
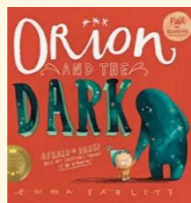






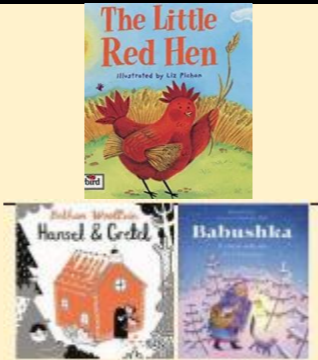


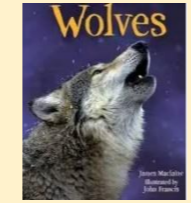
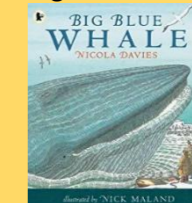





Skegness Infant Academy – Long Term Planning Year 1 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Academy Theme	Time Travellers	Above and Beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Y1 Focus	Grandparents	Light	Traditional tales	Lost and found	Stranded / Endangered	My world
Curriculum events	Roald Dahl Day Harvest Festival Curriculum 'story' day	Remembrance Day Children in Need Nativity Christmas Craft market Parent workshops – Christmas Road safety week Jolly jumper day (food for foodbank)	Library visit Number Day Eco Centre Traditional Tales Day National Story telling week Curriculum 'story' day	Easter craft workshop ESafety workshop International Women Day World book day	Sport workshop for Parent Walk to school week Curriculum 'story' day	Transition Sports day Lifeboat station/ Beach visit
Wow events	Grandparent's day workshop	Day in the Dark	Cinderella Ball	Space landing Grace Darling workshop		Clean up the beach
Year group authors	Benji Davies	Michael Morpurgo		Oliver Jeffers	Julia Donaldson Benji Davies	Sarah Roberts Julia Donaldson poetry
Texts to teach from	Grandad's Island Grandma bird Coming to England (EDI) 	Coming home – Michael Morpurgo Orion and the dark 	Little red hen Cinderella Little red riding hood Mr Wolf's pancakes – Pancake day 	Beegu (EDI) The way back home Mae among the stars (EDI) 	Storm whale Storm whale in winter Snail and the whale 	Somebody swallowed Stanley (EDI) Clean up! (EDI) A planet full of plastic (EDI) Somebody crunched Colin 
Supplementary texts						
Film	MACE	Baboon on the moon Coming home Snow – film trailer		Lost and found	David Attenborough clips	
Non Fiction	Islands	Baboon on the moon.	Wolves  Recipe for pancakes - go to the shop and buy ingredients.		Big blue whale 	What a waste (EDI) 

Poetry	Phone Gran – Micheal Rosen	Fears and worries poems Silver – Walter de la Mare Snow - Walter de la Mare			Storm/ sea poetry Music from a storm – create an acrostic storm poem Storm whale	A great big cuddle
Written outcomes	Simple sentences Form lower case letters in the correct direction. Identify and write a simple sentence. Identify and write capital letter to begin a sentence.	Letter writing Recount Identify and write a capital letter to begin a sentence Identify and write a full stop to end a sentence. Separate words with spaces.	Story writing Identify and use capital letters for proper nouns. Identify and write personal pronouns with a capital letter. Identify statements Distinguish between statements and questions.	Non fiction page Story ending Write words sentences using the conjunction and Use the suffix ing and ed	Poetry Description Use the suffix er and est Identify and use exclamation marks	Leaflet Letter to our new teacher Sequence sentences to form a short narrative Distinguish between singular and plural Use the conjunction and to join ideas.
Maths	Number - Place value Partitioning Calculation – Addition and subtraction	Number - Place value Calculation – Addition and subtraction Securing number facts Geometry - shape	Calculation - Addition and Subtraction Number - Place value	Number - Place value Measures - Length, Mass and Volume	Calculation – Multiplication and Division Number - Fractions	Calculation - Addition and Subtraction Geometry – Position and Direction Number - Place value Measures – Money Measures - Time
Science	Seasonal Change <ul style="list-style-type: none">Understand there are four seasons.Understand the changes that take place in autumn.Understand the changes that take place in winter.Understand the changes that take place in spring.Understand the changes that take place in summer.Investigate how you can measure rainfall.<ul style="list-style-type: none"> <p>Key Scientists: George James Symons</p> <p>Working scientifically Rain in a jar experiment</p>	Exploring everyday Materials 1 <ul style="list-style-type: none">Identify and name a variety of everyday materials.Distinguish between an object and the material it is made from.Describe the properties of everyday materials.Identify objects that are natural and those that are manmade.Predict and identify if an object will float or sink.Explore which materials are best for different objects. <p>Working scientifically Which materials absorb liquid? (link to STAR vocabulary)</p>	Animals including humans, All about animals <ul style="list-style-type: none">Discover animal families.Learn about the differences between mammals and birds.Learn about the differences between amphibians, reptiles and fish.Discover the type of food living things eat.Explore the differences between wild animals and pets.Explain the characteristics of an animal. <p>Key Scientists: Carl Linnaeus</p>	Plants <ul style="list-style-type: none">Understand that seeds grow into plants.Identify the basic parts of a plant and tree.Understand that different plants can grow in the same environment.Know the differences between deciduous and evergreen trees.Know that fruit trees and vegetables are varieties of plants.Record the growth of a plant. <p>Key Scientists: Tim Smit</p> <p>Key Scientific Experiments: Bean experiment</p> <p>Key Enrichment Experiences: Science Week</p>	Exploring everyday materials 2 <ul style="list-style-type: none">Build a structure strong enough to withstand wind.Build a waterproof structure.Understand the properties of glass and its uses.Understand that materials are used to create a variety of furniture.Explore a variety of fabrics and understand their different properties.Explain the uses of materials and why they are suitable. <p>Working scientifically</p>	Animals including humans, All about me <ul style="list-style-type: none">Discover the basic parts of the human body.Learn about your eyes and sight.Learn about your ears and hearing.Explore the tongue and taste.Explore your sense of touch.Discover how your nose smells. <p>Key Scientists: Elizabeth Garrett Anderson</p>

