Year 1 Long Term Curriculum Plan 2026-2027

Segments to be taught and what children will know by the end of each of them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational visits or activities		All.Saints Church, Hoole - RE		Chester Zoo **History**	Local walk **Science**: Plants	
Physical Education	**Dance** By the end of this segment children will have: Explored travelling actions, movement skills and balancing. Understood why it is important to count to music. Copied and repeat actions to create short dance phrases. Worked individually and with a partner to create ideas linked to a theme. Performed dances and provide feedback starting to use dance terminology. **Ball skills** By the end of this segment children will have**:** Explored and develop fundamental ball skills such as throwing	**Gymnastics** By the end of this segment children will have: Explored and developed basic gymnastic actions on floor and low apparatus. Explored basics skills of rolling, jumping, travelling and balancing that are used individually and in combination to create movement sequences. Experienced opportunities to select their own actions to create short sequences and develop their confidence performing. Begun to understand the use of levels, directions and shapes	**Fitness** **Sending and receiving** By the end of this segment children will have: Developed sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Explored opportunities to work with a range of different size balls. Applied skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. Understood the importance of abiding by rules to keep themselves and others safe.	**Gymnastics** By the end of this segment children will have: Explored and develop basic gymnastic actions on floor and low apparatus. Perform basic skills of jumping, rolling, travelling and balancing are used individually and in combination to create movement sequences. Experienced opportunities are given to select their own actions to create short sequences and develop their confidence performing. Begin to understand the use of levels, directions and shapes when travelling and	**Striking and fielding games** By the end of this segment children will have: Understood the principles of attacking (batting) and defending (fielding) in striking and fielding games. Used and develop skills such as throwing and catching, tracking a ball and striking a ball. Experienced how to score points in these types of games, play to the rules and use simple tactics. Shown respect towards others when playing competitively and develop communication skills to manage small, sided games.	**Net and Wall games** **Dance** By the end of this segment children will have: Explored travelling actions, movement skills and balancing. Understood why it is important to count to music. Copied and repeat actions to create short dance phrases. Worked individually and with a partner to create ideas linked to a theme. Performed dances and provide feedback starting to use dance terminology.

	catching, rolling and dribbling with both hands and feet. Performed with increasing control and accuracy using coordination and balance. Worked independently and collaborative in pair and small groups. Explored their own ideas in response to tasks.	when travelling and balancing. **Fundamentals** By the end of this segment children will have: Explored the fundamentals of balancing, running, changing direction, skipping, hopping and jumping. Explored these ideas in isolation as well as in combination. Experienced opportunities to identify areas of strength as well as areas for improvement. Worked collaboratively with others, taking turns and sharing ideas.		balancing. **Target Games** By the end of this segment children will have: Developed their understanding of attacking and defending for target games. Used both underarm and overarm action and select and apply the appropriate action for the target. Applied skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. Understood the importance of abiding by the rules and keeping themselves and others safe. Experienced how to score points and use simple tactics. Developed communication skills and show resect towards others when playing competitively.	**Athletics** By the end of this segment children will have**:** Developed athletic ability such as running at different speeds, changing direction, jumping and throwing. Engaged in performing skills and measuring performance, competing to improve their own score and against others. Worked collaboratively as well as independently.	
Science	**Animals including humans** By the end of this segment children will be able to**:** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a		**Everyday Materials** By the end of this segment children will be able to: distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood,		**Plants** **By the end of this segment children will be able to:** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	

	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 which part of the body is associated with each sense.	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.	Identify and describe the basic structure of a variety of common flowering plants, including trees. .
	Seasonal Changes **By the end of this segment children will be able to:** Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies. **These sessions will be undertaken throughout the year according to the season.**		
	Scientific Enquiry Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.		
History	**Changes in living memory – toys** By the end of the segment, children will: Recognise how toys have changed over time. Compare similar toys from different times Describe a toy from the past and how it is different to a toy from today.	**History of Chester Zoo** By the end of the segment, children will: Understand who and how Chester Zoo started. Explain how it has changed over time in size, appearance and popularity. Describe what animals it cares for and how this has changed over time.	**Changes in living memory – travel and transport** By the end of the segment, children will: Recognise how different types of transport have changed over time. Make simple comparisons between modes of transport. Place types of transport chronologically using a timeline.
Geography	**What is it like here?** By the end of this segment children will: Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the	**What is the weather like in the UK?** By the end of this segment children will: Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons and the current season and describe some seasonal changes. Identify the four compass directions.	**What is it like to live in Shanghai?** By the end of this segment children will: Give examples of human and physical features? Identify features they see on a walk? Explain the location of the features using some directional language. Use an aerial photograph to locate features. Design simple pictures and symbols on a

	classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.	Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Suggest appropriate clothing and activities for each season.	sketch map. Draw compass points. Name the continent they live in? Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features.
Art and Design	**Drawing: Making your mark** By the end of this segment children will be able to: Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.	**Painting and mixed media** By the end of this segment children will be able to: Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.	**Craft and design: Woven wonders** By the end of this segment children will be able to: Give an opinion about whether an activity counts as 'art'. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn't work well. Show that they are selecting colours thoughtfully. Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. Show resilience and keep going when things don't go right the first time. Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). Weave with paper, achieving a mostly accurate pattern of alternating strips.

