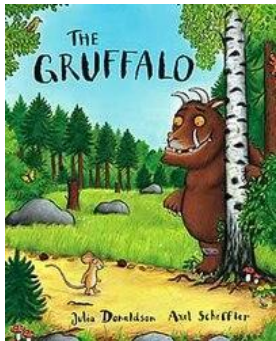
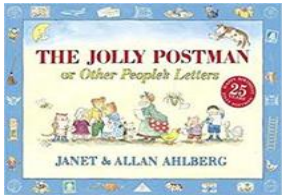
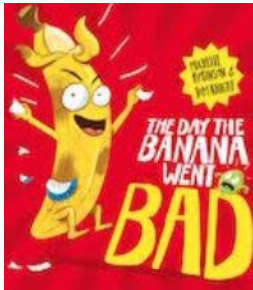
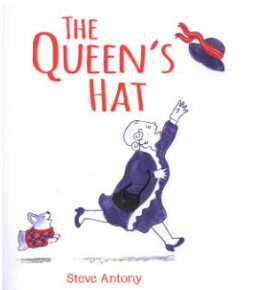
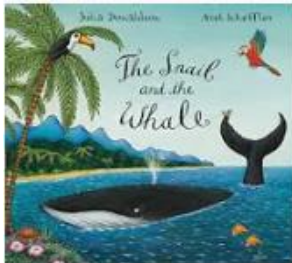


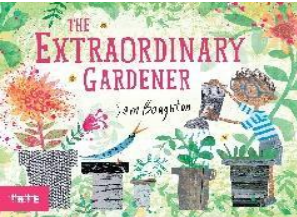
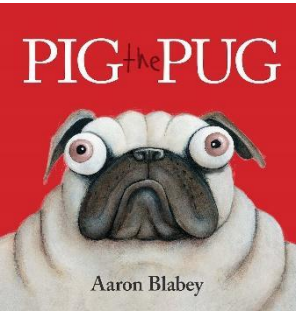
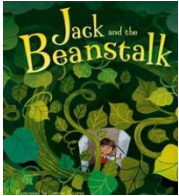
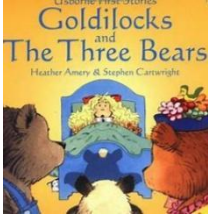
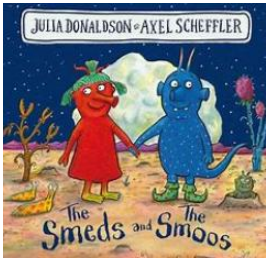
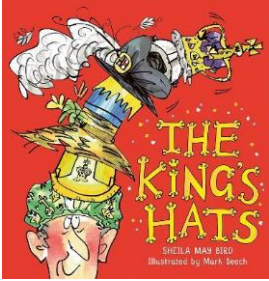
Year 1

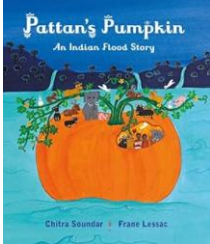
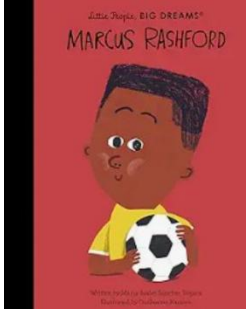
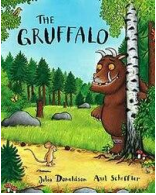
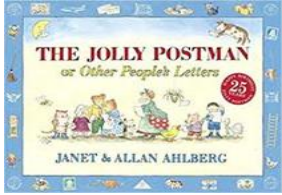
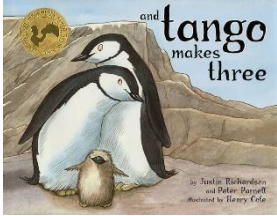
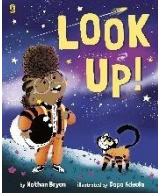
LTP 2026-27

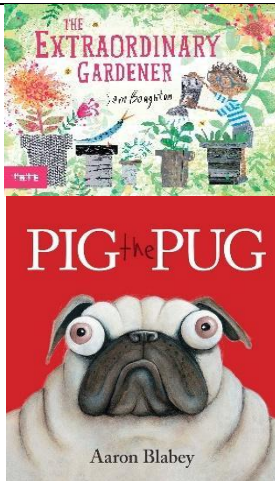
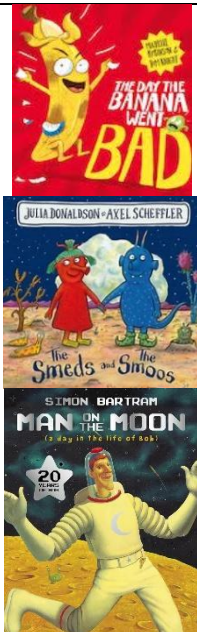
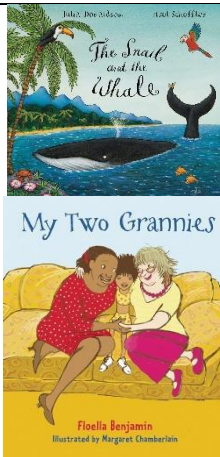
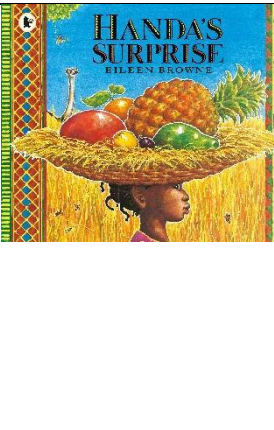
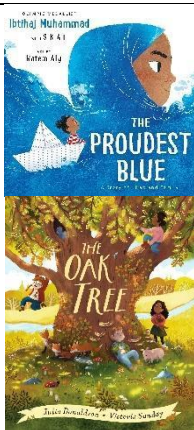
	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks	7 weeks	7 weeks STEM week
Trips and community links	Danson Park	Postal museum	Lewisham Market	London – Thames clipper/ open top bus	London zoo	Moana Day
Foundation Enquiry:	PLANTS	JOURNEYS	HEALTHY HOMES	WELCOME TO ROYAL GREENWICH	FEROCIOUS BEASTS	ISLAND ADVENTURE
Geography: Human and Physical Geography - Identify seasonal and daily weather patterns in the United Kingdom. GD Name and describe the seasonal weather patterns in the United Kingdom.						
	Scenario: Mr Mustafa wants you to design a new area for the school. Outcome: Design a new area for the school. It can contain anything you like, but must have trees and plants. Art: Drawing - Use drawing to develop and share their ideas, experiences and imagination - Draw lines of varying thickness - Use dots and lines to demonstrate pattern and texture Art: Painting	Scenario: The