

**Davyhulme Primary School**  
**Year 1**  
**Long Term Planning 2025-2026**

<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Texts</b>	Beegu Funnybones	The Dark	Where the Wild Things Are	The Great Explorer	Little Red Riding Hood	Non-fiction writing
<b>Value</b>	<b>Ambitious</b>	<b>Ambitious</b>	<b>Caring</b>	<b>Caring</b>	<b>Collaborative</b>	<b>Courageous</b>
	Patience / Quality	Challenge/ Appreciation	Friendship/ Thoughtfulness	Respect	Cooperation/ Tolerance	Trust / Honesty
<b>Mathematics</b> <b>(White Rose Maths)</b>	Place Value within 10	Addition Subtraction within 10  Shape	Place Value within 20  Addition and subtraction within 20	Place value within 50  Length and Height  Mass and volume	Time  Multiplication and division  Fractions	Place Value within 100  Money  Position and direction
<b>English</b> <b>(Writing)</b>	Narrative Descriptive language Poetry	Instruction writing  Narrative	Letter writing	Recount: Diary	Narrative Descriptive language	Non-chronological report

<b>Science</b>	Animals, including Humans: The Human body  Senses	Everyday Materials: Objects and Materials Identify and Name Compare and Group	Animals, including Humans: Name and Identify Common Animals Carnivores, Herbivores & Omnivores Labelling	Plants	Seasons Changes Observe and describe Weather
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<b>Geography</b>	<b>The geography of school buildings and grounds-</b> Where can the Naughty Bus take us around school and our grounds?		<b>The Local area-</b> What is our local area like?		<b>Small local comparison-</b> How are our local area and Pointe-a-Pierre (in Trinidad) the same and different?	
<b>History</b>				<b>Changes within memory-</b> How has shopping changed within living memory?		<b>Significant historical events, people and places in our local area-</b> Who or what is important in our local area's history?
<b>Art: Skills and Techniques</b>	<b>Drawing and Sketchbooks</b>	<b>Print, collage and colour</b>	<b>Working in three dimensions</b>	<b>Paint, surface and surface</b>	<b>Working in three dimension</b>	<b>Collaboration and community</b>

<p><b>Art: Activity</b></p>	<p><u>Spirals</u> Using drawing, collage and mark making to explore spirals. Introducing sketchbooks.</p>	<p><u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p><u>Playful Making</u> Exploring materials and intention through a playful approach.</p>	<p><u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art</p>	<p><u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird</p>	<p><u>Inspired by Flora &amp; Fauna</u> Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display as a shared artwork.</p>
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<p><b>Art: Artist</b></p>	<p>Molly Haslund</p>		<p>Christo &amp; Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown &amp; Wayne Garrett</p>	<p>Paul Klee, Emma Burligh</p>	<p>Ernst Haekel Hoang Tien Quyet Pejac John James Audubon</p>	<p>Eric Carle, Joseph Redoute, Jan Van Kessel</p>
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<p><b>Art: Materials</b></p>	<p>A2 newsprint, A2 cartridge or black paper, sugar paper (torn into squares), soft pencils, graphite sticks, chalk, handwriting pens, or graphite, sticks, coloured card, cardboard, recycled/scrap paper, elastic bands.</p>	<p>Ready mixed paints, large sheets of cardboard (maybe primed with white paint), brushes, trays, soft pencils, handwriting pens, chalk, flowers for observation, collected objects (shells, leaves, twigs etc), wax crayons, plasticine, ink pads, printing foam, water soluble printing ink, small pieces of thick card, scrap sugar paper, glue, rollers.</p>	<p>A3 Sugar paper, handwriting pens.  Construction Materials.</p>	<p>s, , s,  Sketchbook A3 cartridge paper, watercolour paints, paintbrushes, coloured pencils.</p>	<p>Sketchbooks, soft pencils, coloured pencils, handwriting pens, oil/chalk pastels, feathers, A2 cartridge, sugar paper, newsprint. Project 1: Rubbings- Small objects, wax crayons. Project 2: Drawing Fur (adapt to feathers) – Feathers, pastels, soft pencils.  Corrugated card or foamboard, wire or paper clips, glue sticks.</p>	<p>Sketchbooks, soft pencils, coloured pencils, oil/chalk pastels, handwriting pens, graphite, collage papers, A1 paper, water colour and/or ready mixed paint over sugar paper, brushes, scrap papers.</p>
<p><b>Design Technology</b></p>			<p>Cooking and nutrition: Smoothies</p>		<p>Mechanisms: Making a moving storybook</p>	<p>Textiles: Puppets</p>
<p><b>Music</b></p>	<p>Hey You!  Charanga</p>	<p>Rhythm in the way we walk and banana rap  Charanga</p>	<p>In The Groove  Charanga</p>	<p>Round and Round  Charanga</p>	<p>Your Imagination  Charanga</p>	<p>Reflect, Rewind and Replay</p>

<p><b>PSHE Jigsaw</b></p>	<p><b>Being Me In the World</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p><b>Celebrating Difference</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p><b>Dreams and Goals</b> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p><b>Healthy Me</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p><b>Relationships</b> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p><b>Changing Me</b> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>
<p><b>P.E</b></p>	<p><b>Dance:</b> Streamers experiment moving in different ways</p>	<p><b>Dance:</b> BBC Radio experiment moving in different ways</p>	<p><b>Gymnastics:</b> Travelling, balancing and apparatus</p>		<p><b>Ball Skills:</b> Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and apply these in a range of games and activities</p>	<p><b>Ball skills:</b> Team Games, developing simple tactics for attacking and defending</p>
<p><b>MFL</b></p>	<p>Conversational Spanish lessons on Fridays.</p>					

<p><b>Computing</b></p>	<p><b>Basic Computing Skills</b></p>	<p><b>Using text-based programs to process and format text and Images</b></p>	<p><b>Unplugged Algorithms</b></p>	<p><b>Programming, coding &amp; Robotics</b></p>	<p><b>Data collection and representation using Pictograms</b></p>	<p><b>Presenting Information</b></p>
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<b>RE Discovery RE</b>	Does God want Christians to look after the world?	What gifts might Christians in my town have given to Jesus if he had been born here?	Was it always easy for Jesus to show friendship?	Does going to a Mosque give Muslims a sense of belonging?	Is Shabbat important for Jewish children?	Does prayer at regular intervals help a Muslim in everyday life?