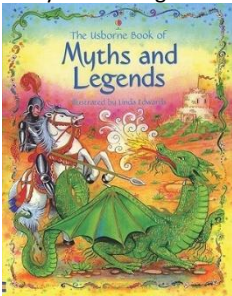
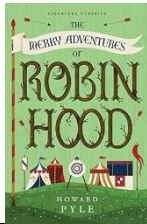
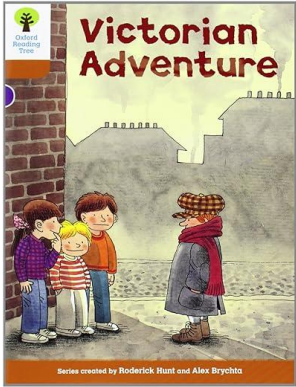
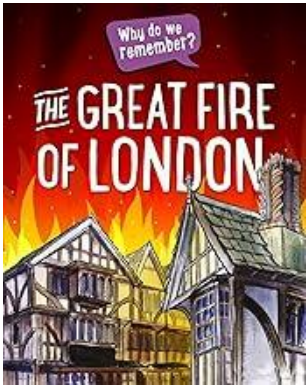
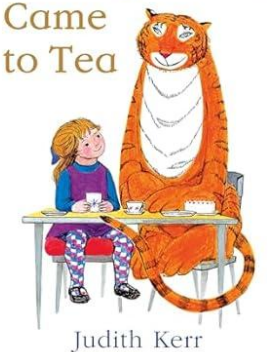

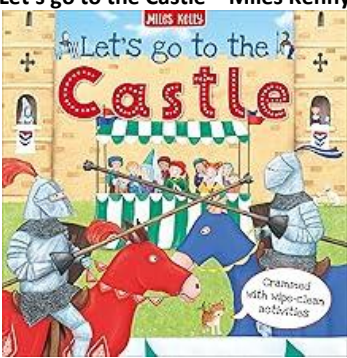
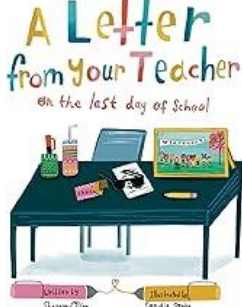




Langley Mill Church of England Infant School and Nursery – Year One Long Term Plan 2025-2026

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Cool School	The Great fire of London	Hullabaloo Zoo	Outstanding Oceans	Castles and Crowns	Myths and Legends
Theme Headline	What was school like in the Victorian era? Would you prefer to go to school then or now?	Oh no! Help! Fire, Fire! There was a huge fire in London!	Have you heard the noise from the animals? That is how they communicate. I wonder what they are saying.	What might you find in the deep, dark Ocean.?	Have you ever wondered why a castle is on a hill and surrounded by water?	Have you heard the rumours of an outlaw living in Sherwood Forest?
Immersion	Victorian school day	Fire of London event	Animal Event	Sea Life centre	Castle and Crowns Day	Myths and legends
Additional Event(s)	Recycling Week WC 22.9.25 Autumn Equinox – 22.9.25 Democracy day-15.9.25	Bonfire Night 5.11.25 Remembrance Day 11.11.25 AB Week - WC 10.11.25 Odd Socks Day 10.11.24 inc. CIN 15.11.25 Winter Solstice 21.12.25	NSPCC Number Day - 7.2.26 Safer Internet Day - 10.2.26	Shrove Tuesday - 17.2.26 Ash Wednesday - 18.2.26 World Book Day - 5.3.26 British Science Week - 7-16 March 26 Mother's Day - 15.3.26 Spring Equinox - 20.3.26.	ACES Day - 6.5.26 IDAHOBIT - 17.5.26	Healthy Eating Week - WC 8.6.26 Father's Day - 21.6.26 Summer Solstice - 21.6.26
Parent Partnership	‘Welcome to Y1’ Workshop Parent consultations Harvest Festival	Christmas Concert	School trip to Sea Life Centre	Parent consultations Easter Concert		Written report
Reading Event(s)	Roald Dahl Day - 13.9.25 National Poetry Day - 2.10.25 National Libraries Week – WC 6.10.25	National Non-Fiction November (Bonfire Night, Remembrance, Winter, Christmas)	Winnie the Pooh Day - 18.1.26 Nat. Storytelling Week - WC 1.2.26 Int. Book Giving Day - 14.2.26	Tell a Fairy Tale Day - 26.2.26. World Book Day - 5.3.26 World Storytelling Day - 20.3.26 Int. Children's Book Day - 2.4.26	National Share a Story month – May 2025	Summer Reading Challenge
Key Stimulus Text	A letter to my teacher	The Great Fire of London	Hullabaloo Zoo	Somebody swallowed Stanley	How to catch a dragon	Myths and Legends 
Phonics	Little Wandle-phases 2,3 and 4 review	Little Wandle-Phase 5	Little Wandle -phase 5	Little Wandle phase 5	Phonics screening checks Little	Little Wandle-Phase 5
Writing Sequence	The six stages of writing to use with each key text and writing genre (plan time spent on each aspect according to genre)					
	WAGOLL (What A Good One Looks Like)	Features	Knowledge Vocabulary	Plan	Write	Review
	<ul style="list-style-type: none"><li>What a good example looks like</li><li>Share the purpose and audience for the writing.</li><li>Drama and speaking and listening activities.</li><li>Read a range of related texts</li></ul>	<ul style="list-style-type: none"><li>Look at the features of the text types / genre.</li><li>Define the characteristics of the text.</li><li>Prioritise the features that we need to learn</li></ul>	<ul style="list-style-type: none"><li>Focus on the different aspects of the text.</li><li>Teach the grammar, punctuation and vocabulary unique to the text.</li><li>Learn the sentence types and structure for the text</li></ul>	<ul style="list-style-type: none"><li>Use set success criteria to plan what the piece of writing should have.</li><li>Use different strategies for planning.</li><li>Use shared writing to model.</li><li>Use story mapping for narrative pieces.</li></ul>	<ul style="list-style-type: none"><li>Demonstrate, shared writing and teacher modelling.</li><li>Use planning and working wall.</li><li>Write over several sessions</li></ul>	<ul style="list-style-type: none"><li>Give clear feedback linked to success criteria.</li><li>Think about what would make it better for the audience.</li><li>Does it match the purpose?</li></ul>
