





Cycle B	Autumn Term September – December 2025		Spring Term January – April 2026		Summer Term May – July 2026	
<b>English</b> 	<b>Wolves Can Be Good!</b>	<b>Bears and More</b>	<b>Zoom Through Space</b>	<b>We Are Detectives</b>	<b>Travel Through Stories</b>	<b>Imagine If...</b>
	Little Red Reading Hood A Hero Called Wolf Wolves	Goldilocks & the Three Bears The Bear and the Piano The Bear Under the Stairs	Toys in Space Beegu The Three Little Aliens and the Big Bad Robot	The Great Paper Caper Hermelin Lost and Found	Last Stop on Market Street The Journey Home Ocean Meets Sky	Grandad’s Secret Giant Eric The Barnabus Project
	Writing opportunities include: Re-telling narratives, character descriptions, non-chronological writing, diary entries, letters, posters and leaflets, poetry, interview questions, police reports, emails, notes and messages, writing in role. <i>*For progression of skills in reading, writing and phonics please see the English section of the website under curriculum</i>					
<b>Maths</b> 	<b>Place Value</b> Numbers to 20. Counting by making 10s. Partition numbers to 100 and write in their expanded form. Compare objects and numbers. Count in 2’s, 3’s, 5’s, 10’s. <b>Addition and Subtraction</b> Addition and subtraction facts to 20. Number bonds to 100. Add three 1 digit numbers and two 2 digit numbers. Subtract 1 digit from a 2 digit number and subtract two 2 digit numbers. <b>Geometry – Shape</b> Recognise 2D and 3D shapes. Count sides and vertices on 2D shapes. Lines of symmetry. Count faces, edges, vertices on 3D shapes. Make patterns.		<b>Measurement – money</b> Count in pence and pounds, make and compare amounts, find change. <b>Multiplication and Division</b> Recognise, make and add equal groups. Use multiplication and division symbol. Use arrays. Share into equal groups. Doubling and halving. Odd and even numbers. 2, 5 and 10 times table. <b>Measurement – Length and Height</b> Measure in c.m and metres, compare and order length and height. <b>Mass, capacity and temperature</b> Compare mass, volume and capacity. Measure in grams and k.g.		<b>Fractions</b> Parts and whole. Equal and unequal parts. Recognise and find one half, quarter, third. Unit and non-unit fractions. 3 quarters and equivalent fractions 1/2 – 2/4 <b>Time</b> O’clock, half past, quarter past, quarter to. Tell the time past the hour and to the hour. Tell time to 5 minutes. <b>Statistics</b> Make tally charts. Interpret tally charts, tables, block diagrams. Draw and interpret pictograms. <b>Geometry – Position and direction</b> Describe movement and turns. Shape patterns and turns.	
<b>History</b> 	<b>Changes Within Living Memory - Homes</b> We will explore how life has changed in the UK since our parents and grandparents were children. We will focus on 6 major themes: clothes, home, schools, shops, toys and transport		<b>Kings, Queens and Castles – Including Oxford Castle</b> We will look at the role of the monarch in the past and find out about some famous Kings and Queens. We will learn how castles changed throughout history and look at features of a castle. We will discover what it would have been like to work in a medieval castle and visit Oxford castle to learn about the history of a local building.		<b>Let’s Explore – famous explorers</b> We will learn about significant explorers, what they do and what makes someone significant. We will learn about the achievements of Matthew Henson, Felicity Aston and Neil Armstrong, among others. We will look at how significant people throughout history are remembered and commemorated.	
