



Year 1/2 Fox Class Long Term Plan 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English – inc spelling, phonics, guided reading and handwriting	<ul style="list-style-type: none"> • Whole class - poetry • Frog and the stranger – Narrative • How to make friends with a ghost – instructions • Puffin book of poems – List poems • Last stop on market street – Narrative • Dragon post – • Letters 	Phonics throughout	<ul style="list-style-type: none"> • Rapunzel – Narrative • Big blue whale – non-chronological report • Julian is a mermaid/ splash anna hibiscus – Narrative • Puffin book of poems – free verse and similies 	<ul style="list-style-type: none"> • Phonics throughout • Spelling rules for those who passed the screening check 	<ul style="list-style-type: none"> • The lost homework – narrative • How to wash a woolly mammoth – instructions • Here I am – recount • Superjoe does not do cuddles/ Traction man – Narrative • Belonging street – take one poet 	<ul style="list-style-type: none"> • Phonics throughout • Spelling rules for those who passed the screening check
Maths	<ul style="list-style-type: none"> • Place value • Addition and subtraction • shape 		<ul style="list-style-type: none"> • Money • Multiply and divide • Height and length 		<ul style="list-style-type: none"> • Fractions • Time • Statistics • Position and direction 	



		<ul style="list-style-type: none"> • Mass, capacity and temperature • Place value • Addition and subtraction • Place value • Length and height • Mass and volume 		<ul style="list-style-type: none"> • Multiplication and division • Fractions • Position and direction • Place value • Money • time 	
<p>Science</p>	<p><u>Everyday materials</u> Y1 -Distinguish between an object and the material from which it is made. Y1- Name and identify a variety of everyday materials. - Focus Materials: wood, plastic, metal, paper, Y1 - Describe and compare the physical properties of these materials. Y2 -Identify and compare the uses of a variety of everyday materials. Investigations: What is the best material for keeping an egg safe? – Durability, protection. Y2 – Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Animals Inc. Humans</u> Y1 -Identify and name a variety of common animals including fish, mammal, reptiles, birds and amphibians. Y1 – Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Y2 - notice that animals, including humans, have offspring which grow into adults. Y2 - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Y2 - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Plants</u> (Y1 – Plants done through Forest School – Working Scientifically Skills to Ange - Spring) (Y1- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Y1 - identify and describe the basic structure of a variety of common flowering plants, including trees.) Y2 - observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><u>Habitats</u> Y2 - explore and compare the differences between things that are living, dead, and things that have never been alive Y2 - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other [Y2 - identify and name a variety of plants and animals in their habitats, including microhabitats, describe how animals obtain their food from</p>	



						plants and other animals, using the idea of a simple food chain, and identify and name different sources of food] – Y1s could over learn where animals live and Y2's focus on food chains.
	<p>Seasonal Changes: Autumn 1 Y1 -Observe changes across the four season Y1- Observe changes across the four seasons Y1- Observe and describe weather associated with the seasons and how ay length varies.</p> <p>Focus: on clothing and protection. Weather symbols, weather reports.</p>	<p>Seasonal Changes: Spring 1 Y1 -Observe changes across the four season Y1- Observe changes across the four seasons Y1- Observe and describe weather associated with the seasons and how ay length varies.</p> <p>Focus on clothing and protection.</p>	<p>Seasonal Changes: Summer 1 & 2 Y1 -Observe changes across the four season Y1- Observe changes across the four seasons Y1- Observe and describe weather associated with the seasons and how ay length varies. Focus on clothing and protection. <i>Assessment opportunity</i> – recapping all seasons.</p>			
Art	Stephen Wiltshire - drawing		Aboriginal art - paint		Michelle reader - sculpture	
Computing	Coding	Online safety	Spreadsheets	Questioning	Creating pictures	Presenting ideas
Design Tech		Structures - playgrounds		Mechanisms – cars		Food – picnic food Claw Grip
Geography		The poles			bins	
History			Lewis Hamilton	Great fire of London		Mary Seacole/ Florence Nightingale



Music	Keeping the pulse	Temp	Dynamics	Sound patterns	Pitch	Musical symbols
PHSE	Being me in my world	Celebrate difference	Dreams and goals	Healthy me	Relationships	Changing me
PE	Balls- feet	Gymnastics – wide narrow Balls – hands	Dance – growing	Locomotion – jump Dance – zoo	Balls – hands	Locomotion – running Locomotion - jumping
RE	What do people believe God looks like?	How did the world begin?	What is God's job?	Why should we care for the world?	How do we know babies are special?	Why should we care for others?

Year 1

Year 2

Both