					Describe their own weaving and compare it to Vicuna's artwork. Attach things securely to their box loom. Remember the process needed for weaving and attach some elements in this way. Discuss the choices they make and what they like about their finished work.	
Computing	**Computer Systems and Networks:Technology around us** By the end of this segment children will: Identify technology and identify a computer and its main parts. Use a mouse in different ways. Create rules for using technology responsibly.	**Creating Media: Digital painting** By the end of this segment children will: Describe what different freehand tools do and use the shape and line tools. Use a computer on their own to paint a picture.	**Creating Media: Digital writing** By the end of this segment children will: Use a computer to write, add, and remove text. Identify that the look of text can be changed on a computer. Explain why they use the tools they chose.	**Data and information: Grouping Data** By the end of this segment children will: Label the objects and identify that objects can be counted. Describe different objects in different ways and count objects with the same properties. Compare groups of objects and answer questions about them.	**Programming A: Moving a Robot** By the end of this segment children will: Explain what a given command will do and act out a given word. Combine forwards and backwards commands to make a sequence. Combine four directions to make sequences and plan a simple program. Find more than one solution to a problem.	**Programming B: Introduction to Animation:** **By the end of this segment children will:** Choose a command for a given purpose and show that a series of commands can be joined together. Identify the effect of changing a value and explain that each sprite has its own instructions. Design the parts of the project.
Design and Technology	**Textiles: Puppets** By the end of this segment children will: join fabrics together using pins, staples or glue. Design a puppet and use a template. Join their two puppets' faces together as one. Decorate a puppet to match their design. Evaluate their final product.		**Structures: Constructing a Windmill** By the end of this segment children will: Follow design criteria to meet the needs of a user. Make a stable structure. Make functioning sails/blades that attach to the supporting structure. Improve and evaluate their windmill.		**Mechanisms: Wheels and Axles** By the end of this segment children will: Choose and use the most suitable tool for cutting out different shapes accurately. Test and compare wheels of different shapes, thicknesses and smoothness. Estimate the middle of a circle. Design, draw and label a product that uses a simple mechanism. Identify the needs of the user. Make and finish a simple pull-along toy.	

					Evaluate a product against simple design criteria and provide feedback.	
Music	**Keeping the pulse** By the end of this segment children will: Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.			**Sound patterns** By the end of this segment children will: Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse. Follow instructions during a performance. Join in with repeated phrases using a character voice.	**Pitch** By the end of this segment children will: Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance.	**Musical symbols** By the end of this segment children will: Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.
	<u>Whole School Weekly Active Listening Programme</u>					

Religious Education	**How the World began.** By the end of this segment children will: Identify things which are natural and man-made. Discuss ideas about how natural things were created. Recall the key elements of the Jewish and Christian creation story in the correct order. Understand that some Christian and Jewish people believe the story explains how the world was created. Correctly order the key events of a Hindu creation story. Make some links between the Hindu creation story and the Christian and Jewish creation story. Choose appropriate adjectives and adjectival phrases from a selection to describe what people might think about God. Share their own 'I wonder' questions. Recognise that Humanists use evidence to	**What do some people believe God looks like?** By the end of this segment children will: Recognise that different people have different beliefs about God's form and appearance. Explain how art can be used to express feelings towards God. Recognise that some Hindu people believe God has many forms. Understand and explain that the story shows some people believe Jesus is the son of God and God on Earth. Recognise and explain how Christian, Muslim and Hindu people refer to God. Identify and describe one representation of God from these religions. Show respect for differences and similarities in how different religions represent God. Explain why people use different names for God and show respect for the different names for God across religions.	**What is God's job?** By the end of this segment children will: Share their interpretations of what different names for God tell people about what God does. Discuss opinions about beliefs about what God does while respecting others' views. Recognise that for many Jewish people, God is believed to have a special relationship with them and explore stories to understand this relationship. Identify which of the 99 names are similar to how God's job is described in the quotes. Discuss why stories about miracles performed by Jesus are important to people who follow the Christian worldview. Recognise that for some Hindus, God has many forms that help people understand what God does and explore stories to learn about these forms. Compare Zoroastrian beliefs to other	**Why should we care for the world?** By the end of this segment children will be able to: Explain different beliefs about who owns the world. Recognise the belief that humans were created last for a reason. Recognise why only humans can care for the world. Identify the belief that God created humans as stewards over nature through scripture. Recognise what some stories about Muhammad tell us about looking after the world. Express why stewardship is important to some Muslim people. Identify why people who believe in ahimsa may think it is important to look after all living creatures. Identify reasons why it is important to care for the world.	**How do we know that new babies are special?** By the end of this segment children will: Suggest reasons why people might celebrate a new baby. Describe why some Muslim people welcome a new baby with Adhan. Recognise the key parts of Aqiqah and why these are important to some Muslim people. Identify the important parts of Jatakarma and why these are important to some Hindu people. Explore similarities between Jatakarma, Adhan and Aqiqah. Identify what a promise means in a Christian baptism. Explain ways in which some people choose a name for a new baby. Describe what happens at religious and Humanist baby naming ceremonies.	**Why should we care for others?** By the end of this segment children will: Describe some reasons why people choose to care for people other than it being their job. Identify why Muslim people might believe Zakat is important guidance for caring for others. Identify that Tzedakah is a way of caring for others. Recognise ways of caring that take more effort and receive less thanks. Identify ways of caring for others in Bible stories. Recognise some reasons why Humanist people might believe it is important to care for others. Look for similarities between people's beliefs about caring for others. Explain how people use their skills to care for others while being inspired by their beliefs.

