

Newburgh Primary school

Year 1 Long term plan 2026-27



	7.2 Weeks	7 Weeks	6 Weeks	5 Weeks	7 Weeks	7 Weeks
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum enrichment			Shakespeare performance	Forest School		Grandparents visit to share old toys.
Visit/visitor and subject link		Parent visit- Muslim Faith wearing of the hijab.	Walk around our local area	Twycross Zoo	RE visit – Different faiths Year 1 – Fire Service visit	St Johns Museum (Toys and Games)
English-core text	Family and Belonging Not now Bernard The Robot and the Bluebird	Cooperation and Courage Ruby's Worry A Brave Bear	Tradition Little Red Riding Hood RSC	Environment Martha Maps it out The Emperors Egg	Global Stories Chapati Moon RSC	Imagination Lost in the Toy Museum Stanley's Stick
Writing Genres	Letter Formation Handwriting	Setting description Diary	Narrative Character description	Non-fiction information text Recount Maps	Poems Instruction writing Writing a question Narrative	Instruction writing Narrative Letters
Grammar focus	Phonics Letter formation	How words can combine to make sentences . Separation of words with spaces . Introduction to	Capital Letters Full Stops	Sentences Capital Letters Full Stops Using and in sentences.	Sequencing sentences to form short narratives. Introduction to question marks and exclamation marks to demarcate sentences.	Sentences Capital Letters Full Stops Using and in sentences

Newburgh Primary school

Year 1 Long term plan 2026-27



		capital letters and full stops.				
Spelling focus	Phonics	Phonics CEW Days of the week	Phonics CEW Days of the week	Phonics CEW Days of the week Suffixes; ing, ed	Phonics CEW Days of the week Suffixes; est, er	Phonics CEW Days of the week Suffixes; ing, ed, er, est
Reading opportunities	Develop love of reading Phonics	Develop love of reading Phonics Library	Develop love of reading Phonics Library	Develop love of reading Phonics Library	Develop love of reading Phonics Library	Develop love of reading Phonics Library Fluent Zoo
Maths- Unit	Number: Place Value (within 10) Number: Addition and subtraction (within 10)	Geometry: Shape Number: Place value (within 20)	Number: Addition and subtraction (within 20) Number: Place value (within 50)	Measurement: Length & Height Measurement: Mass and Volume	Number: Multiplication and division Number: Fractions Geometry: Position and direction	Number: Place Value (Within 100) Measurement: Money Measurement: Time
Maths fluency	Bonds to 5	Bonds to 5	Bonds to 10	Bonds to 10	Bonds to 20	Bonds to 20
Science -unit	Materials	Seasons/weather	Animals including Humans	Animals including Humans	Seasons/weather	Plants

Newburgh Primary school

Year 1 Long term plan 2026-27



Science- Disciplinary and substantive knowledge	Investigation: What material is the most absorbent? NC – Everyday Materials Pupils should be taught to: ♣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	Autumn/Winter Observe and record the changes in weather. NC – Seasonal Changes Pupils should be taught to: ♣observe changes across the four seasons ♣observe and describe weather associated with the seasons and how day length varies.	– Focus on humans Discuss how we know it is Spring. NC – Animals, including humans- Focus on humans Pupils should be taught to: ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense including humans	– Focus on animals Zoo animals including penguins NC – Animals Pupils should be taught to: ♣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) ♣identify and name a variety of common animals that are carnivores, herbivores and omnivores	Spring/Summer Observe and record the changes in weather. NC – Seasonal Changes Pupils should be taught to: ♣ observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies.	Observe and record the changes in a bean. NC – Plants Pupils should be taught to: ♣ 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.
Key Vocabulary	object material wood	weather sunny rainy		Head Body Eyes	weather sunny rainy	Leaf Flower Blossom

Newburgh Primary school

Year 1 Long term plan 2026-27



	plastic glass metal water rock brick paper fabric elastic foil cardboard rubber wool clay hard soft stretchy stiff bendy floppy waterproof absorbent rough smooth shiny dull see through	windy snowy seasons winter summer spring autumn sun sunrise sunset day length monsoon Hot/cold thunderstorm warm freezing		Ears Mouth Teeth Leg Tail Wing Claw Fin Scales Feathers Fur Beak Paws hooves	windy snowy seasons winter summer spring autumn sun sunrise sunset day length monsoon Hot/cold thunderstorm warm freezing	Bud Petal Berry Root Seed Stalk Trunk Branch Stem Bark Fruit
Art -Unit		ARTIST	ARTIST		ARTIST	
Art-Disciplinary and	Explore paints, pastels and crayons. Colour mixing	(Old MacDonald) Monokubo Digital drawing/	(Shakespeare) Steven Wiltshire Pencil drawings of	Patterns Texture Form	(Once Upon A Time) Hannah Rampley Printing using fruit	Explore sculpture with playdoh and clay

