SYCAMORE CLASS – LONG TERM PLANNING 2025/2026

SUMMER 1: Oceans 6 WEEKS	STEAM FOCUS: Maths Science, technology, engineering, arts, maths
BIG QUESTION	**How many of our feet would fit inside a dinosaur footprint?**
PROJECT OUTCOME	Investigation.

	STEAM LEARNING	
MATHS	**Measures objectives**: Pupils should be taught to: Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]. Measure and begin to record the following:Llengths and heights. Mass/weight. Capacity and volume **White Rose : Length and height** L1 Compare length and height L2 Measure using objects L3. Measure length in cms **White Rose: Mass and Volume** L1. Heavier and lighter L2. Measure mass L3 Compare mass L3. Full and empty L4. Compare volume L5. Measure capacity L6. Compare compacity **Multiplication and Division: objectives** Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **White Rose Multiplication and Division** Count in twos Count in tens Count in fives Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups (grouping) Make equal groups (sharing) **Fractions - objectives** Pupils should be taught to: Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **White Rose Fractions** Recognise half of an object or shape Find half of an object or shape Recognise half of a quantity Find half of a quantity Recognise a quarter of an object or shape Find a quarter of an object or shape Recognise a quarter of a quantity Find the quarter of a quantity **HOMEWORK: RECALL, WITH FLUENCY, THE 2X, 5X AND 10X MULTIPLICATION TABLES.** **EXTEND: RECALL ASSOCIATED DIVISION/ MULTIPLICATION FACTS.** **E.G. 4 X 5 = 20 5 X 4 = 20 20 ÷5 = 4 20 ÷ 4 = 5** **8 X 10 = 80 10 X 8 = 80 80 ÷ 10 = 8 80 ÷ 8 = 10** { SHAPE * MERGEFORMAT }{ SHAPE * MERGEFORMAT }{ SHAPE * MERGEFORMAT }{ SHAPE * MERGEFORMAT }{ SHAPE * MERGEFORMAT }	**PLACE VALUE** **ADD & SUBTRACT** **MULTIPLY & DIVIDE** **FRACTIONS** **MEASUREMENT** **GEOMETRY** **STATISTICS** **ALGEBRA** **RATIO AND PROPORTION**

ENGLISH

Spoken Language

- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Word reading

- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Reading Comprehension:

- participate in discussion about what is read to them, taking turns and listening to what others say

Writing Transcription

Apply simple spelling rules and guidance, as listed in **English Appendix 1:**

- The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. off, well, miss, buzz, back
- The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. catch, fetch, kitchen, notch, hutch
- English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v.' have, live, give.
- The /k/ sound is spelt as k rather than as c before e, i and y. Kent, sketch, kit, skin, frisky.

Handwriting

- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing Composition: Pupils should be taught to write sentences by:

- discussing what they have written with the teacher or other pupils.

Writing: Vocabulary, grammar and punctuation: Develop their understanding of the concepts set out in English Appendix 2 by:

- learning the grammar for year 1 in English Appendix 2

POETRY – The Sea by James Reeves
Poetry – haikus
Obsessive about Octopuses by Owen Davey
Octopus Shocktopus by Peter Bently
EXTENDED TEXT: The Last Bear by Hannah Gold
HOMEWORK: Practice fluent recognition of all set 1, set 2 and set 3 sounds in readiness for Phonics screening test in the week commencing 8th June

READ, WRITE AND SPELL WITH FLUENCY, THESE TRICKY RED WORDS: do the I've no my what he so of to we your said you be are all call go me she want some old they he

ADDITIONAL: RESEARCH OCTOPUS FACTS AND SEND THEM INTO SCHOOL

NARRATIVE
BIOGRAPHY
DISCURSIVE
ARGUMENT/DEBATE
EXPLANATION
INSTRUCTIONS
NEWSPAPER REPORT
NON - CHRONOLOGICAL REPORTS
INFORMATION TEXT
PERSUASIVE WRITING
RECOUNT
POETRY

