



The Leys Primary and Nursery School

Long term Plan 2025-2026

Year: 1

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	<p>EYFS Explore familiar and unfamiliar roles and experiences.</p> <p>KS1 Explore new experiences with confidence.</p> <p>LKS2 Explore the world around me, increasing my knowledge and understanding.</p> <p>UKS2 Explore and challenge my learning in order to promote</p>	<p>EYFS Communicate in a two way conversation.</p> <p>KS1 Communicate my thoughts and feelings in a calm, verbal way</p> <p>LKS2 Communicate verbally, confidently and in writing with increased clarity.</p> <p>UKS2 Communicate clearly and confidently both verbally and in writing.</p>	<p>EYFS Understand my feelings and respond to the feelings of others.</p> <p>KS1 Understand how my actions impact others.</p> <p>LKS2 Understand how my actions affect myself and others around me.</p> <p>UKS2 Understand my strengths and areas for development within our school community.</p>	<p>EYFS Solve problems independently with resilience.</p> <p>KS1 Solve problems independently with resilience in friendships and academics.</p> <p>LKS2 Solve problems regarding school life independently with resilience and seek support openly</p> <p>UKS2 Solve a wide range of problems across the curriculum, both</p>	<p>EYFS Care for myself, others and the world around me.</p> <p>KS1 Care for myself, others and the wider environment.</p> <p>LKS2 Care for myself, others and the wider world.</p> <p>UKS2 Care and understand how to promote the physical and mental well-being</p>	

	independence and resilience.			independently and collectively as a team.	of myself and others and the world we live in.
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<b>Social Moral Spiritual Cultural Education</b> <b>Spiritual</b> - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. <b>Moral</b> - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. <b>Social</b> - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. <b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.				
	<b>British Values Education</b> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of Law</li> <li>• Individual Liberty</li> <li>• Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> </ul>				

	AUTUMN 4/9 - 19/12 (14 wks)		SPRING 5/1-27/3 (11 wks)		SUMMER 13/4-22/7 (14 wks)	
<b>School Events</b> <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Community events</li> </ul>	<p>PSHE Personal Development/British Values/RE Focus: 4/9-5/9</p> <p>Behaviour Curriculum focus: 4-26/9</p> <p>Class Author Week: 8/9-12/9</p> <p>International Day of Democracy: 15/9</p> <p>National Poetry Day (performance poetry): 2/10</p> <p>Global Friday: 10/10</p>	<p>Anti-Bullying Week: 10/11-14/11 including Odd Sock day: 12/11 World Kindness day: 13/11</p> <p>STEAM week: Maths Focus 17-21/11 (How many Jellybeans?)</p> <p>Enterprise Day: 28/11</p> <p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p> <p>Global Friday: 12/12</p> <p>Christmas Jumper and dinner Day 17/12</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p> <p>Global Friday: 30/1</p> <p>Children's Feel Good Week: 2-6/2 including Time to Talk day 6/2</p> <p>Internet Safety Week: 9-13/2</p>	<p>Mock SATs Y6: 23-26/3</p> <p>Mother Language Day: 27/2</p> <p>World Book Day: 5/3</p> <p>STEAM week: Science Focus 9/3-13/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p> <p>Global Friday: 20/3</p> <p>Church visit KS2 Easter: 26/3</p>	<p>Earth Day: 22/4</p> <p>St George's Day: 23/4</p> <p>KS2 SATs w/c 11-14/5</p> <p>Global Friday: 15/5</p> <p>Walk to School and Healthy living week: 18-14/5</p> <p>Sports day - 21 or 22/5</p>	<p>Careers Month: June</p> <p>STEAM week:1-5/6 link to careers?</p> <p>King's birthday 12/6/26</p> <p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p> <p>Global Friday: 3/7</p> <p>World Cup - 10/7</p> <p>Book Swap day: 15/7</p>
<b>Charity Events</b>	<p>Harvest - Assembly 7/10</p>	<p>Poppy Appeal: 3-11/11</p> <p>Children in Need:</p>				<p>National Give Something Away day: 15/7</p>