Newburgh Primary school

Year 1 Long term plan 2026-27



substantive knowledge		painting	school	Space		
Key Vocabulary		Paint brush tool Fill tool Shapes Undo Redo Rubber Pencil Air brush Oil brush Crayon Water	Thick lines Thin lines Adding pressure Pencil grip Shapes Architectural artist Contemporary artist B = Blackness H= Hardness F = Fine point Sketching Pressing lightly		Paint Print Repeating pattern Roller Primary colours Textures Fruits Sponges Vegetables Tray Acrylic Paint Fabric Printing block	
Computing unit	Moving a Robot	Digital painting	Technology around us	Grouping Data	Digital writing	Introducing Animation
Computing Disciplinary and substantive knowledge	To explain what a given command will do. To act out a given word. To combine forwards and backwards	To describe what different freehand tools do. To use the shape tool and the line tools. To make careful	To identify technology. To identify a computer and its main parts. To use a mouse in different ways.	To label objects. To identify that objects can be counted. To describe objects in different ways. To count objects with the same properties.	To use a computer to write. To add and remove text on a computer. To identify that the look of text can be changed on a	To choose a command for a given purpose. To show that a series of commands can be joined together. To identify the effect of changing a value.

Newburgh Primary school

Year 1 Long term plan 2026-27



	commands to make a sequence. To combine four direction commands to make sequences. To plan a simple program. To find more than one solution to a problem.	choices when painting a digital picture. To explain why I chose the tools I used. To use a computer on my own to paint a picture. To compare painting a picture on a computer and on paper.	To use a keyboard to type. To use the keyboard to edit text. To create rules for using technology responsibly.	To compare groups of objects. To answer questions about groups of objects.	computer. To make careful choices when changing text. To explain why I used the tools that I chose. To compare writing on a computer with writing on paper.	To explain that each sprite has its own instructions. To design the parts of a project. To use my algorithm to create a program.
Key Vocabulary	Forwards Backwards Route Command Left Right Sequence	Paint Brush stroke Fill Tool Dots Brush size Shapes Lines	Technology Computer Ipad Keyboard Mouse Click Drag Log on	Data Group Objects Compare Label Same Difference Count	Word Keyboard Keys Space Backspace Toolbar Bold Underlined Italic Text Font	Command Sprite Tools Join Program Value Instructions
Design Technology unit		Food		Structure		Mechanisms
Design Technology Disciplinary		Understand where a range of fruit and vegetables come		Know how to make freestanding structures stronger, stiffer and more		- Explore and use sliders and levers. - Understand that different mechanisms

Newburgh Primary school

Year 1 Long term plan 2026-27



and substantive knowledge		from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.		stable. • Know and use technical vocabulary relevant to the project.		produce different types of movement. • Know and use technical vocabulary relevant to the project.
Key Vocabulary		fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard		cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved		slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join pull, push, up, down, straight, curve, forwards, backwards
Geography unit		What is the weather like in the UK?	What is it like here?		What is it like to live in Shanghai?	
Disciplinary and		• Name and locate the	• Locate three		• Give examples of	

Newburgh Primary school

Year 1 Long term plan 2026-27

substantive knowledge		four countries on a map of the UK. - Identify the country they live in. - Identify the four seasons and the current season and describe some seasonal changes. - Identify the four compass directions. - Identify that the arrow on a compass	features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the		human and physical features. - Identify features they see on a walk. - Explain the location of features using some directional language. - Use an aerial photograph to locate physical and human features. - Draw simple pictures or symbols on a sketch map. - Draw compass points. - Name the continent	
-----------------------	--	---	---	--	---	--

Newburgh Primary school

Year 1 Long term plan 2026-27

		always shows north. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Suggest appropriate clothing and activities for each season.	classroom. • Recognise four features in the school grounds using a map. • Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. • Draw a design to improve three areas of the playground using the		they live in. • Use an atlas to locate the UK and China on a world map. • Use an atlas to locate Europe and Asia on a world map. • Identify China's physical and human geography. • Sort physical and human features using photographs. • Identify physical and human features in images of Shanghai. • Compare	
--	--	---	---	--	---	--

Newburgh Primary school

Year 1 Long term plan 2026-27



			results from the survey.		Shanghai to their locality. Identify similarities and differences between human and physical features.	
Key Vocabulary		- atlas - autumn - direction - east - England - Europe - map - north - Northern Ireland	- aerial photograph - aerial view - atlas - city - country - directional language - distance - features		- continent - country - different - directional language - near - far - next to - behind - key - human feature - map - physical feature - similar - symbol	

Newburgh Primary school

Year 1 Long term plan 2026-27

		• place • Scotland • season • south • spring • summer • United Kingdom • Wales • weather • west • winter	• globe • improve • key • land • locate • location • map • north • place • questionnaire • sea • survey • symbol • town			
--	--	--	--	--	--	--