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SCIENCE	**Plants Objectives** Children should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. **INVESTIGATE – DO SEEDS NEED SOIL TO GERMINATE? Cress seeds.** **INVESTIGATE- L1: Beans are seeds/ plant them L2: Observe and record growth in a bean diary** **INVESTIGATE: We will investigate the life in our school pond as the weather warms and we will investigate the frog lifecycle through regular pond dipping.** **{**HYPERLINK "https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/identifying-plants-and-their-basic-parts/lessons?sid-05bf09=d1xp6DJcKQ&sm=0&src=3"**}** L1- Plants around school or home. L2- Structure of a tree L3 – Naming trees. L4- Deciduous and Evergreen **Seasonal Changes** Children should observe and talk about changes in the weather and seasons. Children should be warned that it is not safe to look at the sun, even when wearing glasses. Children might work scientifically by making tables and charts about the weather; making displays about the world around them, including day length, as the seasons change. • Observe changes across the four seasons. • Observe and describe weather associated with each season and how the day length varies. **Chris Quigley Milestone 1: Physics** **Earth and space** • Observe seasonal changes. Introduction: The Calendar (Poem by Barbara Euphan Todd – Spring verse) L1 – Weather in Spring L2 – Spring weather chart. **{**HYPERLINK "https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/seasons-how-does-the-weather-change-through-the-year/lessons/weather-and-the-seasons-spring"**}**	**WORKING SCIENTIFICALLY** **PLANTS** **ANIMALS INCLUDING HUMANS** **ROCKS, EVOLUTION AND INHERITANCE** **LIVING THINGS AND THEIR HABITATS** **MATERIALS** **STATES OF MATTER** **LIGHT** **SOUND** **ELECTRICITY** **FORCES** **SEASONAL CHANGES, EARTH & SPACE**
HISTORY	Continue from previous term. **{**HYPERLINK "https://www.history.org.uk/primary/resource/9081/scheme-of-work-walter-tull"**}** Historical figures: Walter Tull 1888 – 1918 Interpretation, Enquiry and Using Resources • Make observations about different people, events, beliefs and communities. • Use sources to answer different questions about the past. • Identify some basic ways in which the past can be represented. • Choose parts of stories and other sources to show what they know about the past.	**SETTLEMENTS** **BELIEFS** **CULTURE** **PASTIMES** **LOCATION** **MAIN EVENTS** **FOOD FARMING** **TRAVEL EXPLORE** **CONFLICT** **SOCIETY** **ARTEFACTS**

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GEOGRAPHY	**What are Human and Physical Features?** **Human and physical features in our local area** Fieldwork • Make simple observations • Use a photo, video, or audio taken by an adult as evidence of what they have seen. • Draw a simple sketch map showing key features of the school, its grounds and surrounding environments. • Work in a group with an adult to ask questions about the school, its grounds and surrounding environments. • Measure using simple words and frequency recording. • Reach a simple conclusion to the fieldwork question or prediction. Local area: How do we read maps and plan routes? L1- Locating areas in our school grounds. L2- Mapping areas in our school grounds. L3- Planning a route. {HYPERLINK "https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/local-area-how-do-we-read-maps-and-plan-routes/lessons"}	**LOCATION** **PHYSICAL FEATURES** **HUMAN FEATURES** **DIVERSITY** **PHYSICAL PROCESSES** **HUMAN PROCESSESES** **TECHNIQUES**
ART	**Printing – continue from the previous term** • Make marks in print with a variety of objects. • Carry out different printing techniques • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. L1 –object rubbings/ vegetable/sponge printing – repeating patterns L2 – Planning print design L3 – Tracing L4 – Transferring to press print tile L5 – Printing onto paper/ fabric 3D form (Clay) • Manipulate clay in a variety of ways e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Explore shape and form L1 – Thumb pots salt dough L2 -Coil pots salt dough L3- Clay octopus . {HYPERLINK "https://www.youtube.com/watch?v=INssxdAEowM"} Exploring and developing ideas • Record and explore ideas from first-hand observation, experience and imagination. • Ask and answer questions about starting points for their work and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures , making links to their own work Evaluating and developing work • Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook using the language of art, craft and design. • Identify what they might change in their current work or develop in their future work. Breadth of study • Work on their own and collaboratively, on projects in 2 and 3 dimensions and on different scales. Investigate different kinds of art, craft and design.	**MEDIA AND MATERIALS** **TECHNIQUES** **EFFECTS** **COLOUR THEORY** **EMOTIONS** **ARTISTS AND ARTISANS** **STYLES AND PERIODS** **VISUAL LANGUAGE** **PROCESS**