History	<p>How am I making History?</p> <p>Changes within living memory.</p> <p>Significant historical events, people and places in their own locality.</p> <p>Key Criteria</p> <ul style="list-style-type: none"> • What is my History? • How can I find out more about myself? • How are special events remembered? • What was it like for children in the past? • What have I learnt about childhood in the past? • How am I making history? 				<p>How have explorers changed the world?</p> <p>Changes within living memory.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Key Criteria</p> <ul style="list-style-type: none"> • What is an explorer? • Where have explorers travelled and when? • Who was Christopher Columbus and what did he do? • Who was Matthew Henson and what did he do? • How has exploration changed? • How can we remember them? 	<p>How have toys changed over time?</p> <p>Changes within living memory</p> <p>Key Criteria</p> <ul style="list-style-type: none"> • What is your favourite toy? • Did your parents and grandparents play with the same toys as you? • What were toys like in the past? • What is similar and different about toys in the past? • How have teddy bears changed over time? • How have toys changed?
Geography		<p>What is it like here?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> -Where in the world are we? - What can we see in our classroom? -What can we find in our school grounds? -Where are different places in our school? <p>How do we feel about our playground?</p> <p>Can we make our playground even better?</p>	<p>What is the weather like in the UK?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> -Where is the UK? -What are the four seasons? -What are the compass directions? -What is the weather like today? <p>-Is the weather the same everywhere in the UK?</p> <p>-How do people prepare for the weather?</p> <p>(Possibly link to Africa – log weather and make a comparison where is hotter/colder)</p>	<p>What is it like to live in Peru?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> -What can we see in our local area? -Can we map our local area? -Where in the world is Peru? -What can you see in Peru? <p>-How is Mancora different from our local area?</p> <p>-Debate where would you prefer to live and why? Skegness/Mancora Peru</p>	<p>Are all oceans the same?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> -What is an ocean? -What are the five oceans of the world? 	
Religious Education	<p>What do stories from religious traditions teach about God? What can we learn from other stories?</p>	<p>How are stories and celebrations linked?</p>	<p>What do creation stories teach people about God and human nature?</p>	<p>What do creation stories teach people about God and human nature?</p>	<p>What do people learn from stories and festivals?</p>	<p>What do people learn from stories and festivals?</p>
Art	<p>Drawing, Printing, Sculpture collage and textiles</p> <p>Artist focus - Paul Klee-Head of man collage Benji Davies- illustrator</p>	<p>Drawing, Painting, Sculpture, Printing and collage</p> <p>Artist focus Georgia O’Keefe – ladder to the moon Painting and collage</p>			<p>Painting and Sculpture</p> <p>Artist Focus Katsushika Hokusia Painting Tove Jansson</p>	<p>Drawing, textiles and collage and sc Sculpture</p> <p>Artist focus Various portrait artists</p>

