

St John's Long Term Plan 2025-26

Year 1

Curriculum Drivers		
Curiosity	Discovery	Creativity

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Where do I come from?	How can we light up the night?	Wheels and Wings	If you go down to the woods today...	Is it always raining in a Rainforest?	Growing and Flourishing
Curriculum Intent	Exploring what it is like in our local area, what we see on our way to school, and how things have changed in Grove, as well as exploring how we have changed since we were babies to develop a personal timeline,	Exploring seasonal changes as we enter the winter months, finding out where light comes from and learning how the Gunpowder Plot is linked to fireworks.	Finding out about different types of transport, who invented them and how we choose the best method of transport.	Using some woodland based fairy tales, we will be investigating the animal and plant life in a British woodland environment,	Finding out about different places on our planet, how explorers found them and specifically how life in a rainforest compares to life in a British woodlands	Exploring what helps things to grow and to flourish; taking care of ourselves, plants, animals and our planet the best we can.
Enrichments	Visitors – visits from baby and toddler siblings Mapping Skills - fieldwork Harvest Festival Singing	Nativity Performance Christmas Jumper Day Christmas Dinner Day Theatre Experience	Science Fair Transport Museum In Reach Workshop	Woodland animals Planting seeds	Trip: Living Rainforest – animals of the rainforest Tasting tropical fruits	Eating home grown fruit from the plants Class photographs Sports Day End of Year Celebration

<p>English (Texts studied, and the genre & purpose of writing)</p>	<p>Drawing Club units of work for the first 6 weeks. Elmer Not now, Bernard The Night Pirates The Colour Monster A Dark, Dark Tale Where the wild things are</p>	<p>Owl Babies- Martin Waller- Lost Poster The Dinosaur Next Door- Character description of Mr Wilson</p>	<p>Emma Jane's Aeroplane- To write a letter about Emma's adventures. Martha Maps it out EDI - to write a set of instructions for how to follow a map to a special place.</p>	<p>Alternative Fairy Tales Prince Cinders The Three little wolves and the big bad pig Traditional fairy tales- Cinderella and the three little pigs To retell a traditional fairy tale Narrative- to change a character</p>	<p>On Sudden Hill- Write about an adventure that the boys have with 'Mr Climb Fierce' Grandad's Island Descriptive writing</p>	<p>Bloom – Anne Booth-EDI Instruction writing- how to plant a seed Here we are? Oliver Jeffers- Whole class information book</p>
<p>Mathematics (White Rose Maths)</p>	<p>Number and place value (Within 10) Addition and subtraction (Within 10)</p>	<p>Addition and subtraction (Within 10) Shape Number and place value (Within 20)</p>	<p>Addition and Subtraction (Within 20) Number and place value (Within 50)</p>	<p>Length and height Weight and volume</p>	<p>Multiplication and Division Fractions Position and Direction</p>	<p>Number and place value (within 100) Money Time</p>
<p>History (Hamilton/ Historical Association)</p>	<p><i>Our own lifetimes – introducing chronology, Local area: airfield, grove/wantage</i></p>	<p>Who was Guy Fawkes? And what does he have to do with Bonfire Night? Why is he a significant individual?</p>	<p>History of transport: The history of travel and transport. Changes within living memory. Significant individuals: Wright Brothers Amelia Earhart</p>	<p><i>Changes over time to our local area: Animal habitats</i> <i>Comparison of life now and in the past of fairy tale stories – similarities and differences.</i></p>	<p>How have explorers changed the world? Finding out about explorers and what makes them significant. Create a timeline and investigate which parts of the world they explored. Christopher Columbus</p>	
<p>Geography (Hamilton/ Royal Geographical Association)</p>	<p>What is Around me? Our School, Our Community Fieldwork in the Local Area. Mapping Skills</p>	<p><i>Introducing London as the Capital City of the UK</i></p>	<p><i>Revisit: our local area: airfield</i></p>	<p>The Earth, Our Home Identifying the Continents and Oceans, Hemispheres</p>	<p><i>Revisit: continents, oceans, hemispheres, compass points, mapping skills</i></p>	<p>Are We More than an Island? The United Kingdom</p>