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DESIGN TECHNOLOGY	Continue from previous term: L2 – joining two pieces of fabric using glue L4 -using a simple running stitch to join two pieces of fabric Food • Develop a food vocabulary using taste, smell, texture and feel. • Group familiar food products e.g. fruit and vegetables. • Work safely and hygienically. • Understand the need for a variety of foods in a diet, • Understand where food comes from. • Work with an adult to make food following a simple recipe. Adapt CQ 1.9 unit: Revisit work on Asia – look at Philippines – Dessert : Halo Halo • L1– Where does our food come from? L2 – Describe and group foods • L4 – Make Halo halo dessert	**TECHNICAL KNOWLEDGE** **PRACTICAL KNOWLEDGE** **DESIGN INSPIRATION** **DESIGN PROCESS** **FOOD** **CONSTRUCTION** **TEXTILES** **SHEET MATERIALS**
COMPUTING	• Talk about different ways in which information can be shown. • Use technology to collect information • Sort different kinds of information and present it to others • Add information to a pictograph and talk about what was found out. {HYPERLINK "https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data"} L1- Describe an object L3 -Comparing groups L2 -Making different groups L4 – Answering questions	**E-SAFETY** **HANDLING DATA** **MULTIMEDIA** **PROGRAMMING** **TECHNOLOGY IN OUR LIVES**
PHYSICAL EDUCATION	FOREST SCHOOL WEEKLY (OAA) Selecting and applying skills, tactics and compositional ideas • Follow simple route and trails, orientating themselves successfully Solve simple challenges and problems successfully **Games** Acquiring and developing skills. • Be confident and safe in the spaces used to play games. • Explore and use skill, actions and ideas individually and in combination to suit the game they are playing. Selecting and applying skill, tactics and compositional ideas. • Choose skills effectively for particular games. Knowledge and understanding of fitness and health. • Recognise how their body feels when still and exercising. • Recognise and describe what their bodies feel like during different types of activity. • Know that being active is good for them. • Know how to carry and place apparatus. Evaluating and improving performance. • Use their observations to improve performance. PE HUB Hit Catch and Run unit 1 {HYPERLINK "https://thepehub.co.uk/lesson-category/unit-1-hit-catch-run/"} L1 – Select a space to throw or roll a ball into. L2 – Track and collect a rolling ball. L3 – Catch a ball to stop an opponent from scoring. L4 -Use hands to hit a ball. L5 – Run between bases to score points. L6 Work as a team to score points. **Athletics** PE HUB: Run, Jump, Throw Unit 1 {HYPERLINK "https://thepehub.co.uk/lesson-category/unit-1-run-jump-throw/"} L1 – Start and stop moving at speed. L2 – Use our arms when running at different speeds.	**ATHLETICS** **GAMES** **GYMNASTICS** **DANCE** **HEALTH AND FITNESS** **OUTDOOR AND ADVENTUROUS** **SWIMMING**

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MUSIC	Composition • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sound in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound makers. • Understand the difference between making a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns, • Use music technology to capture, change and combine sounds • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. **Ocean topic link- compose using ocean symbols.** {HYPERLINK "https://www.thenational.academy/teachers/programmes/music-primary-ks1-l/units/contrasts-12ce/lessons?sid-eeac0a=QIOVjlzod_&sm=0&src=3"} L1 – Rhythm L2 – Pitch L3 dynamics L4 – Articulation L5 – Melody L6 - Timbre	**SINGING** **LISTENING TO MUSIC** **PULSE AND RHYTHM** **MELODY AND ACCOMPANIMENT** **CONTROL OF INSTRUMENTS** **COMPOSITION** **READING AND WRITING NOTATION** **PERFORMANCE SKILLS** **EVALUATING AND APPRAISING**
RELIGIOUS EDUCATION	{HYPERLINK "https://www.shropshirelg.net/media/w4pomxte/21-20408-shropshire-agreed-syllabus_extract.pdf"} Who do Christians say made the world? • Retell the story of creation from Genesis 1.1-2.3 simply. • Recognise that creation is the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say 'thank you' to God for creation. • Think, talk, and ask questions about living in an amazing world. • Give a reason for the ideas they have and the connections they make between the Jewish/Christian creation story and the world they live in. L1-The Creation Story L2 – How do Christians say 'thank you' to God for Creation? L3- Questions about living in our amazing world. Review Judaism - L5 – video link interview with Jewish people	**CHRISTIANITY** **HINDUISM** **ISLAM** **JUDAISM** **BUDDHISM** **SIKHISM** **NON-RELIGIOUS VIEWS**
PSHE AND CITIZENSHIP	Economic wellbeing • Explain how children might get money • Explain some different ways to keep money safe. • Discuss the role of banks and building societies. • Recognise that people may make different choices about spending or saving. • Explain that a range of jobs exist in and out of school and that different skills are needed for jobs. {HYPERLINK "https://www.kapowprimary.com/subjects/rse-pshe/key-stage-1/"} Economic Wellbeing L1-What is money? L4- Saving and spending L2- Keeping money safe. L5- Jobs in schools. L3- What is a bank? L6- Jobs out of school. **We will be fundraising for Aberdyfi lifeboat**	**RIGHTS AND RESPONSIBILITIES** **HEALTH AND WELL-BEING** **DRUGS AWARENESS** **RELATIONSHIPS** **RSE** **LIVING IN THE WIDER WORLD** **(SMSC)**
FRENCH		