

# St Faith's Church of England Infant and Nursery School



## KS1 Long Term Planning Year 1 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Fantastic Families</b>	<b>A Starry Night</b>	<b>Our Planet</b>	<b>Food Glorious Food</b>	<b>Home Sweet Home</b>	<b>Terrific Toys</b>
Values/ British Values	<b>Friendship</b> Democracy (school council)	<b>Respect</b> Individual liberty	<b>Compassion</b> Tolerance	<b>Service in the Community</b> Mutual respect	<b>Trust</b> Democracy	<b>Justice</b> The rule of law
Safeguarding	Who to talk to? NSPCC Let's talk PANTS NSPCC Speak out, stay safe campaign	Who to talk to? <b>Anti-Bullying Week</b>	Who to talk to? <b>Internet Safety Day</b> NSPCC Let's talk PANTS First Aid, 999	Who to talk to? Trusted adults	Who to talk to? NSPCC Let's talk PANTS	Who to talk to? RNLI Water safety Sun safety
Charity links	NSPCC Speak out, stay safe campaign	<b>Rudy's Run</b> <b>Children in Need</b> Reverse advent calendar	Fundraising – endangered species link - (link to climate change)	Comic Relief/Sport Relief Sustrans wheel walk Lent Challenge		<b>Summer Fair</b> Industry week fundraiser
Health and happiness	<b>Feel Fabulous Friday</b>	<b>Marvellous Me Monday</b>	<b>We are Wonderful Wednesday</b>	<b>Feel Fabulous Friday</b>	<b>Marvellous Me Monday</b>	<b>We are Wonderful Wednesday</b>
Eco/ environmental	ECO Monitors Recycling in our classroom	Tree survey – naming and identifying trees ECO Monitors Autumn Clear-up day	Charities, reducing impact recycling and plastic free (PSE, RE, Geog link) WWF charity support – endangered species and fundraising event ECO Monitors	Gardening ECO Monitors	Gardening ECO Monitors	Gardening ECO Monitors
Community	Church Visit Grandparents' day – telling stories, secret readers	Church Visit West End Lights	Church Visit WWF charity work	Church (RE) – christening Baker to visit (Bread and Cheeseman)	Church Visit	Church Visit
Outdoor learning/ food	Year 1 Garden Vegetables and soup making (science link) Forest school	Autumn walk Forest school	Forest school Taste foods from around the world	Year 1 Garden Bakery Healthy sandwiches Forest school Planting cress and sweet peas	Year 1 Garden Forest school	Year 1 Garden Forest school Teddy bears picnic and games on the common
Enhanced activities	Synergy Sports Family boardgame event	Year 1 Sing-a-long – Christmas mince pies and candle light Christmas baking Snowman day Synergy Sports	Special day : Around the 7 continents with passports  David Attenborough event – animals around the world	Sycamore Pizza making Great Fire of London drama workshop – internal time machine Afternoon Tea – Church hall and country dancing CW for parents	Mrs Smiths Cottage Local Area Walk Home / Den Building Homes around the world – where others live Lincolnshire Life Museum	Doddington Hall – school trip Art sculpturer to visit – Art Adventurers Road Safety training Design and make a robot Learn a joke and pass it on

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Reading for pleasure / Planned story times	Elmer Avacado baby The Hare and the Tortoise Owl Babies We're going on a bear hunt Five minutes peace Love Monster The Littlest Dinosaur The Lion Who Wanted Love Side by side Perfectly Norman The Rainbow fish The bog baby <i>Washing up – M Rosen</i> <i>Eddie and the Shreddies – Michael Rosen</i> <i>A first Book of Poetry</i>	Peace at last Grandad's island Cant you sleep little bear What the ladybird heard This is the Bear and the scary night Burglar Bill Funny Bones Winnies Midnight Dragon Little Owl and the Star Fletcher and the falling leaves Laura's Star Night Monkey Day Monkey <i>The Night before Christmas</i> <i>A first Book of Poetry</i>	Lost and found Tidy The odd fish The snail and the whale Clean Up! Here we are – Oliver Jeffers The world came to my place The odd fish The way back home What we'll build Free-range Freddie The Go-away bird Where the wild things are Dear Greenpeace <i>A first Book of Poetry</i> <i>Wriggle and Roar</i>	The Tiger who came to tea The Lighthouse Keepers Lunch Mrs Noah's Pocket Mr Wolf's Pancakes The Runaway Pea The Elephant