orange Storybooks Read some Set 3 Sounds	Phonics: Groups RWI expectation: Read Yellow Storybooks Read most Set 3 Sounds	Phonics: Groups RWI expectation: Read Yellow Storybooks Read all of Set 3 Sounds	Phonics: Groups RWI expectation: Read Blue Storybooks Read all of Set 3 Sounds
Writing 	In Drawing Club, we will develop our pleasure in reading, explore vocabulary and listen to and discuss a range of stories. When writing we will: • Use capital letters and full stop • compose a sentence orally before writing it. • remember to leave spaces between words	In Drawing Club, we will develop our pleasure in reading, explore vocabulary and listen to and discuss a range of stories. When writing we will: • Use capital letters and full stops • use adjectives to describe (characters and setting) • use 'and' to link clauses	In Drawing Club, we will explore texts and vocabulary. We will discuss our ideas and make predictions. When writing we will: • Use capital letters and full stops, and introduce exclamation marks and question marks • use 'and' to link clauses • discuss what we have written with the teacher or other pupils	In Drawing Club, we will listen to and read a variety of texts – fiction, poetry and non-fiction, checking our reading makes sense as we are reading. When writing we will: • Sequence sentences to form short narratives • Reread our writing to check that it makes sense	In Drawing Club, we will begin to make inferences about what is said or done. When writing we will: • Sequence sentences to form short narratives • Reread our writing to check that it makes sense	In Drawing Club, we will read our final texts putting into practise our reading skills. When writing we will: • Sequence sentences to form short narratives • Reread our writing to check that it makes sense • Discuss our writing with others

Scientists

	Ongoing: Use 'Rainbow Challenges', Continuous and Enhanced Provision, Storytime, 'Snack and Chat' and 'Picture News' and 'GO learning' to observe, learn and talk about: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies
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	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name a variety of common animals including birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Seasonal Changes Observe changes across the 4 seasons and describe weather. What Materials are different objects made of? Describe and compare the properties of everyday materials.	Seasonal Changes Observe changes across the 4 seasons and describe weather.	How we and animals move. Comparing our bodies to those of animals.	Identify common wild and garden plants and trees Learn about the basic structure of a plant	Recycling: material properties and sorting accordingly.
Working Scientifically	Children will be taught to: - ask simple questions and recognise that they can be answered in different ways - observe closely, using simple equipment - performing simple tests - identify and classify - use their observations and ideas to suggest answers to questions - gather and record data to help answer questions					
Geographers						
	Ongoing: Use ‘Rainbow Challenges’, Continuous and Enhanced Provision, Storytime, ‘Snack and Chat’ and ‘Picture News’ and ‘GO learning’ to observe, learn and talk about: - the United Kingdom and their locality. - Locational knowledge – inc. continents and oceans - understand geographical similarities and differences - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the - basic geographical vocabulary to refer to: key physical and human features. - world maps, atlases and globes - simple compass directions and locational and directional language - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; - use simple fieldwork and observational skills to study the geography of their school and its grounds					
	Where are we? Our school.	Learn about the weather around world. Find out about hot and cold areas of the world.	Learn about the weather around world. Find out about the equator, the North Pole and the South Pole.	What moves in our local area? How do they move? Which are natural? Which are human made?	Learn about the weather around world. Where does food come from? Use geographical language to refer to physical and key human features	Use compass directions Identify the UK and its countries Follow a map of the local area Explore a city in a non-European country

				Use simple fieldwork and observational skills to study the geography of our school and its grounds.		
Historians						
	Ongoing: Use 'Rainbow Challenges', Continuous and Enhanced Provision, Storytime, 'Snack and Chat' and 'Picture News' and 'GO learning' to observe, learn and talk about: • changes within living memory • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. • significant historical events, people and places in their own locality					
	Learn about changes within their living memory.		Develop awareness of the past and how we find out about the past by exploring toys and games.			Develop awareness of the past and how we find out about the past. Learn about events beyond living memory that are significant nationally or globally.
Computing						
	Ongoing: Use 'Rainbow Challenges', Continuous and Enhanced Provision, Storytime, 'Snack and Chat' and 'Picture News' and 'GO learning' to observe, learn and talk about: • 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 • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies					
	Computing systems and networks - Technology around us	Creating media - Digital painting	Programming A - Moving a robot	Data and information - Grouping data	Creating media - Digital writing	Programming B - Programming animations
Philosopher						
	Ongoing: Use 'Rainbow Challenges', Continuous and Enhanced Provision, Storytime, 'Snack and Chat' and 'Picture News' and 'GO learning' to observe, learn and talk about: Families and friendships; being safe online; knowing how to share when they don't feel safe; physical and mental wellbeing; being fit and healthy and knowing about some ways their bodies will change as they grow up from babies to adults.					

