



Year 1 Whitley Curriculum - Long Term Plan 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Resilience	Respect	Love	Forgiveness	Perseverance	Kindness
Core Books	<p><u>Cave Baby</u> Outcomes: labels, captions, posters, informal letters Main outcome: a narrative retelling.</p> <p><u>Sidney, Stella and the Moon</u> Emma Yarlett Outcomes: 'Lost' poster, labels, glossaries Main outcome: Fact file about the moon.</p>	<p><u>Billy and the Beast</u> Nadia Shireen Outcomes: character/setting descriptions, narrative retelling, alternative ending</p> <p><u>Leo and the Octopus</u> Isabelle Marinov Outcomes: Discussion text (balanced argument)</p>	<p><u>Iggy Peck, Architect</u> Andrea Beaty and David Roberts. Outcomes: Persuasive letter</p> <p><u>Dadaji's Paintbrush</u> Rashmi Sirdeshpande Outcomes: Diary/recount</p>	<p><u>Yetti and the Bird</u> Nadia Shireen Outcomes: Own version narratives about unlikely friendships. List of rules, letters, postcards, character descriptions</p>	<p><u>Lost and Found</u> Oliver Jeffers Outcomes: Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports.</p> <p><u>Beegu</u> Alexis Deacon Outcomes: Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports.</p>	<p><u>Dinosaurs and all that rubbish</u> Michael Foreman Outcomes: Pamphlets Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters.</p> <p><u>The Sea Saw</u> Tom Percival Outcomes: Own version narrative Writing in role, notes of advice, missing posters, diary entries, letters of thanks.</p>
Science	<p><u>Everyday materials</u> What is material? 1) What does the word material mean? What materials can you name? 2) How can we sort different objects? 3) Where do materials come from? 4) Who was Chester Greenwood? 5) Which material will keep hot water warm the longest? 6) Which material is best for forest muffs?</p>	<p><u>Seasonal changes</u> 1) What are the four seasons? 2) What signs of autumn does it show us? Can we be detectives and go on an autumn hunt? 3) What do we know about the weather? 4) Who was Jim Cantore (Meteorologist and storm tracker)? 5) What do we know about winter? 6) How do animals adapt to winter?</p>	<p><u>Plants</u> 1) What are the parts of a plant? 2) How do plants grow? 3) How can we identify trees? 4) What plants grow in our local area? 5) How are seeds different?</p>	<p><u>Plants</u> 1) What are the parts of a plant? 2) How do plants grow? 3) How can we identify trees? 4) What plants grow in our local area? 5) How are seeds different?</p>	<p><u>Animals including humans</u> 1) What body parts can we name? 2) What are the parts of our face? 3) Do taller people have bigger feet? 4) What are our 5 senses? 5) Which body part is the best for feeling?</p>	<p><u>Animals including humans</u> 1) How can we sort animals? 2) What is a mammal? 3) What are the characteristics of birds and reptiles? 4) What are the characteristics of reptiles and amphibians.</p>

Comp uting	<u>Keeping safe and exploring technology</u> Help children stay safe and understand what a healthy use of technology is. Then explore the tech in our homes and businesses and get hands on with control equipment to figure out how it all works.	<u>Exploring digital Sound</u> Introduce children to digital sound, and let them experiment with simple beats, tempo and composition with various tools.	<u>Making multimedia stories</u> Get children writing and creating digital stories, and then bring them to life with sound and animation	<u>Action algorithms!</u> Apply the concept of algorithms and instructions to a variety of contexts, both digital and analogue (e.g. operating a crane, recipes and dance routines)	<u>An introduction to digital art</u> Introduce children to a range of digital art packages and the tools within them. They apply the tools and their skills to a range of artistic styles and genres from painting to photography.	<u>Programming direction</u> A programming unit that focuses on directional instructions and creating sequences (algorithms) using a variety of programs and equipment.
RE	<u>What do Christians believe God is like? God</u>	<u>Why does Christmas matter to Christians? Incarnation</u>	<u>Who is Muslim and how do they live? Other faith</u>	<u>Who is Muslim and how do they live? Other faith</u>	<u>What is the 'good news' Christians believe Jesus brings? Gospel</u>	<u>Who am I? What does it mean to belong to a faith community? Thematic</u>
Histo ry		<u>My history</u>		<u>Toys</u>		<u>Explorers</u>
Geogr aphy	<u>Weather Explorers</u>		<u>The UK</u>		<u>My Street</u>	
Art & Desig n	<u>Sculpture and 3D: Paper play</u>		<u>Drawing: Exploring line and shape</u>		<u>Painting and mixed media: Colour Splash</u>	
Desig n, Tec hno logy		<u>Textiles: Puppets</u>		<u>Mechanism: Wheels and Axels</u>		<u>Cooking: Nutrients and cooking</u>
PSHE , RSE	<u>Me and my relationships</u> Why we have classroom rules. How are you listening? Thinking about feelings. Our feelings. Feelings and bodies. Good friends.	<u>Valuing differences</u> Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons.	<u>Keeping Safe</u> Super sleep Who can help? Good or bad touches? Sharing pictures. What could Harold do? Harold loses Geoffrey	<u>Rights and Respect</u> Harold has a bad day Around and about the school Taking care of something Harold has money How should we look after our money?	<u>Being my Best</u> I can eat a rainbow Eat well Harold's wash and brush up Catch it! Kill it! Harold learns to ride his bike. Pass on the praise Inside my wonderful body	<u>Growing and Changing</u> Healthy me. Then and now Taking care of a baby Who can help? Surprises and secrets Keeping privates private
PE	NUFC - fun move	Gym/dance	NUFC - multi skills	NUFC - attack and defend	NUFC - attack and defend	NUFC - athletics & fitness

Music , MFL	<u>Rhyming in time</u>	<u>Lets start Singing</u>	<u>Music inspired by the world around us</u>	<u>Exploring Rhythm Patterns</u>	<u>Sound and Pictures</u>	<u>Highs and Lows</u>
	<u>NUFC after school club</u>	<u>Visit to Church</u>	<u>Visit to the Mosque</u>	<u>Trip to the Discovery Museum</u>		<u>Class trip: Whitehouse Farm</u>