<b>Geography</b>	<b>Holidays</b> (Human and physical geography) We will focus on places we may go on holiday such as the beach to explore the human and physical		<b>Around the World</b> (Locations and Journeys) We will learn to name and located the continents and oceans of the world and to understand some		<b>Let’s Explore</b> (Hot and cold climates) We will use a globe to locate the equator and understand the location of hot and cold countries	

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	<p>features of our world. We will maps to name and locate the four countries of the UK and to explore holiday destinations.</p>	<p>key features of the continents. We will use maps, globes and atlases and aerial photographs to learn more about the continents and use compass directions; N, S, E, W</p>	<p>around the world. We will look at wildlife from hot and cold places and understand geographical similarities and differences through studying some of the human and physical features of different climates.</p>
<p><b>Science</b></p> 	<p><b>Everyday Materials 1 – Exploring Everyday Materials (1)</b></p> <p>We will learn how to distinguish between an object and the material from which it is made and how to identify and name a variety of everyday materials. We will describe the simple physical properties of a variety of everyday materials and learn how to compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Seasonal Changes (1)</b></p> <p>Children will learn how to observe changes across the 4 seasons and observe and describe weather associated with the seasons and how day length varies</p>	<p><b>Everyday Materials 2 – Building Unit (1)</b></p> <p>Children will design and build a structure strong enough to withstand wind, considering the strength and stability of materials. They then create a waterproof structure, exploring how materials repel water. Children will look at properties and uses of glass and introduces children to how materials are chosen for furniture based on their properties.</p> <p><b>Plants (1)</b></p> <p>We will learn how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. We will also learn how to identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Plants (2)</b></p> <p>Children will learn how to: observe and describe how seeds and bulbs grow into mature plants; and find out and describe how plants need water, light and suitable temperature to grow and stay healthy</p> <p><b>Use of Everyday Materials (2)</b></p> <p>We will learn how to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. We will also learn how to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>
<p><b>Computing</b></p> 	<p><b>Computing systems and networks – IT around us</b></p> <p>We will learn about how IT can help us in school and beyond. We will look at the benefits of IT in the wider world. We will also look at how we can use IT safely.</p> <p><b>Creating media – Digital photography</b></p> <p>We will look how we can take photographs of our learning using landscape or portrait format and what makes a good photograph – composition. We will look at how lighting, focus, effects and how an image can be changed for a purpose.</p>	<p><b>Creating media – Making music</b></p> <p>We will explore how music can be used in different ways to express emotions and to trigger their imaginations. We will experiment with the pitch of notes to create our own musical piece and use a computer to create musical patterns.</p> <p><b>Data and information - Pictograms</b></p> <p>We will begin to understand the importance of organising data effectively for counting and comparing. We will create pictograms manually and then on a computer. We will create tally charts to represent data and look at other ways it can be represented.</p>	<p><b>Programming A – Robot algorithms</b></p> <p>We will follow and give instructions and combine a series of instruction to form a sequence. We will design, create and test a mat for a floor robot and design an algorithm to move a robot around the mat.</p> <p><b>Programming B – An introduction to quizzes</b></p> <p>We will use the programme Scratch Jr. to eventually create their own quiz, with their own question designs including their own choice of question, artwork and algorithms.</p>
<p><b>RE</b></p> 	<p>Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity Theme: Christmas – Jesus as gift from God Concept: Incarnation</p>	<p>Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: Easter – Resurrection Concept: Salvation</p>	<p>Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Christianity</p>

	Key Question: Why do Christians believe God gave Jesus to the world Religion: Christianity	Key Question: How important is it to Christians that Jesus came back to life after His crucifixion. Religion: Christianity	