	<p>Using ICT</p> <p>Henry Rousseau – collage Sculpture</p> <p>Diana Erdiana Valquez.(Diana)- applique</p> <p>May Morris-printing</p>	<p>Faith Ringgold –African masks Sculpture</p> <p>James Whistler - The falling rocket Painting techniques and block printing</p> <p>Matariki Stars Drawing</p> <p>Calendar designs- collage and printing</p>			<p>Colour and mixed media</p> <p>Millie Hipolyte- Paper sculpture</p> <p>Andy Goldsworthy- Natural sculptures</p>	<p>Mona Lisa -Da Vinci Henri Matisse, Gustva Klimt, Adele Blockbaver Investigating Self portrait</p> <p>Pablo Picasso- abstract portrait</p> <p>Jane Perkins- recycled materials portrait</p> <p>Alberto Giacometti-line drawing</p> <p>Alberto Giacometti-sculpture</p> <p>Simon Davies - sculpture</p>
DT		<p>Design & Make</p> <p>African Masks</p> <ul style="list-style-type: none"> Use a range of equipment and different joining techniques 	<p>Cooking and Nutrition</p> <p>Baking bread</p> <p>Making pancakes</p> <p>Where food comes from</p> <ol style="list-style-type: none"> To know where food comes from. To understand where food comes from To use the basic principles of a healthy and varied diet to prepare dishes To select from and use a range of tools and equipment to perform practical tasks To select from and use a wide range of ingredients, according to their characteristics <p>Design, Make and Evaluate</p> <p>Moving Pictures</p> <ol style="list-style-type: none"> To investigate a moving picture. To design a moving picture. To make a lever mechanism To make a slider mechanism 	<p>Design, Make and Evaluate</p> <p>Spaceship</p> <ol style="list-style-type: none"> To design a spaceship. To make a spaceship. To evaluate own spaceship against a design criteria. 		<p>Design, Make and Evaluate</p> <p>Plastic bag kite/parachute</p> <ol style="list-style-type: none"> To design what to do with a plastic bag? To make a plastic bag kite To evaluate a plastic bag kite

			<p>5. To evaluate a moving picture. Windmill structure</p> <p>1. To include individual preferences and requirements in my design.</p> <p>2. To make a stable structure.</p> <p>3. To assemble the components of my structure.</p> <p>To evaluate my project and adapt my design</p>			
PSHE	<p>School / British values Skills Builder Smart School Council Jigsaw – Being me in my World Celebrating differences – British values</p>	<p>School / British values Skills Builder Smart School Council Big bag of worries Jigsaw - Celebrating Difference Safety in the dark</p>	<p>School / British values Skills Builder Smart School Council Jigsaw – Dreams and Goals Safety on the internet</p>	<p>School / British values Skills Builder Smart School Council Jigsaw - Healthy Me Staying safe – Getting lost People who help us</p>	<p>School / British values Skills Builder Smart School Council Jigsaw - Relationships</p>	<p>School / British values Skills Builder Smart School Council Jigsaw - Changing Me Uniqueness / individuality</p>
Computing	<p>Technology all around us -Understand of technology and how it can help them. -Become more familiar with the different components of a computer by developing their keyboard and mouse skills. -Consider how technology can be used responsibly.</p> <p>NC-</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Project Evolve (E-safety) _Managing online information</p>	<p>Creating Media- Digital writing -Use a computer to create and change text. -Use a range of tools to change the look of their writing. -Consider the differences between using a computer and writing on paper to create text.</p> <p>NC-</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Project Evolve (E-safety)- Online bullying</p>	<p>Creating Media- Digital painting -Explore the world of digital art -Use range of creative tools -Create their own paintings -Consider their preference when painting with and without the use of digital devices.</p> <p>NC-</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Project Evolve (E-safety) Self-image and identity and Privacy and security</p> <ul style="list-style-type: none"> E-safety Day/week <p>Books to support - Troll stinks, Penguin Pig, DigiDuck (EDI)</p>	<p>Data and information- Grouping data -Begin by using labels to put objects into groups, and labelling these groups. -Count a small number of objects, before and after the objects are grouped. -Sort objects into different groups, based on the properties they choose. -answer questions about data.</p> <p>NC-</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Project Evolve (E-safety) Online relationships</p>	<p>Programming A- Moving a robot -Explore using individual commands, both with other learners and as part of a computer program. - Identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. - An introduction of algorithms.</p> <p>NC-</p> <ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs recognise common uses of information technology beyond school <p>Project Evolve (E-safety) Online reputation Health, well-being and lifestyle</p>	<p>Programming B- Programming animations -Programming through ScratchJr. -Investigating sprites and backgrounds. -Use programming blocks to use, modify, and create programs.</p> <p>NC-</p> <ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Project Evolve (E-safety) Copyright and ownership</p>
Music	<p>Kapow - Under the Sea</p> <p>NC coverage:</p>	<p>Kapow - All About Me</p> <p>NC coverage:</p>	<p>Kapow – Animals</p> <p>NC Coverage:</p>	<p>Kapow – Fairytales</p> <p>NC Coverage:</p>	<p>Kapow – Superheroes</p> <p>NC Coverage:</p>	<p>Kapow – Seaside</p> <p>NC Coverage:</p>

	<ul style="list-style-type: none"> -Experiment with, create, select and combine sounds using inter-related dimensions of music. -Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Listen with concentration and understanding to a range of high-quality live and recorded music. -Play tuned and untuned instruments musically. -Experiment with, create, select and combine sounds using inter-related dimensions of music. 	<ul style="list-style-type: none"> -Experiment with, create, select and combine sounds using inter-related dimensions of music. -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Experiment with, create, select and combine sounds using inter-related dimensions of music. - Play tuned and untuned instruments musically. -Listen with concentration and understanding to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. -Listen with concentration and understanding to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. -Listen with concentration and understanding to a range of high-quality live and recorded music.
Physical Education	Fitness Yoga	Dance Boxercise	Gymnastics	Multiskills Dance	Football	Athletics Tag Rugby