and the bad baby Jaspers Beanstalk Olivers Vegetables <i>Chocolate Cake – Michael Rosen</i> <i>A first Book of Poetry</i> <i>Nonsense Rhyme Collection</i>	Where the wild things are The Lion inside The 3 Billy Goats Gruff Giraffes can't dance Good Little Wolf A squash and a squeeze Sharing a Shell The Whale who wanted more On my way home The way home for wolf Lost and Found Up and Down The singing mermaid What we'll build <i>Please Mrs Butler</i> <i>A first Book of Poetry</i>	On Sudden Hill The fish that could wish Dogger Toys in Space Stanleys Stick Winnies Big Bad Robot Whatever Next Stuck The Robot and the blue bird The Toy Bus Albert Le Blanc (N Butterworth) Bear flies High (M Rosen) <i>A first Book of Poetry</i>
Talk4 Writing	<b>The Three Billy Goats Gruff T4W and Real Write</b> <i>Story telling Fridays</i> <i>Adventure Club</i>	<b>How to Catch a Star T4W and Real Write</b> <i>Story telling Fridays</i> <i>Adventure Club</i>	<b>Beegu T4W and Real Write</b> <i>Story telling Fridays</i> <i>Adventure Club</i>	<b>Handa's Surprise T4W and Real Write</b> <i>Story telling Fridays</i> <i>Adventure Club</i>	<b>The Storm Whale T4W and Real Write</b> <i>Story telling Fridays</i> <i>Adventure Club</i>	<b>No-bot the Robot T4W and Real Write</b> <i>Story telling Fridays</i> <i>Adventure Club</i>
Science	<b>Animals - humans:</b> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Functions of the body – superpowers. <i>Scientific skills: research</i>	<b>Plants:</b> identify and name a variety of deciduous and evergreen trees; identify and describe the basic structure of a variety trees. Link to Autumn and seasonal change. <i>Recap – body parts</i> <i>Scientific skills: Pattern seeking</i>  <b>Seasonal changes:</b> observe changes across the four seasons, describe weather associated with the seasons and how day length varies <i>Observing over time</i>	<b>Animals:</b> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <i>Recap – senses</i> <i>Scientific skills: Identifying and classifying</i>	<b>Plants:</b> 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, and trees. <i>Recap – tree names and deciduous or evergreen</i> <i>Scientific skills: Pattern seeking</i> <b>Seasonal changes:</b> observe changes across the four seasons, describe weather and how day length varies <i>Observing over time</i>	<b>Animals:</b> Recap animal classifications. Identify and name a variety of dinosaurs and other animals that are carnivores, herbivores and omnivores. <i>Recap – animal classifications</i> <i>Scientific skills: Identifying and classifying</i> <b>Seasonal changes:</b> observe changes across the four seasons, describe weather associated with the seasons and how day length varies <i>Observing over time</i>	<b>Everyday materials:</b> 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 everyday materials on the basis of their simple physical properties. <i>Recap – structure of a plant</i> <i>Scientific skills: Identifying and classifying</i>

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RE (Lincs Agreed Syllabus)	<p>New Syllabus</p> <p>What do stories from religious traditions teach about God? What can we learn from other stories?</p> <p>What does this learning mean to me?</p>	<p>New Syllabus</p> <p>How are stories and celebrations linked?</p> <p>What does this learning mean to me?</p>	<p>What do creation stories teach about God and human nature?</p> <p>Creation stories from different religions and worldviews The origin of good and evil</p> <p>What does this learning mean to me?</p>		<p>What do people learn from stories and festivals?</p> <p>Content overview: Emphasises the deeper meaning of festivals such as Easter Passover Sukkot Ramadan Eid-ul-Fitr Eid-ul-Adha</p> <p>What does this learning mean to me?</p>	