<b>Art</b> 	<p><b>Self-portrait</b></p> <p>We will look at line, mark making and colour through pencil, charcoal and paint. We will look at the work of Faith Ringgold and F.Kahlo and complete a self-portrait.</p> <p><b>Animal Parade Masks</b></p> <p>We will learn about line, colour and texture through design, drawing and collage. We will complete a collage animal mask as our final piece.</p>	<p><b>Fabricate</b></p> <p>We will explore texture and pattern through paper, wool, batic and drawing with techniques such as wax crayons on fabric. Our final pieces will be a woven paper placemat and a dyed batik coaster. We will take inspiration from the artists, Anni Albers and Thetis Blacker.</p>	<p><b>Minibeasts</b></p> <p>We will learn more about line, texture, shape and form through mixed-media drawing, mono-printing and sculpture. Our inspirational artists will include Lucy Arnold, Rosalind Monk and Jan van Kessel.</p> <p><b>Plants</b></p> <p>We will develop skills in observational pencil and mixed-media drawing, alongside colour mixing and painting. We will take inspiration from Victorian botanical drawings.</p>
<b>Design and Technology</b> 	<p><b>Mechanical – Making a moving model</b></p> <p>We will design a product using drawing and templates. We will safely measure, mark out, cut and shape material and components using a range of tools. Alongside this we will investigate and analyse existing products, considering a range of features.</p>	<p><b>Textiles/Materials – Puppets</b></p> <p>We will design a product for a specific user. We will safely use a range of tools and techniques. We will investigate different materials and explore different methods of enabling structures to remain stable.</p>	<p><b>Food – Making a rainbow smoothie</b></p> <p>We will begin to understand the need for a variety of food in our diet and use a range of techniques to prepare food. We will learn about how all food has to be grown, farmed or caught.</p>
<b>PE</b> 	<p><b>Movement, Agility and Co-ordination</b></p> <p><b>Dance:</b> Compose and link movement phrase to make simple dances with clear beginnings, middle and ends; perform movement phrases using a range of body actions and body parts</p> <p><b>Games</b></p> <p><b>Attacking and defending:</b> Hockey and Tag Rugby</p>	<p><b>Movement, Agility and Co-ordination</b></p> <p><b>Gymnastics:</b> Using floor and large apparatus and linking movements to group sequences</p> <p><b>Games</b></p> <p><b>Racket skills:</b> Focus on hand-eye co-ordination (Badminton)</p>	<p><b>Movement, Agility and Co-ordination</b></p> <p><b>Athletics:</b> Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing</p> <p><b>Games</b></p> <p><b>Striking and Fielding:</b> Focus on techniques (Cricket and rounders)</p>
<b>Music</b> 	<p><b>Pulse, rhythm, and pitch</b></p> <p>We will learn that music has a pulse, a steady beat and is made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. We will learn that these elements combine when we sing and play.</p> <p><b>Playing in an Orchestra</b></p> <p>We will find out that playing together is a very important part of learning music. We will look at people playing together in an orchestra.</p>	<p><b>Inventing a Musical Story</b></p> <p>We will look at how music is used for many reasons and can help us to tell a story and express our feelings. We will learn that music can be loud or soft, fast or slow, smooth and connected, or short and detached. We will explore different music and try to connect your feelings with what you hear.</p> <p><b>Recognising Different Sounds</b></p> <p>We will explore the voices and instruments used within pieces of music to identify how and when harmony takes place.</p>	<p><b>Exploring Improvisation</b></p> <p>We will explore improvisation and have fun! We will have a go at using two or three notes and play or sing on our own.</p> <p><b>Our Big Concert</b></p> <p>We will put on a concert! We will choose songs to create a performance and share the things we have learned in music this year with our audience.</p>

<p><b>PSHE</b></p> 	<p><b>TEAM (Together Everyone Achieves More)</b>            Enable the children to develop successful collaborative working skills, such as good listening. Children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so good choices.</p> <p><b>Diverse Britain</b>            enable children to identify that they belong to various groups and communities, ways in which they contribute positively to these. Learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.</p>	<p><b>Safety First</b>            Learn rules to keep themselves safe around strangers, (inc. online), learn about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.</p> <p><b>One World</b>            Enable children to explore their own family life, home and school and compare these to others from around the world which are different from their own. Children learn about the relationship between people and their environment and how this affects their way of life. They will learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.</p>	<p><b>Growing Up</b>            Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.</p> <p><b>Aiming High</b>            Discuss positive views of themselves, positive learning attitude, share aspirations for the future, with regard to employment and personal goals, different jobs and roles will be considered, difficulties faced by stereotyping will be explored. Children will discuss what they are looking forward to about their learning next year.</p>
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