	understand how the world began. Create a thoughtful representation that reflects the Humanist belief of how the world began. Use art to express their ideas about how they think the world began.		religious or worldview concepts of good and bad. Make thoughtful observations about how this belief influences moral choices in daily life.			
PSHE	**Me and My Relationships** By the end of this segment children will: Understand that classroom rules help everyone to learn and be safe. Explain their classroom rules and be able to contribute to making these. Demonstrate attentive listening skills. Suggest simple strategies for resolving conflict situations. Give and receive positive feedback, and experience how this makes them feel. Recognise how others might be feeling by reading body language/facial expressions. Understand and explain how our	**Valuing Difference** By the end of this segment children will: Identify the differences and similarities between people. Empathise with those who are different from them. Begin to appreciate the positive aspects of these differences. Explain the difference between unkindness, teasing and bullying. Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to	**Keeping Safe** By the end of this segment children will: Recognise the importance of sleep in maintaining a healthy, balanced lifestyle. Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe. Identify people who can help them when they feel unsafe. Understand and learn the PANTS rules. Name and know which parts should be private. Explain the difference between appropriate and inappropriate touch. Understand that they have the right to say	**Rights and Respect** By the end of this segment Recognise how a person's behaviour (including their own) can affect other people. Identify what they like about the school environment. Recognise who cares for and looks after the school environment. Demonstrate respect and responsibility for looking after something (e.g. a class pet or plant). Explain the importance of looking after things that belong to themselves or to others. Develop their sense of respect for objects - including things in the environment. Explain where people	**Being My Best** By the end of this segment children will: Recognise the importance of fruit and vegetables in their daily diet. Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others. Select foods from the **Eatwell Guide** (formerly Eatwell Plate) in order to make a healthy lunch. Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Recognise the importance of regular hygiene routines.	**Growing and Changing** By the end of this segment children will: Understand that the body gets energy from food, water and air (oxygen). Recognise that exercise and sleep are important parts of a healthy lifestyle. Identify things they could do as a baby, a toddler and can do now. Identify the people who help/helped them at those different stages. Understand some of the tasks required to look after a baby. Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

	emotions can give a physical reaction in our body. Identify a range of feelings. Identify how feelings might make us behave. Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt. Suggest ways of dealing with different kinds of hurt. Identify simple qualities of friendship. Suggest simple strategies for making up.	others. Identify some of the people who are special. Recognise and name some of the qualities that make a person special to them. Recognise that they belong to various groups and communities such as their family. Explain how these people help us and we can also help them to help us.	“no” to unwanted touch. Start thinking about who they trust and who they can ask for help. Think about the benefits and the risks of the internet. Recognise ways to stay. Understand the importance of consent. Understand that medicines can sometimes make people feel better when they’re ill. Explain simple issues of safety and responsibility about medicines and their use. Recognise the range of feelings that are associated with loss.	get money from. List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value. Explain the importance of keeping money safe. Identify safe places to keep money. Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).	Sequence personal hygiene routines into a logical order. Understand how diseases can spread. Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and the opportunity to fail, safely. Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills. Suggest simple strategies for resolving conflict situation. Give and receive positive feedback, and experience how this makes them feel. Name major internal body parts (heart, lungs, blood, stomach, intestines, brain). Understand and explain the simple bodily processes associated with them.	Explain the difference between teasing and bullying. Give examples of what they can do if they experience or witness bullying. Say who they could get help from in a bullying situation. Explain the difference between a secret and a nice surprise. Identify situations as being secrets or surprises. Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private. Describe ways in which private parts can be kept private. Identify people they can talk to about their private parts.