Newburgh Primary school

Year 1 Long term plan 2026-27



			village			
History unit	How am I making history?			How have explorers changed the world?		How have toys changed?
Disciplinary and substantive knowledge	- Order three photographs correctly on a simple timeline. - Use the terms 'before' and 'after' when discussing their timelines. - Talk about three memories and place one of them on a timeline.			- Explain what explorers do - Name equipment or transport an explorer would need. - Sequence four photographs from different periods of time. - Name important explorers (e.g. Christopher Columbus,		- Discuss their favourite toy using language related to the past. - Ask questions about toys in the past. - Make comparisons between toys in the past and present. - Sequence artefacts from different

Newburgh Primary school

Year 1 Long term plan 2026-27



	• Explain why memories are special and name four events that they celebrate throughout the year. • Think of three ways they celebrate their birthday. • Ask a visitor one question about childhood in the past. • Know a similarity and a difference between childhood now and in the past.			Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). • Identify where they travelled and write a sentence about the achievements of one explorer. • Select the most important events in a historical story. • Sequence events on a timeline and use this to retell the story. • Describe		periods of time. • Identify changes between teddy bears today and those from 100 years ago. • Describe how toys have changed over time.
--	--	--	--	--	--	---

Newburgh Primary school

Year 1 Long term plan 2026-27



	• Add three ideas to a time capsule about themselves. • Use key vocabulary to compare the present, the past and possible changes in the future.			what they can see in a photograph. • Make inferences about what a person in an image could be saying and ask questions to further their understanding. • Recall information about past and present exploration. • Understand events in relation to the present day and compare how exploration has changed over time.		
--	---	--	--	--	--	--

Newburgh Primary school

Year 1 Long term plan 2026-27



				- Describe how an explorer is significant and how they impacted events or people's ideas. - Show understanding of significant people by designing a coat of arms.		
Key Vocabulary	- change - different - future - memory - present - past - similar - timeline			- different - explorer - past - present - similar - timeline		- artefact - different - memory - past - present - similar

Newburgh Primary school

Year 1 Long term plan 2026-27



PE unit	Personal	Social	Cognitive/ Gymnastics	Creative/ Dance	Applying Physical	Health & Fitness Dance
Disciplinary and substantive knowledge	Footwork One leg balance	Jumping and landing Seated balance	Dynamic balance Stance	Ball Skills Counter balance Dance	Sending and receiving Reaction/Response	Ball Chasing Floor Work Dance
Key Vocabulary	Instructions Practise Fluency half turn combine pivot front reverse challenging core muscles tight squat	Sensibly take turns landing swing freeze Quarter Position Swap Cone return	Understand Simple Backwards Heels Shoulder width	Observe describe upper body around touching side to side	Single Range Backswing ready position follow through steady dropped	Changes Health Balanced Quickly in line shoulders hips
PSHE- unit						
Disciplinary and substantive knowledge	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti- bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change

Newburgh Primary school

Year 1 Long term plan 2026-27



RE unit						
Disciplinary and substantive knowledge	How might your religion or worldview be seen in the choices you make?		Where do people turn for guidance in life?		How do people with similar religion and worldviews share and celebrate their beliefs?	
Key Vocabulary	Values Right Wrong Express responsibility faith community		Golden Rule Bible Torah and Qur'an New Testament Parable Gurus Guardian Protect		Religion Rights freedom community ceremony festival worship wedding marriage love ceremony naming ceremony Worship	
Music Unit						
Disciplinary and substantive knowledge	Keeping the pulse: My favourite things - Notation is read from left to right. - Pictorial representatio	Tempo: Snail and Mouse - That sound can help tell a story. - That an instrument or voice can	Dynamics: Seaside Sections of music can be described as loud, quiet or silent and the meaning	Sound Patterns: Fairy tales Sections of music can be described as loud, quiet or silent and the meaning of	Pitch: Superheroes Sounds within music can be described as high or low sounds and the meaning of these terms.	Musical Symbols: Under the Sea To be able to recognise and name the following instruments: Up to three

Newburgh Primary school

Year 1 Long term plan 2026-27



	ns of rhythm show sounds and rests.	be played at different speeds. • That pulse can be fast and slow.	of these terms. • Notation is read from left to right. • To be able to recognise and name up to three instruments from Groups A and B.	these terms.	In all pictorial representatio ns of music, representatio ns further up the page are higher sounds and those further down are lower sounds.	instruments from Group A and B. • To know that notation is read from left to right.
Key Vocabulary	pulse singing voice speaking voice thinking voice	beat fast singing voice slow speaking voice warm up	dynamics instrument seaside soundscape symbol volume	character voice sound pattern	high low pattern performance pitch tempo	dynamics pitch rest sound pattern tempo