		21/11				
<b>FOL Events</b>	Disco 17/10 Non uniform day 23/10	KS1/Reception Movie Night- 21/11) Enterprise Day 28/11 Refreshments at Nativities (Dec) <b>Junior Performances- 15/12</b>		Non Uniform Day- 27/3 Disco- 20/3	Non Uniform Day - 22/5	Summer Disco - 12/6
<b>Pupil Parliament</b>	Session 1 26/9 Wellbeing 11am		Session 2 6/2 11am		Session 3 5/6 11am	
<b>Pupil Cabinet</b>	Cabinet vote in class w/c 15/9 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
<b>Class trip/visitor</b>		Shuttleworth				Beach day
<b>TOPIC</b>	Terrific transport		Toys from the past and our country		Besides the seaside	
<b>Big Question</b>						
<b>Global Goals</b>						
<b>British Values</b>						
<b>Diversity Awareness</b>						
<b>PERSONAL,</b>	Heads Up Kids - 12x30 mins lessons		Computer safety	Our world	Keeping/staying	Keeping/Staying

<b>SOCIAL, HEALTH and ECONOMIC education</b>	<ul style="list-style-type: none"> <li>Emotions</li> <li>Language</li> <li>Team work</li> <li>Resilience</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Online bullying</li> </ul> <p><b>Hazard watch</b></p> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Is it safe to eat/drink</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Growing in our world</li> </ul>	<p><b>healthy</b></p> <ul style="list-style-type: none"> <li>Baseline assessment +</li> <li>Washing hands</li> </ul>	<p><b>Safe</b></p> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Road safety</li> </ul> <p><b>Being responsible</b></p> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>Water spillage</li> </ul>
--	---	--	---	--	---

	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>ENGLISH</b>	<p>Week 1</p> <p><u>Text: The Train Ride (Narrative)</u></p> <p><b>Key skills-</b> How words can combine to make sentences. Joining words with 'and'. Sequence sentences to form narratives Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate</p>	<p><u>Text: Poetry- Firework night</u></p> <p><b>Key skills-</b> Suffix that can be added to verbs where no change in the spelling of the root words. Joining words with 'and'. How words can combine to make sentences. Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks</p>	<p><u>Text -Pinocchio (Traditional tale)</u></p> <p><b>Key skills-</b> How the prefix un- changes the meaning of verbs and adjectives (negotiation for examples unkind or undoing, untie the boat</p> <p><b>Week 3,4 and 5- Sentence stacking-</b> Creating own sentence about the story of Pinocchio</p> <p><b>Week 6&amp;7</b></p>	<p>Text- Toys from the past (Non-Fiction)</p> <p><b>Key skills-</b> How words can combine to make sentences. Joining words and joining clauses 'and'. Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate sentences.</p>	<p><u>Non fiction- Seasons</u></p> <p><b>Key skills-Suffixes</b> that can be added to verbs where no change is needed in the spelling of root words. E.g helping, helped, helper. How words can combine to make sentences. Joining words and joining clauses using and. Capital letters for names and for the personal I. Separation of words</p>	<p><u>Narrative-story- The storm whale</u></p> <p><b>Key skills-</b> Combining words to make sentences. Joining words and joining clauses using and,because, but. Sequencing sentences to form short narratives. Capital letters for names and for the personal I. Capital letters for names and for the personal pronouns I.</p>