Writing Genre 1	Character Description Description of ourselves	Recipes Recipe for making Bread	Narrative Innovate ‘We’re Going on a Lion Hunt’	Descriptive writing Write a description of an Ocean	Instructions How to catch a dragon Advert of a dragon	Narrative Innovate ‘Robin Hood’ 
Key Text(s)	A letter from your teacher on the first day of school – Shannon Olsen	Fiction recipe books	We’re Going on a Lion Hunt – David Axtell	Outstanding Oceans	How to catch a dragon	Robin Hood
Purpose	<ul style="list-style-type: none"><li>To create a good character Description</li></ul>	<ul style="list-style-type: none"><li>To ensure something is done effectively and/or correctly with a successful outcome for the participants</li></ul>	<ul style="list-style-type: none"><li>To tell a story that entertains the reader</li></ul>	<ul style="list-style-type: none"><li>To create a good zoo description with descriptive language</li></ul>	<ul style="list-style-type: none"><li>To ensure something is done effectively and/or correctly with a successful outcome for the participants</li></ul>	<ul style="list-style-type: none"><li>To tell a story that entertains the reader</li></ul>

<b>Generic Text Structure</b>	<ul style="list-style-type: none"> <li>First person</li> <li>Present tense</li> <li>Adverbs and adjectives</li> <li>Headings/Subheadings</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Present tense</li> <li>Headings/Subheadings</li> <li>Lists (equipment/ingredients)</li> <li>Bullet pointed/numbered steps to explain the process.</li> <li>Temporal conjunctions (time words)</li> <li>Sentences written as commands using imperative verbs ('bossy' words)</li> <li>Pictures with captions/diagrams</li> </ul>	<ul style="list-style-type: none"> <li>First or third person</li> <li>Past tense</li> <li>Sequenced (b, m, e)</li> <li>Characters (good or bad)</li> <li>Setting</li> <li>Events</li> <li>Story language e.g. Once upon a time</li> </ul>	<ul style="list-style-type: none"> <li>First person</li> <li>Present tense</li> <li>Adverbs and adjectives</li> <li>Headings/Subheadings</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Present tense</li> <li>Headings/Subheadings</li> <li>Lists (equipment/ingredients)</li> <li>Bullet pointed/numbered steps to explain the process.</li> <li>Temporal conjunctions (time words)</li> <li>Sentences written as commands using imperative verbs ('bossy' words)</li> <li>Pictures with captions/diagrams</li> </ul>	<ul style="list-style-type: none"> <li>First or third person</li> <li>Past tense</li> <li>Sequenced (b, m, e)</li> <li>Characters (good or bad)</li> <li>Setting</li> <li>Events</li> <li>Story language e.g. Once upon a time</li> </ul>
<b>Writing Genre 2</b>	<b>Postcard-non-fiction diary of Victorian day</b>	<b>Diary-The Great Fire of London</b>	<b>Letter</b> Persuade the Tiger to come back for tea	<b>Recount</b> Account of Sealife centre	<b>Non-chronological report</b> Information leaflet about castles	<b>Formal Letter</b> Letter to new teacher
<b>Key Text(s)</b>	<b>Biff and Chip- A Victorian Adventure</b> 	<b>The Great Fire of London</b> 	<b>The Tiger who came to tea</b> 	<b>The big book of blue</b> 	<b>Let's go to the Castle – Miles Kenny</b> 	<b>A letter from your teacher on the last day of school – Shannon Olsen</b> 
<b>Purpose</b>	<ul style="list-style-type: none"> <li>To tell parents about what they did during their Victorian day at school.</li> <li>Recount diary in the style of a postcard</li> </ul>	<ul style="list-style-type: none"> <li>To record events, thoughts and feelings on something that has happened</li> </ul>	<ul style="list-style-type: none"> <li>To record events, thoughts and feelings on something that has happened</li> </ul>	<ul style="list-style-type: none"> <li>To provide an account of events</li> </ul>	<ul style="list-style-type: none"> <li>To inform the audience about the subject</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To introduce themselves to their new teacher for next year</li> </ul>