Jolly Postman has been given a new route – Abbey Wood Outcome: Devise a map of Abbey Wood that he can use on his rounds. Geography: Place Knowledge - Study the human and physical geography of a small area of the United Kingdom. GD Know and understand about a small area of the United Kingdom and its physical and human geography. Geography: Human and Physical Geography	Scenario: The Year 1 parents would like to learn more about how to be healthy. Outcome: Run a workshop, teaching the parents about healthy food choices and include a dish for them to try. DT: Cooking and Nutrition - Talk about what they eat at home and begin to discuss what healthy foods are - Say where some food comes from and give examples	Question: How did the Tudors help to make Greenwich royal? Outcome: An exhibition for parents to explain how Henry VIII made Greenwich royal. History: Historical Skills - Place known events and objects in chronological order - Use common words and phrases relating to the passing of time - Find answers to some simple questions about the past from simple	Scenario: London Zoo needs vehicles to transport unwell animals to the vets. Outcome: Design and create a vehicle for an animal at the zoo. DT: Design - Create simple designs for a product GD Create simple labelled designs for a product DT: Make - Select from and use a range of tools and equipment to perform practical tasks e.g. cutting,	Scenario: Moana is coming to visit the UK. She needs your help to find her way. Outcome: Create a presentation to help Moana whilst she visits the UK. Geography: Locational Knowledge - Name and locate the four countries and capital cities of the United Kingdom. - Name and locate the seas surrounding the United Kingdom. GD Identify characteristics of the four countries and capital cities of the United Kingdom.