	PHSE: Jigsaw: Being Me in My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	PHSE: Jigsaw: Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	PHSE: Jigsaw: Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement Tackling new challenges Identifying and overcoming obstacles Feelings of success	PHSE: Jigsaw: Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	PHSE: Jigsaw: Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	PHSE: Jigsaw: Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
	RE: The Emmanuel Project: Christianity Why is belonging to God and the church family important to Christians?	RE: The Emmanuel Project: Judaism Why is learning to do good deeds so important to Jewish people?	RE: The Emmanuel Project: Christianity What did Jesus teach about God in his parables?	RE: The Emmanuel Project: Christianity Why do Christians pray to God and worship him?	RE: The Emmanuel Project: Christianity How does celebrating Pentecost remind Christians that God is with them always?	RE: The Emmanuel Project: Judaism Why do Jewish families say so many prayers and blessings?

Musician

	Ongoing: Use 'Rainbow Challenges', Continuous and Enhanced Provision, Storytime, 'Snack and Chat' and 'Picture News' and 'GO learning' to observe, learn and talk about: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music					
	Use a mixture of Charanga and Music Express to: Sing along with nursery rhymes and action songs. Make their voice/singing loud and quiet. Explore sounds and how they can be changed. Experiment with a range of percussion instruments. Tap a beat/ clap in time to a piece of music/simple song.	Use a mixture of Charanga and Music Express to: Sing familiar songs. Recognise and sing high and low pitch. Move appropriately to music at different speeds. Play instruments to accompany singing and with increasing control.	Use a mixture of Charanga and Music Express to: Listen and respond to different styles of music.. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Recognise difference between high and low pitch. Create music.	Use a mixture of Charanga and Music Express to: Listen attentively, move to and talk about music, dance and performing art - expressing their feelings and responses. Move in time to the pattern of a song. High and low sounds Sing and play an instrument along with a song. Create music Tap out a repeated rhythm	Use a mixture of Charanga and Music Express to: Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups Uses instruments to compose own music. Explore performing with different instruments. Create sound effects.	Use a mixture of Charanga and Music Express to: Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Create and perform music.

Artist

	Ongoing: Use ‘Rainbow Challenges’, Continuous and Enhanced Provision, Storytime, ‘Snack and Chat’, ‘GO learning’ and a weekly ‘skills’ session to observe, learn and talk and explore a: • range of materials creatively to design and make products • drawing, painting and sculpture to develop and share their ideas, experiences and imagination • wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines - making links to their own work					
	Skills session Drawing animals and sculpting humans	Skills session Use materials creatively to design and make products: a hat! Use colour to create Autumnal skylines by mixing, blending, building up or blurring of colour.	Skills session Ice art	Skills session Develop our art and craft techniques using The Dot.	Skills session Design and plan a sequel to ‘The Last Tree’	Skills session Making art with wheels.
Engineer						
	Ongoing: Use ‘Rainbow Challenges’, Continuous and Enhanced Provision, Storytime, ‘Snack and Chat’, ‘GO learning’ and a weekly ‘skills’ session to observe, learn and talk and explore: Design: • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make: • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products In Food Technology children will learn to: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from					
	Skills session joins: Food technology: Fruit kebabs?	Skills session joins: Food technology: Pumpkin soup? Design a purposeful, functional and appealing product – design a hat!	Skills session joins: Food technology: Lunar New Year Moon Cakes Making ice lollies?	Skills session joins: Food technology: Making pancakes Pop-up books! Use a range of tools and equipment to design and create spinners, sliders, levers and hinges.	Skills session joins: Food technology: Making jam sandwiches Use tools to perform a practical task – cutting, peeling)	Skills session joins: Food technology: Foods from around the world. Design and make a flip book.
Athlete						
	Ongoing: Use ‘Rainbow Challenges’, Continuous and Enhanced Provision along with Weekly Outdoor Learning sessions (Get Outdoors ‘GO’) to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.					

	PE Hub: Body Management: to perform rolls. to show some body control. to perform different jumps. to jump using apparatus. to travel across apparatus. to work as part of a team. Weekly 'GO' Learning sessions (Get Outdoors)	PE Hub: Cooperate and solve problems: to follow a trail with a partner. to play parachute games. to make jumping patterns. to create movement patterns. to lead a partner in tapping patterns. to navigate obstacles. Weekly 'GO' Learning sessions (Get Outdoors)	PE Hub: Dance: to move to the count of 8. to perform with a partner to the count of 8. to work with a partner to perform. to perform a dance using 4 actions to link new actions with ones we already know. to practice and perform a dance about Africa. Weekly 'GO' Learning sessions (Get Outdoors)	PE Hub: Gymnastics: to link different shapes and ways of moving. to egg roll and log roll. to follow different pathways. to balance on points and patches. to perform our story to music. to use a start and finish position. Weekly 'GO' Learning sessions (Get Outdoors)	PE Hub: Manipulation and coordination: to play parachute games. to use equipment to perform actions. to use a baton to push beanbags and balls. to use a baton to dribble. to perform different jumps. to handle a hoop. Weekly 'GO' Learning sessions (Get Outdoors)	PE Hub: Speed, agility, travel: to move beanbags and balls. to move in different ways. to jump on, off and over. to perform circle dances. to use strength to hold shapes. to work in a team. Weekly 'GO' Learning sessions (Get Outdoors)
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