<b>Generic Text Structure</b>	<ul style="list-style-type: none"> <li>The senders address at the top.</li> <li>Use a greeting.</li> <li>First person</li> <li>Include specific names for people, places and things.</li> <li>Coordinating and subordinating conjunctions (linking words)</li> <li>Questions and exclamations</li> </ul>	<ul style="list-style-type: none"> <li>Written in the first person.</li> <li>Paste tense.</li> <li>Retell important events.</li> <li>Include date and 'Dear Diary'.</li> <li>Adjectives to describe thoughts and feelings.</li> <li>Coordinating and subordinating conjunctions (linking words)</li> </ul>	<ul style="list-style-type: none"> <li>The senders address at the top.</li> <li>Use a greeting.</li> <li>First person</li> <li>Include specific names for people, places and things.</li> <li>Coordinating and subordinating conjunctions (linking words)</li> <li>Questions and exclamations</li> </ul>	<ul style="list-style-type: none"> <li>First or third person</li> <li>Clear beginning, middle, end</li> <li>Chronological sequence of events</li> <li>Temporal conjunctions (time words)</li> <li>Coordinating and subordinating conjunctions (linking words)</li> <li>Detail to engage.</li> <li>Range of punctuation (.!?,)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Range of punctuation (.!?,)</li> <li>Range of sentence types (statement, exclamation)</li> <li>Past or present tense</li> <li>Third person</li> <li>Logical structure</li> <li>Headings / subheadings</li> <li>Includes facts.</li> <li>Subject specific language</li> <li>Sentences written as statements.</li> <li>Pictures, captions, labels</li> </ul>	<ul style="list-style-type: none"> <li>The senders address at the top.</li> <li>Use a greeting.</li> <li>First person</li> <li>Include specific names for people, places and things.</li> <li>Coordinating and subordinating conjunctions (linking words)</li> <li>Questions and exclamations</li> </ul>
<b>Mathematics</b>	<b>White Rose Maths</b> Place value within 10	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Addition and subtraction within 10</li> <li>Shape</li> </ul>	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Place value within 20.</li> <li>Addition and subtraction within 20</li> </ul>	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Place value within 50.</li> <li>Length and height</li> <li>Mass and volume</li> </ul>	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Fractions</li> <li>Position and direction.</li> </ul>	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Place value within 100.</li> <li>Money</li> <li>Time</li> </ul>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 3</b>	<b>Spring 4</b>	<b>Summer 5</b>	<b>Summer 6</b>
<b>Topic</b>	<b>Cool School</b>	<b>The Great fire of London</b>	<b>Hullabaloo Zoo</b>	<b>Outstanding Oceans</b>	<b>Castles and Crowns</b>	<b>Myths and legends</b>
<b>Science</b>	<b>Working Scientifically:</b> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Observe closely, using simple equipment.</li> <li>Perform simple tests.</li> <li>Identify and classify.</li> <li>Use observations and ideas to suggest answers to questions.</li> <li>Gather and record data to help in answering questions</li> </ul> <b>Use of Everyday Materials (link to school building and grounds):</b> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <b>Seasonal changes (link to Autumn Equinox and Winter Solstice):</b> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> </ul>					
			<b>Animals including humans (link to zookeepers and zoo animals):</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <b>Seasonal change (link to Spring Equinox):</b>	<b>Plants (link to castle gardens)</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <b>Seasonal changes (link to Summer Solstice):</b> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> </ul>		

	<ul style="list-style-type: none"> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>		<ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>		Observe and describe weather associated with the seasons and how day length varies	
<b>Science sticky knowledge</b>	What are the changes associated with the Season Autumn? What is the difference between an object and a material?	How can we group different materials? How can we test the properties of different materials?	What is a carnivore, herbivores and omnivore?  Can you give one key feature of a variety of common animals.	Can you name a fish, an amphibian, a reptile, a bird and a mammal?	What are the common features of a flowering plant?  How can I identify different plants?	What I know about the summer solstice.  What is the difference between a deciduous and evergreen tree?