	- Use painting to develop and share their ideas, experiences and imagination - Name the primary and secondary colours - Experiment with different brushes (including brushstrokes) GD Experiment with different brushes (including brushstrokes) and other painting tools	- Use basic geographical vocabulary to refer to key human features, including: city, house, office and shop. GD Confidently use basic geographical vocabulary in context to refer to key human features. <u>Geography: Geographical Skills and Fieldwork</u> - To devise a simple map. - Use simple fieldwork and observational skills to study the geography of their school and its grounds. - Use directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Scenario: The Jolly Postman's Grandad is coming to visit. He wants to learn about how things have changed since he was a young postman. Outcome: Create a lift the flap book comparing the modern day to the past. <u>History: Historical Skills</u> - Place known events and objects in chronological order - Use common words and phrases relating to the passing of time - Find answers to some simple questions about the past from simple sources of information	of food that is grown - Use simple tools with help to prepare food safely GD Talk about what they eat at home and discuss confidently what healthy foods are <u>DT: Design</u> - Create simple designs for a product <u>DT: Make</u> - Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing <u>DT: Evaluate</u> - Ask simple questions about existing products and those that they have made	sources of information - Describe some simple similarities and differences between artefacts - Sort artefacts from 'then' and 'now' - Ask and answer relevant basic questions about the past - Talk, draw or write about aspects of the past <u>History: Golden Thread – Society & Legacy</u> - Sequence events and recount changes within living memory - Describe significant historical events, people and places in their own locality GD Describe changes within living memory and aspects of change in national life GD Relate their own account of an event and understand that others may give a different version GD Identify some similarities and differences between ways of life in different periods	shaping, joining and finishing GD Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, giving reasons for their choices <u>DT: Evaluate</u> - Ask simple questions about existing products and those that they have made <u>DT: Technical knowledge</u> - Build structures - Use wheels and axles in a product GD Build structures, exploring how they can be made stronger, stiffer and more stable	<u>Geography: Human and Physical Geography</u> - Use basic geographical vocabulary to refer to key physical features, including: coast, forest, hill, sea, river, vegetation, season and weather. GD Confidently use basic geographical vocabulary in context to refer to key physical features. GD Confidently use basic geographical vocabulary in context to refer to key human features. <u>Geography: Geographical Skills and Fieldwork</u> - Use world maps, atlases and globes to identify the United Kingdom and its countries. - Use directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Scenario: Moana needs to make her way to a new island and needs a new boat. Create a sculpture of a boat to help inspire Moana. Outcome: A sculpture of a boat for Moana. (2 day mini enquiry) <u>Art: Sculpture</u> - Use sculpture to develop and share their ideas,
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		- Ask and answer relevant basic questions about the past - Talk, draw or write about aspects of the past <u>History: Golden Thread – Society & Legacy</u> - Sequence events and recount changes within living memory GD Describe changes within living memory and aspects of change in national life				experiences and imagination - Use a variety of natural, recycled and manufactured materials for sculpting, e.g. straw, card and lolly sticks GD Use a variety of natural, recycled and manufactured materials for sculpting and know how to join them together effectively <u>Art: Work of other artists</u> - Describe the work of famous, notable artists and designers - Express an opinion on the work of famous, notable artists GD Express an opinion on the work of famous, notable artists and give reasons why
English – writing <u>Transcription</u> - Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others - Spell most Y1 common exception words (see NC appendix) - Spell the days of the week correctly with a	Writing outcome 1 All about me! Tell me about yourself. I like I can... Writing outcomes 2 & 3  2. Describe the Gruffalo. He has ...	Writing outcomes: Core texts/outcomes: Outcome 1  Write a sentence in role describing the Jolly Postman's day. On Monday I saw... I went... Outcome 2 How did the character feel when they received their letter? Cinderella felt...	Writing outcomes: Core texts/outcomes: Outcome 1  How did the banana feel getting put in the reject bin? I felt... Then I... Outcome 2	Writing outcomes: Core texts/outcomes: Outcome 1  Sentence to describe where the hat has been. Her hat travelled to ... The hat went to Outcome 2	Writing outcomes: Core texts/outcomes: Outcome 1  Sentences to describe a place the snail and the whale visited. Children create their own place. The snail and the whale sailed to	 Writing outcomes: Narrative and setting description <u>Transcription</u> - Add the prefix -un <u>Composition</u> - Write sentences, sequencing them to form short narratives (real or fictional) <u>Vocabulary, Grammar and Punctuation</u> - Use capital letters and full stops to demarcate