	<p>sentences. Capital letters for names and for the personal I. <b>Week 3-4- Sentence stacking-</b> creating own sentences about the story/recount of narrative.</p> <p><b>Week 5- 6- Independent writing -</b> Big idea replication to a new plot - different character and type of transport.</p> <p><b>Week 7- Recap of key skills-</b> Finger spaces, full stops and capital letters.</p>	<p>to demarcate sentences. Capital letters for names and for the personal I. <b>Independent write- Christmas list poem</b></p> <p><u><b>Text: On safari (Non-Fiction)</b></u></p> <p><b>Key skills-</b>Regular plural noun suffixes-s or-es How words combine to make sentences. Join words using the word and. Separation of words with spaces. Introduction to capital letters, full stops, exclamation marks and question marks. Capital letters for names and for the personal pronoun I.</p> <p><b>Week 3-4- Sentence Stacking Lessons- Creating a non fiction report</b></p> <p><b>Week 5-6 Independence writing-</b></p>	<p><b>Independent writing-</b> Continue with plot - the fox and the cat eventually kidnap Pinocchio. What do they do? How does he escape?</p> <p>Week 8- Recap of Key Skills- Joining words and joining clauses- and because</p> <p><u><b>Text- When I am by myself? (Poetry)</b></u> Key skills - Regular plural noun suffixes-s or-es Separation of words with spaces. Capital letters for names and for the personal I.</p> <p><b>Week 1,2 Sentence stacking-</b> Creating a poem.</p> <p><b>Week 3 and 4 Independent writing-</b> Children create a similar poem using the ideas of food- taste textures.</p> <p><b>Week 5- Recap of</b></p>	<p>Capital letters for names and for the personal I.</p> <p><b>Week 3-5 Sentence structures-</b> writing a report.</p> <p><b>Week 6&amp;7 Independent writing-</b> Chocolate from the past.</p> <p><b>Week 8- Recap of key skills -</b> Using exclamation marks and question marks.</p> <p><u><b>Text- narrative- the way back home</b></u> Key skills - Regular plural noun suffixes-s or -es including the effect of these suffixes on the meaning of the noun. How words can combine to make sentences. Joining words and joining clauses using and. <b>Sequencing</b></p>	<p>with spaces. <u><b>Week 3-5 Sentence structure-</b></u> report about seasons. <u><b>Week 6-7 Independent writing-</b></u> create a report about another tree or animals. <u><b>Week 8- Recap of key skills -</b></u> Using a variety of conjunctions.</p> <p><u><b>Narrative- irish myth- song of the sea</b></u> Key skills- Suffixes that can be added to verbs where no change is needed in the spelling of the root word. How words can be combined to make sentences. Joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Capital letters for names and for the personal I.</p> <p><u><b>Week 2,3,4&amp;5</b></u></p>	<p><u><b>Week 2,3 &amp; 4 Sentence structure-</b></u> story writing</p> <p><u><b>Week 5,6 &amp;7 Independent writing-</b></u> Continuing the plot - What happened when Noi meets the whale again? What would they do as friends - what adventures would they go? Games they would play.</p> <p><u><b>Week 8- recap of key skills-</b></u> Using a variety of conjunction and a variety of punctuation</p>
--	---	---	--	---	---	---

		<p>travel journal about visit to shuttleworth.</p> <p><b>Week -7 Recap of Key skills using Take one book- Snow dragon</b></p>	<p><b>key skills - Rereading work to check for sentence and basic editing.</b></p>	<p><b>sentences to form short narratives. Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and pronouns I.</b></p> <p><b><u>Week 2,3,4 &amp; 5 Sentence structure-</u></b> creating a story about a visit to another planet.</p> <p><b><u>Week 6&amp;7 Independent writing-</u></b> same characters different plot - the martian gets stuck on Earth and the boy has to get home.</p> <p><b>Week 8- Recap of key skills.</b></p> <p>Sequencing sentences to create a short narrative.</p>	<p><b><u>Sentence structure-</u></b> create a story</p> <p><b><u>Week 6&amp;7 Independent writing-</u></b> Big idea replicated- a magical coat or another magical item that provides powers to those who wear it.</p> <p><b><u>Week 8- Recap of key skills</u></b></p> <p>Editing skills</p>	
<b>MATHEMATICS</b>	<p>Place value</p> <p>Addition and subtraction</p>	<p>Addition and subtraction</p> <p>Geometry - Shape</p>	<p>Place value up to 20</p> <p>Addition and subtraction</p>	<p>Place Value upto 50</p> <p>Length and Volume</p>	<p>Multiplication</p> <p>Fractions</p>	<p>Place value up to 100</p> <p>Money</p>

			up to 20.	Mass and height	Position and direction	Time
<b>SCIENCE</b>	<p>Everyday materials</p> <p>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.</p>		<p>Animals, including humans</p> <p>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). Identify, name, draw and label the basic parts of the human body and say what parts of the body are associated with each sense.</p>		<p>Plants</p> <p>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.</p>	
<b>COMPUTING</b>						