<b>RE*</b>	AS 1.7 – What does it mean to belong to a faith community?	UC 1.1. – What do Christians believe God looks like?	AS 1.3 – Who is Jewish and what do they believe?	UC 1.5: Why does Easter matter to Christians?	UC 1.2 – Who made the world? (Christians)	UC 1.8 – How should we care for others and the world, and why does it matter? (Christians, Muslims, Non-Religious)
<b>Christian Celebration</b>	Harvest	Christmas	Epiphany	Lent and Easter	Ascension	Trinity
<b>Other Religious Celebrations</b>	Sukkot (Judaism)	Diwali (Hinduism)	World Religion Day	Vaisakhi (Sikhism)	Vesak (Buddhism)	Al-Hijra (Islam)
<b>Computing</b>	<p>Teach Computing 1.1 Technology around us</p> <p>Look at the different technology used around school. Revisit basic skills and online safety.</p>	<p>Teach Computing 1.2 Digital painting</p> <p>Alongside Fire of London art paintings in A&amp;D, choose appropriate tools in a program to create art. Make comparisons between working digitally and non-digitally</p>	<p>Teach Computing 1.4 Grouping data</p> <p>Link to Science, grouping animals – carnivores, herbivores, omnivores, mammals, reptiles, etc.</p>	<p>Teach Computing 1.6 Programming animations</p> <p>Design and programme the movement of a character on screen to tell stories (link to story</p>	<p>Teach Computing-1.5 Digital writing1</p> <p>Write and send an email. (Write an email to the King)</p>	<p>Teach Computing 1.2 Moving a robot</p> <p>Move Beblots around a map of the school and its grounds.</p>
<b>Art &amp; Design</b>	<p><b>Drawing:</b> Look at the artist Stephen Wiltshire (accurate impressions of cities, skylines and street scenes). Use drawing skills to create sketches of our school</p>	<p><b>Collage:</b> Create a large-scale class collage of the Great Fire of London and grounds using different techniques such as tearing, scrunching, etc</p>	<p><b>Printing:</b> Look at the work of Pierre Maxo, jungle painter. Print backgrounds using leaves, fruit, flowers, etc. Use drawing skills from autumn term to add a zoo animal</p>	<p><b>Painting:</b> Study the Seaside art of contemporary Cornish artist John Dyer. Recreate the techniques used</p>	<p><b>3D /Sculpture:</b> Make a dragon eye from clay.</p>	<p><b>Textiles:</b> Design and make a mythical character as a puppet.</p>
<b>Design and Technology</b>	<p><b>Cooking and nutrition:</b> Making bread</p>		<p><b>Mechanisms:</b> Design, make and evaluate an ocean moving picture.</p>		<p><b>Construction and materials:</b> Create 3D castles and evaluate from junk modelling materials.</p>	



	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Cool School	The Great fire of London	Hullabaloo Zoo	Outstanding Oceans	Castles and Crowns	Myths and Legends
Geography	<b>Geographical skills and fieldwork:</b> <ul style="list-style-type: none"><li>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li><li>Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</li><li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li><li>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</li></ul>					
	<b>Geographical skills and fieldwork:</b> <ul style="list-style-type: none"><li>Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map of the school.</li><li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of our school.</li><li>Devise a simple map of the school and use and construct basic symbols in a key.</li><li>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</li></ul> <b>Human and Physical Geography:</b> Use basic geographical vocabulary to refer to key physical features, including seasons and weather (autumn and winter)	<b>Locational knowledge</b> <ul style="list-style-type: none"><li>Name and locate the world’s seven continents and five oceans (locate where zoo animals live in the wild and zoos around the world using maps, atlases and globes)</li></ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"><li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (zoo animals in the wild)</li><li>Identify seasonal and daily weather patterns in the UK (spring)</li><li>Use basic geographical vocabulary to refer to key physical features, including seasons and weather (spring)</li><li></li></ul>		<b>Locational knowledge</b> <ul style="list-style-type: none"><li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (locate castles around the UK on maps)</li></ul> <b>Place knowledge</b> <ul style="list-style-type: none"><li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (compare inland and coastal castle)</li></ul> <b>Human and Physical Geography:</b> <ul style="list-style-type: none"><li>Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley and key human features including port, harbour.</li><li>Identify seasonal and daily weather patterns in the UK (summer)</li></ul>		