Computing	<p><b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</b> NATTERHUB – feel it lesson 1 (PSHE link)</p> <p><b>Recognise common uses of information technology beyond school.</b> Computing systems and networks. Technology around Question it lesson 1 – devices that use the internet</p> <p><b>Time should be taken to set up/introduce the children to their Natterhub profile.</b> Introduction to Natterhub lesson Making Avatars – Chat it 1</p>	<p><b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</b> NATTERHUB – Think it lesson 2 and 3 (PSHE link)</p> <p><b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b> <b>Understand what algorithms are;</b> how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Programming A – Moving a robot Beebot</p>	<p>ESAFETY DAY</p> <p><b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</b> NATTERHUB – Balance it lesson 2 and 3 (PSHE link)</p> <p><b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b> <b>Embed/practise knowledge previously taught in another subject</b></p>	<p><b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</b> NATTERHUB – Chat it lesson 3 (PSHE link)</p> <p><b>Use logical reasoning to predict the behaviour of simple programs</b> <b>Create and debug simple programs.</b> Programming B – Introduction to animation Scratch</p>	<p><b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</b> NATTERHUB Secure it lesson 1, 2 and 3 (PSHE link)</p> <p><b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b> <b>Embed/practise knowledge previously taught in another subject</b></p>	<p><b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</b> NATTERHUB Mind it lesson 2 and 3 (PSHE link)</p> <p><b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b> <b>Embed/practise knowledge previously taught in another subject</b></p>
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<p>Geography</p> <p><i>Geographical vocabulary used throughout</i>  <i>Geographical skills and fieldwork are through each topic though are also discretely planned</i></p>	<p><b>ONGOING THROUGH SEASONAL CHANGE IN SCIENCE</b></p> <p><b>Human and physical geography:</b> identify seasonal and daily weather patterns in the United Kingdom.</p> <p><b>Weather</b></p>	<p><b>Locational knowledge:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Geographical skills and fieldwork:</b> use world maps, atlases and globes: use world maps, atlases and globes.</p>	<p><b>Locational knowledge:</b> name and locate the world's seven continents</p> <p><b>Human and physical geography:</b> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Geographical skills and fieldwork:</b> use world maps, atlases and globes; use aerial photographs and plan perspectives</p>		<p><b>Place knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><b>Local Area / Lincoln</b></p> <p><b>Geographical skills and fieldwork:</b> 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. Devise a simple map. Use of aerial photos</p>	
<p>History</p>	<p><b>The lives of significant individuals</b> in the past who have contributed to national and international achievements.</p> <p><b>Florence Nightingale</b></p> <p><b>Significant historical events, people and places</b> in their own locality.</p> <p><b>Plesiosaur day and Mary Anning</b>  <b>In school</b></p>			<p><b>Events beyond living memory</b> that are significant nationally or globally.</p> <p><b>Fire of London</b>  <b>(T4W link)</b></p>		<p><b>Changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Magic Grandad Toys</b></p>

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PE	<p>Synergy coach Team games</p> <p><b>Real Pe – fundamental movement skills</b></p> <p><b>Personal</b> Coordination Footwork Static Balance One Leg</p>	<p>Synergy coach Team games</p> <p><b>Real Pe – fundamental movement skills social</b> Dynamic Balance to Agility Jumping and Landing Static Balance Seated</p>	<p><b>Real Pe – fundamental movement skills cognitive</b> Dynamic Balance On a Line Static Balance Stance</p> <p><b>Gymnastics physical unit 1</b> Gym Skills Shape Travel</p>	<p><b>Real pe - fundamental movement skills Creative</b> Coordination Ball Skills Counter Balance With a Partner</p> <p><b>Real PE- Dance creative</b> Dance Focus Artistry and Partnering Circles and Shapes</p>	<p><b>Real Pe – fundamental movement skills Physical</b> Coordination – sending and receiving Agility – reaction / response</p> <p><b>Gymnastics physical unit 2</b> Gym Skills Flight Rotation</p>	<p><b>Real Pe – fundamental movement skills health and fitness</b> Agility Ball Chasing Static Balance Floor Work</p> <p><b>Sports day practice</b></p>
