Key Stage 1 Long Term Plan 2026-2027

Cycle B						
Subject	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Theme	**All about me**	**Safety superstars**	**Yummy world**	**Weather explorers**	**Planes, trains and automobiles**	**Ready steady Go**
English *Individualised for Learners*	Reading and writing skills are taught through activities linked to the selected text. These will be individualised within the class and follow a spiral curriculum.					
	Books to be chosen by class teacher and approved by SLT	Books to be chosen by class teacher and approved by SLT	Books to be chosen by class teacher and approved by SLT	Books to be chosen by class teacher and approved by SLT	Books to be chosen by class teacher and approved by SLT	Books to be chosen by class teacher and approved by SLT
Reading, spelling and handwriting / typing or fine motor skills	Daily 1:1 reading / group Daily handwriting / typing practise / fine motor skills Daily Phonic sessions pitched at the correct phase					
Maths	Number	Shape space and measure	Using and Applying	Number	Shape space and measure	Using and Applying
PSHE	Me Likes and dislikes Simple feelings Rules Kind play	Asking for help Following simple instructions Self-care	Healthy/unhealthy foods trying different foods; food choices eating and drinking safely Hygiene preparing food making choices sharing and eating with others.	Dressing for weather sun safety keeping warm/dry recognising hot/cold safe outdoor play caring for outdoor spaces	Road safety; safe travel; vehicles in our community; stop/wait/go; travelling with adults; identifying safe people; following signs; behaviour on transport; asking for help	Moving our bodies feelings during physical activity taking turns Sharing following rules trying new activities celebrating achievement
Life Skills	Developing awareness of self	Developing awareness of	Make a choice.	Experience hot/cold/wet/dry	Pretend bus/train journeys	Respond to *ready/go/stop*

	and personal identity. Dressing skills. Participating in personal-care routines. My feelings My belongings	personal safety, recognising familiar safety cues and learning how to stay safe at school, at home and in the community. Pupils will explore safe and unsafe situations, recognise familiar trusted adults, practise road safety routines, identify everyday hazards and develop ways to communicate "stop" and "help". Learning will be differentiated through sensory exploration, modelling, visual supports, role-play and supported real-life experiences.	Request *more/help/finished*. Communicate whether I like or dislike something. Match ingredients to pictures. Follow a simple sequence. Identify *same/different* foods. Develop hand strength through stirring, squeezing and pouring. Wait for my turn.	Choose/put on appropriate Match weather → clothing Respond to simple safety instructions Experience different weather Tolerate different weather sensations	Practising crossing a road Identifying traffic lights Using a pedestrian crossing Packing a small travel bag Choosing a vehicle Listening to transport sounds Visiting a bus stop or railway station Practising **stop** → **wait** → **go**	Explore different movements Participate with support Follow simple safety instructions Take turns Develop confidence in movement Explore physical activities at school

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PE	Body awareness and movement	Dance and expressive movement	Balance and coordination	Turn taking and simple games.	Object control	Movement and sequences
Topic History, Geography, Science, DT and Art	**Science and art** My body My senses My face My hands and feet My heart and breathing Looking after my body	**Geography and DT** Role play Print making with safety symbols Float or sink Hot and cold Explore familiar places in school and at home Respond to simple STOP and GO cues. Make simple STOP and GO signs using paint, collage and printing Explore bright, shiny, soft and reflective materials.	**DT and Science** Explore, choose and make simple food My senses, food, body, plants, properties and simple changes	**Science and Art** Weather textures Make weather art Using switches to activate fans/wind effects Creating a sensory weather collage Explore/experience wet/dry, hot/cold, light/dark.	**Geography and DT** **Exploring movement and transport** Explore vehicles, movement, wheels, materials and construction through sensory and practical experiences. Simple construction activities. **My journey and my world:** Explore familiar places, journeys and forms of transport. Develop awareness of here/there, near/far and different environments through sensory exploration, photographs, objects and simple maps.	**History and Art** **My past and present:** Explore personal history, familiar people, memories and changes over time. Experience past and present through photographs, objects, stories, celebrations and sensory experiences. **Moving, making and creating:** Explore colour, texture, movement, shape and mark-making through sensory and creative experiences. Develop responses, choices and participation using a range of materials and techniques.
RE	**Judaism** Yom Kippur 21st September	**Christianity** Christmas 11th December	**Sikhism and Hinduism** Lohri 13th January	**Islam** Eid 10th March	**Buddhism** Buddha's Birthday 13th May	**Christianity** Parables and core beliefs 22nd June

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Strategies To be embedded across the curriculum	**Total Communication** **Zones of regulation** **Bucket** **Colourful Semantics** **PECS** **Intensive Interaction** **ILP's** **Sensory Integration**					