Geography Sticky Knowledge	Where is our school in the local environment?	Where is London located?  Where did the Great Fire of London start?	What animas will you find in a hot place?  What animals will you find in a cold place?	Can you name the 5 Oceans in the World? Can you locate the 5 Oceans in the World? How much water covers the Earth?	Why did they build castles on a hill?  Where are castles located?	Which mountain was the home of the Greek gods?
History	<b>Historical skills and knowledge:</b> <ul style="list-style-type: none"><li>Develop an awareness of the past using common words and phrases relating to the passing of time.</li><li>Know where the people and events they study fit in within a chronological framework and identify similarities and differences between ways of life in different periods.</li><li>Use a wide vocabulary of everyday historical terms.</li><li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li><li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li></ul>					
	<b>Changes within living memory to reveal aspects of change in national life.</b> <b>Significant historical events, people and places in their locality</b> <ul style="list-style-type: none"><li>Local history during collective worship sessions</li><li>History of school - simple timeline (aerial photographs)</li><li>History of playground games/toys (what do we play with in school / after school – how does this compare to the past?)</li></ul> <b>Events beyond living memory that are significant nationally or globally</b> <b>Lives of significant individuals in the past who have contributed to national and international achievements.</b> <ul style="list-style-type: none"><li>Remembrance - Guy Fawkes</li></ul>	<b>Lives of significant individuals in the past who have contributed to national and international achievements.</b> <ul style="list-style-type: none"><li>The history of Zoos</li><li>Conservationist - Jane Goodall</li><li>Zoologist - Stephen Irwin</li><li></li></ul>		<b>Lives of significant individuals in the past who have contributed to national and international achievements.</b> King Arthur and the Knights of the Round table <ul style="list-style-type: none"><li>King Charles The Third</li></ul>		
History Sticky Knowledge	How are modern toys different now compared to toys in the past? What was school like in the Victorian era compared to now?	I can order the events of The Great Fire of London on a Timeline.  What changes were made after the fire ?	Can you name Jane Goodall's significant achievements?	What is the history of Greenpeace?	Who lived in a castle? Who is King Charles the Third? Who is King Arthur?	What are myths and Legends?  Which legendary outlaw used to live in England’s Sherwood Forest?
Music	Charanga: Hey you	Charanga: Rhythm in the way we walk and Banana Rap	Charanga: In the Groove.	Charanga: Round and Round	Charanga: Your Imagination	Charanga: Reflect, Rewind and Replay
PE	Athletics	Invasion Games	Dodgeball	Gymnastics	Net and Wall	Striking and Fielding

AVSSP Competitions	Sport hall Athletics	Handball	Dodgeball	Gymnastics	Football	
PSHE / RSE*	Bucket Filling PSHE Matters: Exploring Emotions	Bucket Filling PSHE Matters: Bullying Matters	Bucket Filling PSHE Matters: Being Responsible	Bucket Filling PSHE Matters: Relationships	Bucket Filling PSHE Matters: Difference and Diversity	Bucket Filling PSHE Matters: Being Healthy
SMSC	Black History Month	Children in need Antibullying week	Children’s mental health week	Inspirational Woman’s Day	Earth Day	World Environment Day
British Values	Rule of Law	Democracy	Tolerance	Mutual Respect	Individual Liberty	Revisit and reinforce all values
NOTE: Red = discrete programmes & units of work / RE* Red is Statutory (AS) / Blue is complementary (UC)						

NOTE:  
Blue is