

BRIERLEY PRIMARY SCHOOL





Year 1










Long Term Plan

2025 – 2026



Reading Spine Across the Year

Narrative	Classics	Picture books	Poems and rhymes
 <p style="text-align: center;"> The Tiger Who Came to Tea Mog The Forgetful Cat Both by Judith Kerr The Jolly Postman by Janet & Allan Ahlberg Cops and Robbers by Allan Ahlberg </p>	 <p style="text-align: center;"> Pinocchio Little Red Riding Hood Puss-in-Boots The Ugly Duckling All by Mara Alperin. </p>	 <p style="text-align: center;"> The Twits by Roald Dahl Paddington by Michael Bond Charlie and the Chocolate Factory by Roald Dahl </p>	 <p style="text-align: center;"> Poems by Allan Ahlberg Shape poems/calligrams Off by Heart – There's No Such Thing as Monsters by Roger Stevens </p>

	Block 1	Block 2	Block 3
<p>English Planning around quality texts and experiences</p>	<p style="text-align: center;">Block 1</p> <p>Building narrative skills based on books by the class author, Allan Ahlberg.</p>  <p>Report writing linked to a recent science topic.</p> <p>Report writing linked to a recent history topic.</p> <p>Character description linked to the drop-and-read text: The Twits.</p>  <p>Poetry focus: Poems by Allan Ahlberg.</p> 	<p style="text-align: center;">Block 2</p> <p>Letter writing linked to The Jolly Postman by Allan Ahlberg.</p>  <p>Recount based on a school trip or experience.</p> <p>Developing narrative skills. Two pieces of writing linked to the familiar story Little Red Riding Hood by Mara Alperin.</p>  <p>Retell of part of a familiar story linked to the drop-and-read text: Paddington by Michael Bond.</p>  <p>Poetry focus: Shape poems and calligrams.</p>	<p style="text-align: center;">Block 3</p> <p>Retell of part of a familiar story and Instruction writing linked to the book The Tiger Who Came to Tea by Judith Kerr.</p>  <p>Retelling part of a story linked to the drop and-read text: Charlie and the Chocolate Factory by Roald Dahl.</p>  <p>Poetry focus: Off by Heart – There's No Such Thing as Monsters by Roger Stevens</p> 

Set text	The Twits by Roald Dahl		Paddington by Michael Bond		Charlie and the Chocolate Factory by Roald Dahl	
Maths	<ul style="list-style-type: none"> • Number – Place value to 10 • Number – Addition and subtraction to 10 • Geometry – Properties of shapes • Number – Place value beyond 20 • Revisit week – Shape • Addressing gaps in learning 		<ul style="list-style-type: none"> • Number – Addition and subtraction to 20 • Number – Place value beyond 20 (3 weeks) • Measurement – Length, height, capacity and mass • Geometry – Position and Direction • Addressing gaps in learning 		<ul style="list-style-type: none"> • Number – Multiplication and Division • Number – Fractions • Measurement – Money • Measurement – Time • Addressing gaps in learning 	
Science	Materials Seasonal changes (across the year)		Animals including humans Seasonal changes (across the year)		Plants Seasonal changes (across the year)	
Computing	Computing systems and networks – Technology around us Recognising technology in school and using it responsibly.	Creating media – Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working nondigitally.	Programming – Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Data and information – Grouping data Exploring object labels, then using them to sort and group objects by properties.	Creating media – Digital writing Using a computer to create and format text, before comparing to writing non-digitally.	Programming - Programming animations Designing and programming the movement of a character on screen to tell stories.
Online safety	Self-image & Identity Online relationships.	Online Reputation Online Bullying	Managing Online Information	Health, Well-being & lifestyle Privacy & Security	Copyright & Ownership	
History	Changes within the home 1950s to present How has the way we shop changed?		Brierley Then and Now How have buildings changed?		Crewe since 1820s (Trains) How did the railways shape Crewe?	
Geography	Why is Our Town Special? Geography of Crewe		What is the UK?		What is the Seaside?	
RE	Christianity Thread: God the World and Self Key Question – What do people believe about God? What is God like for some people? Personal Knowledge Question: What do I believe about God?		Christianity Thread: Belonging; Celebration Key Questions: How do people celebrate special times? Why do people mark Easter in different ways? Personal Knowledge Questions: How do I celebrate Christmas and Easter and how does this compare with others?		Judaism Thread: Belonging Key Questions: What does it mean to belong? How do groups express this differently?	Humanism Thread: Marking Life's Journey Key Questions: How do Humanists mark and celebrate new life?

					Personal Knowledge Question: Do I belong to a community? Is it important to belong to a community?	Personal Knowledge Questions: How can the beliefs of Humanists impact my beliefs?
Design & Technology	Designing and building structures Windmills		Cooking and Nutrition Smoothies		Mechanisms, Levers and Sliders Caterpillar on a Leaf	
Art	Sketching – self-portraits		Painting Focus artist – Alma Thomas		Sculpture Focus artist – Emma Bridgewater	
Music	Listening and Performance Describing how music makes you feel		Performance Listening and history: Classical, 20 th Century		Listening and Composition Listening and history: Blues	
PSHE/SMSC opportunities Inc. British Values	Managing feelings, behaviour, and understanding school rules Family and relationships		Health and wellbeing Citizenship		Safety and changing body Economic wellbeing	
Physical Development (PE)	Co-ordination Floor movements Static Balance (1 Leg)	Co-ordination Balance to agility Static Balance (seated)	Dynamic balance Static Balance Dance	Co-ordination Ball skills Counter-balance (pairs)	Co-ordination with equipment reaction and responses	Ball chasing Floor work