	Features of the landscape			and the points of the compass		Identifying key human and physical features
Science (VAT Scheme)	Everyday materials – sorting, classifying and properties learning to sort, classify and group objects based on their material properties, and to use accurate vocabulary to describe the properties of the materials.	Light & Seasons/Plants Noticing the world around us – it is getting darker and colder. How can science help us understand this and how to keep safe in the dark/cold. How do animals and plants survive in the dark and cold?	Materials for Transport Building on prior knowledge of grouping and classifying materials, children spend time ranking materials from worst to best by considering the value of their properties for a given task.	Animals including humans & Seasons/Plants Using the context of spring, we will explore native woodland animals (mammals and birds) and how to find evidence of them. We will also plant fruit and vegetables like Mr McGregor (Peter Rabbit) in preparation for our plants unit in term 6.	Animals including humans – We will look at the animals that live in the rainforests of Madagascar, comparing the different vertebrates to humans. We will explore the different types of food these animals eat, and compare the animals to those of the native British woodlands we explored last term.	Plants & Seasons IET – Home Grown This term the children complete their seasons work and understand the different parts of plants. They will understand that we eat lots of plants and that we eat roots, stems, leaves and flowers as well as seeds, fruits and nuts. Throughout this term, children need to continue looking after their plants that they planted in term 4.
PSHE (You, Me, PSHE)	Physical health and wellbeing: Fun times. Pupils will learn: About food that is associated with special times, in different cultures. About active playground games from around the world. About sun safety.	Keeping safe and managing risk: Feeling safe. Pupils will learn: Safety in familiar situations. About personal safety. About people who keep them safe outside the home.	Identity, society and equality: Me and others. Pupils will learn: About what makes themselves and others special. About roles and responsibilities at home and at school. About being cooperative with others.	Drug, alcohol and tobacco education: What do we put into and on to bodies? Pupils learn: About what can go into bodies and how it can make people feel. About what can go on to bodies and how it can make people feel	Mental health and emotional wellbeing: Feelings Pupils learn: About different types of feelings. About managing different feelings. About change or loss and how this can feel.	Careers, financial capability and economic wellbeing: My money Pupils learn: About where money comes from and making choices when spending money. About saving money and how to keep it safe. About the different jobs people do.
RE (Discovery RE)	Christianity Does God want Christians to look after the world?	Christianity What gifts might Christians in my town have given Jesus if he had	Christianity Was it easy for Jesus to show friendship?	Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism Is Shabbat important to Jewish children?	Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children?

			been born here rather than in Bethlehem?									
Music (Music Express)	Ourselves	Number	Animals	Weather	Machines	Seasons	Our School	Pattern	Storytime	Our Bodies	Travel	Water
	Exploring Sounds: -Creating and responding to vocal sounds, -Exploring how to change sounds, -Creating and placing vocal and body percussion sounds -Exploring descriptive Sounds.	Beat: -Recognising and developing a sense of beat, -Identifying and performing changes in tempo, -Learning to play percussion with control, -Identifying and keeping a steady beat using movement.	Pitch: Understanding pitch - by making high and low vocal sounds, -Exploring pitch using the voice and body movements -Recognising and performing pitch changes and contrasts, -Identifying and playing high and low pitches in music.	Exploring Sounds: -Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments, -Improvising descriptive Music, -Identifying a sequence of sounds (structure) in a piece of music, -Responding to music through movement.	Beat: -Playing and maintaining a steady beat, -Sequencing sounds, -Playing to a steady beat -Playing at different speeds (tempi) -Controlling changes in speed (tempi)	Pitch: -Identifying changes in pitch and responding to them with movement, -Contrasting changes in pitch, -Relating pitch changes to graphic symbols and performing them vocally -Responding to pitch changes with movement, -Responding to a falling pitch signal, Distinguishing between pitched and un-pitched percussion sounds, -Listening in detail to a piece of orchestral music	Exploring Sounds: -Exploring different sound sources and materials, -Analysing the dynamics and duration of sounds around the school -Exploring these elements on instruments, -Creating two contrasting textures Singing a song, -Interpreting sounds and exploring instruments, -Creating a soundscape as part of a song performance	Beat: -Marking a steady beat with voices and body percussion, -Counting and performing a steady beat in patterns of 2, 3 and 4 beats (metre), -Exploring different ways to emphasise the first beat in a repeating pattern or metre, and to form a group (metre), -Identifying metre by recognising its pattern, -Dividing the number 12 into 2s 3s and 4s -Exploring sounds on instruments and finding different ways to vary their sound	Exploring Sounds: -Discussing basic musical terms – fast, slow, loud, quiet, Understanding how music can tell a story, -Performing with concentration, playing fast, slow, loud and quiet, -Creating music that matches an event in a story, -Rehearsing and performing with others, -Learning new songs and chants	Beat: -Performing a steady beat at two different speeds (tempi), -Responding to change of mood in a piece of music with a slow and fast steady beat, -Identifying a repeated rhythm pattern, -Combining a rhythm pattern and a steady beat, -Performing concentration, rhythm patterns on body percussion to a steady beat, -Inventing and performing new rhythms to a steady beat	Performance -Combining voices, movement and instruments to perform a chant and a song, - Keeping a steady beat on instruments, rhythms, -Performing word rhythms with movement, -Playing and combining simple word rhythms, -Responding to music in movement.	Pitch: -Creating a picture in Sound. - Understanding musical structure by listening and responding, -Performing a simple repeated pattern.

Art (Access Art)	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	Playful Making Exploring materials and intention through a playful approach.	Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art.	Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.	Inspired by Flora & Fauna Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.
DT (Design and technology association)	Continuation of skills through provision	Templates and Joining	Continuation of skills through provision	Wheels and Axels	Continuation of skills through provision	Continuation of skills through provision
PE (TA Sports Programme)	Cricket Athletics	Dance Football	Dodgeball Tag Rugby	Cricket Athletics	Gymnastics Football	Dodgeball Tag Rugby
Computing (Teach computing)	Digital painting	Grouping Data	Programming A Moving a Robot	Technology Around Us Digi duck's Big Decision	Digital Writing	Programming B Programming Animations