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>HISTORY</b>	<p>Travel and transport</p> <p>...most children will be able to:</p> <ul style="list-style-type: none"> <li>• Talk and write about the differences between old and new transport.</li> <li>• Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.</li> <li>• Recall some key facts about the different types</li> </ul>	<p>Toys</p> <p>...most children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify different sources we can use to find out about the past</li> <li>• Ask and answer simple questions.</li> <li>• Compare two toys from different time periods, identifying similarities and differences.</li> <li>• Use words and phrases relating to the passing of</li> </ul>	<p>Seaside</p> <p>Understand changes in living memory. Accurately order events. Compare ideas from different time periods. Identify similarities and differences between ways of life in different periods. Use common words and phrases relating to the passing of time.</p>



	of travel and transport studied and the significant people involved in inventing them.	time.	Ask and answer questions related to an area of study.
<b>GEOGRAPHY</b>	<p><b>Our local area/Our School</b> Children know about similarities and differences in relations to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><b>Our Country</b> Refer to key physical and human features.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in KS1. Use aerial photographs and plan perspectives to recognise landmarks.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>Wonderful Weather</b> Recognise and label common weather conditions (e.g. sunny, rainy, windy, snowy, cloudy) Observe and record daily weather using simple tools and charts Identify patterns in weather over time Understand how weather affects daily life, clothing choices, and activities Match weather types with seasons and describe seasonal changes Interpret simple weather forecasts and symbols Present basic weather information using spoken or written formats Compare weather in the UK with that in hot and cold locations around the world</p>
<b>ART and DESIGN</b>	<p><b>Spirals</b> <b>Knowledge</b> Understanding drawing is a physical activity. Introducing what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the</p>	<p><b>Watercolours</b> <b>Knowledge</b> Understanding watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. <b>Skills</b> Develop experience of primary and secondary colours. Explore mark making. Explore watercolour in an intuitive way to</p>	<p><b>Making birds</b> <b>Knowledge</b> Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Understanding collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Understand that sculpture is the name</p>

	<p>things we make. That we may share similarities. Understand all responses are valid.</p> <p><b>Skills</b></p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings.</p> <p>Develop experience of primary and secondary colours.</p> <p>Practise observational drawing.</p> <p>Explore mark making</p>		<p>build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to "imagine" an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Share their response about classmates' work.</p>		<p>sometimes given for artwork which exists in three dimensions.</p> <p>Understand the meaning of "Design through Making"</p> <p><b>Skills</b></p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.</p> <p>Practise observational drawing.</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.</p> <p>Use a combination of two or more materials to make sculpture.</p> <p>Use construction methods to build.</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.</p>	
<b>DESIGN and TECHNOLOGY</b>	<p>Mechanisms- sliders and levers</p> <p>Project- Moving Christmas cards</p>		<p>Food technology</p> <p>Project- Fruit salad</p>		<p>Structures- freestanding structures</p> <p>Project- Freestanding chair</p>	
<b>MUSIC</b>	My Musical Heartbeat	Dance, Sing and Play	Exploring Sounds	Learning to Listen	Having fun with Improvisation	Explore Sound and Make a Story
<b>RELIGIOUS EDUCATION</b>	Unit 7 - Who do Christians say made the world?	Unit 8 - Why does Christmas matter to Christians?	Unit 9 - Who is Jewish and how do they live?	Unit 10 - What do Christians believe God is like?	Unit 11 - What does it mean to belong to a faith community?	Unit 12 - How should we care for the world and for others, and why does it matter?

FRENCH						
PE	Fundamental Movement Skills 2 & Target Games 2	Net and Wall Game Skills 1 & Invasion Game Skills 1	Gymnastics - Balancing and Spinning on Points and Patches & Yoga	Gymnastics - Wide, Narrow and Curled Rolling and Balancing & Dance - Under the Sea	Locomotion 2 & Athletics 2	Striking and Fielding Game Skills 1 & Personal Challenges