Art	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Drawing and Painting- Picasso portraits</b> <b>Self, family, Picasso portraits</b></p>		<p>To develop a <b>wide range of art and design techniques</b> in using colour, pattern, texture, line, form and space.</p> <p><b>Pastels- artist Freidensreich Hundertwasser</b> All units to include sketching and drawing</p>		<p>To develop a <b>wide range of art and design techniques</b> in using colour, pattern, texture, line, form and space.</p> <p><b>Printing – artist Mark Heard/Angela Harding</b> All units to include sketching and drawing</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Sculpture- artist Eva Rothchild</b> All units to include sketching and drawing</p>
DT		<p><b>Design:</b> Design products for themselves and others based on design criteria. <b>Make:</b> Select and use a range of tools and materials. <b>Evaluate:</b> Explore, evaluate <b>Calendars – Animals, handprints, embellished</b></p>		<p>Use the basic principles of a <b>healthy and varied diet</b> to prepare dishes. <b>RECAP/EXPOSURE</b> <b>Design and make sandwiches</b></p> <p><b>Easter cards - sliders</b></p>		<p><b>Design:</b> Design products for themselves and others based on design criteria. <b>Make:</b> Select and use a range of tools and materials. <b>Evaluate:</b> Explore, evaluate. <b>Technical knowledge:</b> Build structures, exploring how they can be made stronger, stiffer and more stable. <b>Robots</b> <b>Must stand up as got no bottom!</b></p>

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Music	<p>Song of half term – I've got a body Them bones Head shoulders knees Love is like a magic penny Miss Polly has a Dolly</p> <p>Innovating own songs</p>	<p><b>Christmas Singalong</b></p>	<p>Sing Up! Colonel Hathi's march - moving and counting in time to the music (keeping in time) Magical musical aquarium – creating their own musical piece (water in an aquarium)</p>	<p>Focus on collective worship songs for the term</p> <p>Sing up! Musical conversations – encourages children to take turns and improvise (listening skills)</p>	<p>Sing up! Dancing and drawing to Nautilus– encourages children to draw what they hear. Cat and mouse – reading and writing simple notation – creating patterns</p>	<p>Focus on collective worship songs for the term</p> <p>Innovating own songs</p>
PSHE	<p><b>Relationships</b> <b>Families and friendships</b> Roles of different people; families; feeling cared for <b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful</p> <p><a href="#">Natterhub – Introduction, Chat it lesson 1 Feel it lesson 2</a></p>	<p><b>Relationships</b> <b>Safe relationships</b> Recognising privacy; staying safe; seeking permission <b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful</p> <p><a href="#">Natterhub – Think it lesson 2 and 3</a></p>	<p><b>Living in the wider world</b> <b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment <b>Media literacy and digital resilience</b> Using the internet and digital devices; communicating online and screen time</p> <p><a href="#">Natterhub – Balance it lesson 2 and 3</a></p>	<p>PSE <b>Money and work</b> Strengths and interests; jobs in the community <b>Media literacy and digital resilience</b> Using the internet and digital devices; communicating online</p> <p><a href="#">Natterhub – Chat it lesson 3</a></p>	<p><b>Health and Wellbeing</b> <b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise, hygiene routines; sun safety <b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong <b>Keeping safe</b> How rules and age restrictions help us; safe information sharing online</p> <p><a href="#">Natterhub – Secure it lessons 1, 2 and 3</a></p>	<p>PSE <b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong <b>Keeping safe</b> How rules and age restrictions help us; keeping safe online and sharing information</p> <p><a href="#">Natterhub – Mind it lesson 2 and 3</a></p>