capital letter at the beginning - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these GD Segment spoken words into phonemes and represent them with graphemes, spelling most correctly GD Spell all of the Y1 common exception words (see NC appendix) Composition - Write down one of the sentences that he/she has rehearsed	The Gruffalo has ... 3. Throw Gruffalo a party. What will you do? We will play... We will have... We will drink... Writing outcomes 4 & 5  4. Describe Joe's garden. There is a... and... He has got... 5. Draw your own garden and describe your plant or animal. My plant is... My garden has... Writing outcomes 6 & 7  6. Tell me something about Pig. He will not... He has...	It was exciting when Goldilocks ... Outcome 3  In role as the woodcutter. What did you see? I saw... I felt... Outcome 4  Draw and describe the view from the top of the beanstalk. I can see... There is/are... Outcome 5  In role as Goldilocks describing her favourite part of the bears house. I liked... It felt... Outcome 6	Describe the vegetables appearance and personality. He is large and naughty. The banana is sneaky and rotten. The cheeky banana is bruised and clever. Outcome 3  What a! Outcome 4 How to be a good friend. Outcome 5 Un focus – On Monday it was ... Outcome 6 Aspiration week When I grow up Transcription - Add the prefix -un Vocabulary, Grammar and Punctuation - Join words and clauses using and - Begin to punctuate work using question marks and exclamation marks - Understand the following terminology: exclamation mark	 Sentence to describe what the King was doing. He was skipping in the garden. He was splashing in the bath. He was dancing at the party. Outcome 3 Sentence to describe what the King was doing with two ideas using and. He was picking flowers and running across the garden. He was smiling at the dogs and waving at the crowd. Outcome 4 Sentence to describe Marcus when he was a boy/ his childhood. Marcus liked ... In Manchester Marcus ... Marcus's mum ...	The snail and the whale played.... Outcome 2  Generate questions for the zoo What are the? Where is the? Outcome 3 Sentences to compare the animals The hippo is bigger than The snail is smaller than Outcome 4 Sentences to describe what happened at the zoo. The monkeys were playing with each other. They were having lots of fun. Transcription - Spell the days of the week correctly with a capital letter at the beginning - Add -s or -es as the plural marker for nouns and the third person singular marker for verbs GD Add the suffix -ed, -er and -est where no change is	sentences in most of his/her writing - Use a capital letter for names of people GD Use capital letters and full stops to demarcate sentences in all of his/her writing GD Punctuate work using question marks and exclamation marks
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	7. Write a sentence about your own naughty pet. My animal can... e.g. My giraffe breathes purple clouds. <u>Transcription</u> - Name the letters of the alphabet in order - Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound - Sit correctly at a table, holding a pencil comfortably and correctly - Form lower-case letters in the correct direction, starting and finishing in the right place - Form capital letters - Form digits 0-9 <u>Vocabulary, Grammar and Punctuation</u> - Separate words with spaces - Understand the following terminology: letter, capital letter; word, sentence; punctuation, full stop,	 Description of Pattan or Kanni Pattan is... He has ... Kanni loves to ... <u>Vocabulary, Grammar and Punctuation</u> Use a capital letter for names of people, places, the days of the week		 Outcome 5 Sentences describing what Marcus achieved, join two ideas using and. <u>Transcription</u> - Add the suffix -ing where no change is needed in the spelling of root words e.g. helping GD Add the suffix -ing where no change is needed in the spelling of root <u>Composition</u> GD Write sentences by re-reading what he/she has written to check that it makes sense <u>Vocabulary, Grammar and Punctuation</u> - Use a capital letter for names of people, places, the days of the week	needed in the spelling of root <u>Vocabulary, Grammar and Punctuation</u> - Begin to punctuate work using question marks and exclamation marks - Understand the following terminology: singular, plural; question mark <u>Vocabulary, Grammar and Punctuation</u> - Use the personal pronoun I	
English – whole class reading <u>Word Reading</u> Apply phonic knowledge and skills as the	<u>Main texts:</u> 	<u>Main texts:</u>  Little Red Riding Hood	<u>Main texts:</u>	<u>Main texts:</u> 	<u>Main texts:</u> 	<u>Main texts:</u> 

route to decode words - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Read many Y1 common exception words (see NC appendix) - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - Read words of more than one syllable that contain taught GPCs - Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) - Build up fluency and confidence in word reading by re-reading		Goldilocks Cinderella Jack and the Beanstalk				
