St Mary's CE Primary School
Year 1 Long Term Plan 2026-27

Core Knowledge to be learned in each topic is included underneath each topic question. Additional knowledge will be covered through our child-led curious questions.

Subject	Autumn		Spring		Summer	
Science	**SEASONAL/DAILY WEATHER PATTERNS** **What are the 4 seasons?** Observe and describe weather associated with the seasons and how day length varies	**HUMAN BODY** **What are our senses?** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**ANIMALS** **What do animals eat?** 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 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	**EVERYDAY MATERIALS** **What's the best material for a house?** 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.		**PLANTS** **What makes plants different?** 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.
Computing	**Introduction to Purple Mash** To login to Purple Mash. To know how to start, save and complete 2Dos. To open a program from the Tools area. To save work. To find work in the	**Data Explorers** To think carefully about the steps of grouping items. To group items using a computer. To sort different items. To understand that data is information that can be collected and used.	**Creating and following instructions** To understand that an algorithm is a set of instructions. To follow and create simple instructions on a device. To sequence algorithms that require a correct order.	**Animated stories** To understand some differences between traditional books and digital books. To draw a character for a 2Create a Story digital book. To understand the difference between backgrounds and other objects on the screen in 2Create a Story.	**Coding** To understand that computer programs work by following instructions called code. To use object and action code blocks to make a computer program. To understand what an event is in coding.	**Technology around us** To know what the word technology means. To know what technology is used in school. To consider the purposes of technology used in the wider world. To understand the safe use of

	Work area. **Creative Computing** To use paint tools to draw a picture. To create a jigsaw using a digital device and share it so that others can play. To create a placing game in 2DIY. To create images and use these to make a game	To understand that data can be shown using pictures. To collect data and create a pictogram.		To add animation to objects in 2Create a Story. To add text to a 2Create a Story file. To add sounds to a 2Create a Story file.	To understand the purpose of an output and to be able to 'read' code to find out what it does. To change aspects of the design view. To plan and make a computer program.	technology devices. **Making beats** To compare music made using computers and music played by real instruments. To explore mixing the sounds of different instruments using the 2Beat tool. To compose a tune to match a picture of a scene. To compose a beat to match a picture of a scene.
History	**CHANGES IN LIVING MEMORY-** **What was life like for my Grandparents? (Toys, school, transport, fashion, Christmas)** Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life				**LIFE OF SIGNIFICANT IND / EVENT** **Who has been to space?** The lives of significant individuals in the past who have contributed to national and international achievements. Space-Neil Armstrong, Tim Peake and Helen Sharman	
Geography			**UNDERSTANDING THE GLOBE** Can a meerkat live in the North Pole? Identify seasonal and daily weather patterns			**SKILLS & FIELDWORK** What countries make up the UK?

			in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Place, Scale, Space. Environment (physical and human processes), Interconnections Settlements /Cities Landscape/Topography Continent, ocean, season, weather, North Pole, South Pole, Antarctic, Arctic.			use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Place, Scale, Space. Environment (physical and human processes), Interconnections Settlements /Cities Landscape/Topography Map, globe, country, continent, ocean, north, south, east, west, compass England, Scotland, Wales, Northern Ireland.
Design and Technology		**Sliders and Levers (mechanisms)** Design, make and evaluate moving story book. Design, make, design		**Textiles** Understanding what a template is and joining techniques. Design, make, design criteria,		**Food and nutrition** Design, make and evaluate a fruit kebab for ourselves to enjoy at the ned of the unit. Design, make, design

		criteria, evaluate, moving, lever, slider, pivot, mechanism		evaluate, template, joining technique, sew, staple, thread, glue, fabric, textiles		criteria, evaluate, kebab, hygiene, peel, cut, taste
Art	**Spirals** Know that drawing is a physical and emotional activity. That when we draw, we can move our whole body. Know that we can control the lines we make by being aware of how hold a drawing tool, how much pressure we apply, and how fast or slow we move. Know that we can draw from observation or imagination. Know that we can use colour to help our drawings engage others. Vocabulary: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Colour		**Simple printmaking** Explore texture, pattern and line through relief printing. Create repeated patterns when printmaking. Show an understanding of how colours relate to mood in art. Vocabulary: Print, Press, Pressure, Paint, Primary colours, Shape, Line, Arrangement Rubbing, Texture, Chalk, Pencil Crayon, Cut, Collage, Stick, Arrange, Explore, Try, Test, Reflect		**Exploring watercolour** That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. Vocabulary: paint, watercolour, mixing, medium, primary colours, develop, imagery	
Music	**Kapow – Pulse and Rhythm** Identify the difference between the pulse and rhythm	**Kapow – Tempo (snail and mouse)** Using voices, bodies and instruments to listen and respond to	**Kapow- Dynamics (seaside)** Links between music, sounds and environments and use	**Kapow- Sound patterns (fairytales)** Through fairytales, children are introduced to the	**Kapow- Pitch (superheroes)** Learning how to identify high and low notes and to	**Kapow- Musical symbol (under the sea)** Children combine all the musical concepts

	of a song.	different pieces of music, learn and perform a rhyme and song with a focus on tempo.	percussion, vocal and body sounds to represent calm or stormy seas.	concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	compose a simple tune to represent a superhero.	learned throughout Year 1 for an underwater-themed class performance incorporating instrumental, vocal and body sounds.
PE	**Target Games** **CRICKET** Throw with accuracy to hit a target both near and far **Multi - Skills** **Bootcamp**	**Net and Wall skills** How to send and receive a ball. Learnt what a ready position looks like. **Fundamental Skills 2** To work as a team to complete games and work on fine motor skills	**Gymnastics (Balancing and Spinning)** Balance and spin on a variety of different body parts Explore a variety of apparatus moving in different ways **Dance (Animals)** Perform dances using simple movement patterns.	**Bootcamp** **Invasion game skills** Learn how to intercept an opposing team	**Target Games** Throw with accuracy to hit a target both near and far. Work together as a team to complete an activity. **Object Manipulation** To develop control over an object by throwing, kicking and dribbling.	**Striking and Fielding skills** Strike a ball and get into space to field. Hit a ball with a bat. **Athletics** Practice a variety of skills such as running, hopping, skipping, balancing and throwing. Sports day.
RE	Who do Christian say Made the World? **Make sense of belief:** Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about	Why does Christmas matter to Christians? **Make sense of belief:** Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians **Understand the impact**: Give examples of	Who is Jewish and How do they live? Experience Easter **Make sense of belief:** Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like **Understand the impact**: Give examples of how Jewish people		What does it mean to belong to a faith community? **Make sense of beliefs:** Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving	How should we care for the world and others, and why does it matter? **Make sense of belief:** Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that

	God, Creation and the world **Understand the impact:** Give at least one example of what Christians do to say 'thank you' to God for Creation **Make connections:** Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas **Make connections:** Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.	celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) **Make connections:** Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	other people. **Understand the impact:** Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) **Make connections:** Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world **Understand the impact:** Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world **Make connections:** Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

PSHE	**Being me in my world** Who I am and how I fit in.	**Celebrating difference** Respect for similarity and difference. Anti-bullying and being unique.	**Dreams and goals** Aspiration, how to achieve goals and understanding the emotions that go with this.	**Healthy me** Knowing how to keep myself healthy and safe at school and at home.	**Relationships** Building positive, healthy relationships.	**Changing me** Coping positively with changes to my body and the world around me,.
MFL	**Greetings and numbers** Introducing myself and counting to 10.	**Playground games** Days of the week	**Minibeasts** Colous	**Dinosaurs** Habitats	**Plant pot story** Weather	**Mr biscuit** Body parts