Comprehension - Link what they have read or heard to their own experiences - Join in with predictable phrases GD Begin to make plausible predictions about what might happen in conversation with the teacher	Comprehension - Retell some of a familiar story/rhyme, including traditional stories and fairy tales - Join in with predictable phrases	Comprehension - Answer questions in discussion with the teacher and make simple inferences - Join in with discussions about a text, taking turns and listening to what others say GD Begin to make simple inferences independently	Comprehension - Discuss word meaning and link new meanings to words they already know - Link what they have read or heard to their own experiences GD Discuss the significance of titles and events	Comprehension - Discuss word meaning and link new meanings to words they already know - Join in with discussions about a text, taking turns and listening to what others say	Comprehension - Answer questions in discussion with the teacher and make simple inferences - Discuss word meaning and link new meanings to words they already know GD Begin to explain what has happened so far in what they have read	
Poetry: Nursery Rhymes (A Sailor Went to Sea and This Old Man) Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Poetry: If You Should Meet a Crocodile Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Poetry: Animal Poems (Pie Corbett) Recipe to Make a Wolf My Cat Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently				

phonically decodable books • GD Read all Y1 common exception words (see NC appendix) <u>Comprehension</u> • Develop pleasure in reading, motivation to read, vocabulary and understanding • Check that the text makes sense to them as they read and self-correct						
Maths	<u>Number and Place Value to 50</u> • Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number • Count and read numbers to 50 in numerals • Count and write numbers to 50 in numerals • Identify one more and one less of a given number • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • Read and write numbers from 1 to 20 in words	<u>Addition and Subtraction</u> • Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Represent and use number bonds within 20 • Represent and use subtraction facts within 20 • Add one-digit and two-digit numbers to 20, including zero • Subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations • GD Demonstrate an understanding of the commutative law (e.g. 3	<u>Number and Place Value to 100</u> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count and read numbers to 100 in numerals • Count and write numbers to 100 in numerals • Identify one more and one less of a given number • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	<u>Number – Fractions</u> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	<u>Geometry – Properties of Shape</u> • Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles • Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres <u>Geometry – Position and Direction</u> • Describe position, direction and movement, including whole, half, quarter and three-quarter turns <u>Measurement</u> • Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half • Compare, describe and solve practical problems for	<u>Measurement</u> • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • Measure and begin to record time (hours, minutes, seconds) • Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later • Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening • Recognise and use language relating to dates, including days of the week, weeks, months and years • Recognise and know the value of different denominations of coins and notes

	GD Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones	+ 2 = 5, therefore 2 + 3 = 5) GD Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if 3 + 2 = 5, then 5 – 2 = 3)	GD Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones <u>Number – Multiplication and Division</u> - Count in multiples of twos, fives and tens from 0 - Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher - Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher GD Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives		mass/weight e.g. heavy/light, heavier than, lighter than - Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter - Measure and begin to record length/height - Measure and begin to record mass/weight - Measure and begin to record capacity and volume	
Science <u>Seasonal Changes</u>	<u>We are gardeners!</u> Context: Mr Mustafa is planning on making a new garden for the		<u>We are nurses!</u> Context: Our school nurse wants Year 1 children to be able to	<u>We are royal designers!</u> Context: The King needs something to wear whilst he is gardening in the	<u>We are zoologists!</u> Context: You have been hired as a zoologist by London Zoo to teach the	<u>Sustainability</u> Understand the impacts people have

- Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies	school. What different kinds of plants and trees should he plant? <u>Plants</u> - 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		explain to parents about our bodies. What are the key parts of the human body and what jobs do they have? <u>Animals Including Humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	palace and you will become product designers to help him. How can we keep him warm and dry? <u>Everyday Materials</u> - 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	adults in your school community about the animals in the zoo. What animal classifications do you know? <u>Animals Including Humans</u> - 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)	on their local environment - Take part in a project that increases the community's awareness of reusing, repurposing and recycling - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - Asking simple questions and recognising that they can be answered in different ways - Gathering and recording data to help in answering questions - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Observe changes across the four seasons - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - Work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community,
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						industry and the wider environment] • GD Consider their own choices and the impacts they have
	<u>Working Scientifically</u> - Ask simple questions and recognise that they can be answered in different ways - Use simple equipment to observe closely - Perform simple tests - Identify and classify - Use their observations and ideas to suggest answers to questions - Gather and record data to help in answering questions GD Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum GD Use simple equipment to observe closely including changes over time GD Perform simple comparative tests GD Identify, group and classify GD Use their observations and ideas to suggest answers to questions noticing similarities, differences and patterns GD Gather and record data to help in answering questions including from secondary sources of information					
RE <u>Learning from Religion</u> GD Talk about what others believe and what I believe GD Say what is important to me GD Say what is important to others GD Ask questions about things that puzzle me		<u>Christianity unit 1: Jesus' Birth and Christmas</u> - Know what Christians remember at Christmas <u>Sikhism unit 1: Guru Nanak and his Teachings</u> - Know some Sikh beliefs about God - Know that Sikhs celebrate Guru Nanak's birthday - Understand what 'Guru' means - Know that Guru Nanak taught that all people are equal GD Reflect on how my own special days are like religious celebrations	<u>Christianity unit 2: Jesus the Teacher</u> - Know some reasons why the Bible is important to Christians - Know what values Christians believe Jesus taught - Know how Jesus taught Christians values through stories		<u>Islam unit 1: Prophet Muhammed (pbuh)</u> - Know some basic beliefs of Muslims - Know why Prophet Muhammed (pbuh) is important to Muslims - Know what the Qur'an is and why it is important to believers <u>Islam unit 2: Five Pillars of Islam</u> - Know what the Five Pillars of Islam are - Know what worship means to Muslims - Know how Muslims show their respect to Allah in everyday life GD Recognise some features of religious life	<u>Who am I? Belonging</u> - Know what it means to belong - Know some of the ways people show that they belong to a faith - Know what it means to belong to a faith family - Know what is involved for a child to belong to a religion GD Recognise some features of religious life GD Make links between our school values and religious values GD Reflect on groups that I belong to
PSHE	<u>Health and Wellbeing</u> Identify basic emotions and simple self-care strategies (e.g. rest, time with friends). <u>Relationships</u>		<u>Relationships</u> Recognise that their body belongs to them and identify external body parts (use correct terms: penis, vulva, etc.).	<u>Living in the Wider World</u> Recognise hazards at home and school and how to avoid them.		

	- Identify who cares for them in their family and why families are important. - Learn how to make and choose friends and why friendships are important. - Learn the basics of kindness, manners, and taking turns in friendships. - Understand the concept of privacy and that everyone's body belongs to them.		<u>Health and Wellbeing</u> Know the benefits of being active and getting outside.	<u>Being My Best</u> GD Listen to the views of others and show respect GD Understand simple ways to resolve disagreements GD Demonstrate British Values (e.g. rule of law, respect)		
Computing	<u>LIFE SKILLS</u> - Use technology purposefully to create, organise, store files - Use a mouse or track pad to draw a simple picture - Understand the various aspects of using a computer to create and manipulate text.		<u>DIGITAL LITERACY</u> - Understand the importance of keeping personal information private - Find and recognise websites that are appropriate for children - Identify and act on unkind behaviour online		<u>PROGRAMMING</u> - Understand what algorithms are - Begin to understand that programs execute by following precise and unambiguous instructions - Know what debugging is - Change a sequence of commands to solve a simple problem - Begin to use logical reasoning to predict the behaviour of simple programs - Begin to decompose problems	
PE	<u>INDOOR:</u> Team building <u>OUTDOOR:</u> Forest School	<u>INDOOR:</u> Fundamentals <u>OUTDOOR:</u> Invasion Games	<u>INDOOR:</u> Dance <u>OUTDOOR:</u> Tennis	<u>INDOOR:</u> Fitness <u>OUTDOOR:</u> Sending and Receiving	<u>INDOOR:</u> Gymnastics <u>OUTDOOR:</u> Football	<u>INDOOR:</u> Yoga <u>OUTDOOR:</u> Athletics
Music	Pulse and rhythm (Theme: All about me)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Musical vocabulary (Theme: Under the sea)	Tempo (Theme: Snail and mouse)	Vocal and body sounds: (Theme: By the sea)