

Long Term Curriculum Scheme of Learning

Key Stage 1 Year 1

2025 -2026



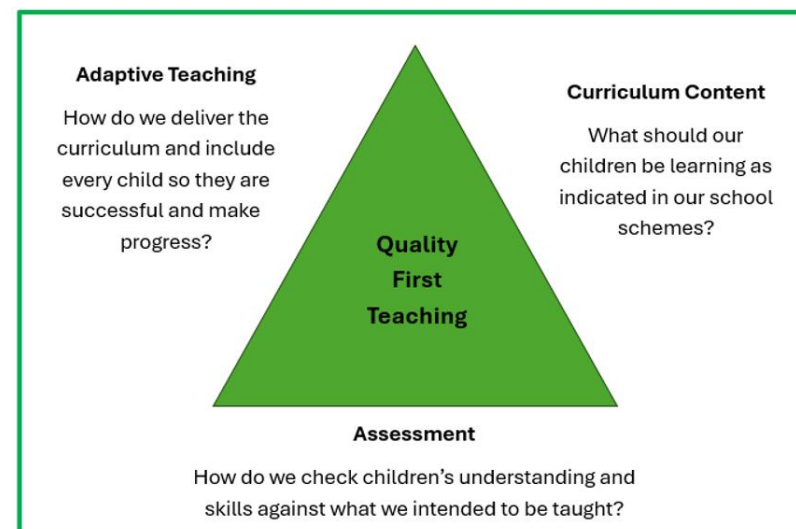
At Barley Fields Primary School, our **Curriculum Promise** is a guarantee that we will provide every child with access to an aspirational, high-quality and sequenced curriculum where the needs of your child across a range of developmental areas – academic, social and emotional – will always be at the centre of our provision and planning. We will provide stimulating wider curriculum where all children will benefit from a diverse range of educational experiences and residential visits during their journey through our school.

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedagogical aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

Subject content for each curriculum area is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.

We have successfully designed our curriculum to be ambitious and to meet the needs of all children, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. As our children make progress; they know more, remember more and are able to do more.

All children study the full curriculum. We have carefully considered and analysed our curriculum with regard to equality and the possible implications for pupils with protected characteristics including Special Educational Needs. We do not narrow our curriculum offer to any child but may amend the curriculum to offer bespoke provision if necessary. Our curriculum promotes high standards and excellence in all areas and is based on practical and first-hand experiential learning. We embed the use of technology across the curriculum and have excellent resources in this area. In addition to the academic and creative subject teaching, we will promote learning through growth mindset and the enhance the development of personal skills in a fun, caring and mutually supportive environment. Barley Fields Primary is a Rights Respecting School and our ethos actively promotes British Values and Global Learning.



Stories with a repeating pattern



Main Writing Text Type:

- Recount - short repeated narrative sentences
- Invented narrative of a bear hunt

Short Burst Text Types

- Labels
- Captions
- Shopping Lists
- Simple Narrative Sentences

Performance Poetry



The Jolly Postman



Main Writing Text Type

- Informal Letter – imitate, innovate
- Informal Postcard



The Jolly Christmas Postman



Main Writing Text Type

- Wish Lists
- Invented letter to Santa



Monty the Penguin



Writing linked with John Lewis visual literacy

Pets



Main Writing Text Type

- Simple Fact



File – 'How to look after a...' immitate, innovate

Short Burst Writing

- Simple Fact File about an imaginative creature
- Blurbs for a non fiction text about animals



Where the Wild Things Are

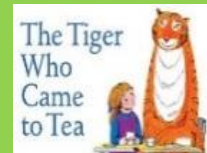


Main Writing Text Type:

- Book Review
- Character description of an invented wild thing
- Setting Description of the Land of the Wild things



Judith Kerr Stories



Main Writing Text Type

- Captions to match and sequence illustrations from the story



Short Burst Writing

- Shopping Lists
- Letter to the Tiger after his visit.
- Thought and speech bubbles



Main Writing Text Type

- Party Invitations



Mog the Forgetful Cat

Main Writing Text Type

- Personal Recount - Diary entry

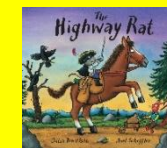


Judith Kerr



Main Writing Text Type

Julia Donaldson Stories



Main Writing Text Types

- Character Descriptions
- Speech Bubbles



Short Burst Writing

- Simple biography about Julia Donaldson
- Labels and Captions
- Book reviews
- Story sequencing – introduction to story mountains



The Disgusting Sandwich



Main Writing Text Type

- Simple Instructions - imitate, innovate and invent

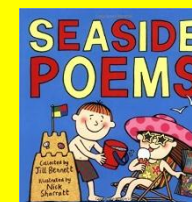


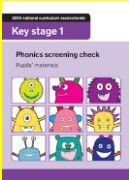
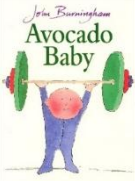
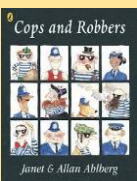
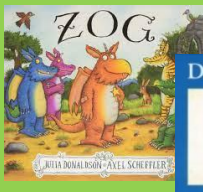
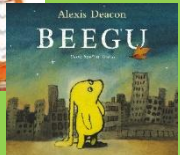
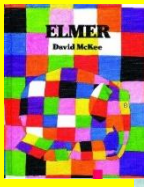
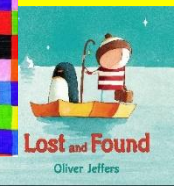
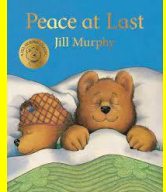
Short Burst Writing

- Speech and thought bubbles
- Retelling the story narrative in sequence
- Informal Letter of apology



Performance Poetry



English – Reading		Main Writing Text Type Retelling a narrative story 		Simple biography about Judith Kerr 		
	 Guided Reading	 Guided Reading	 Guided Reading	 Guided Reading	 Guided Reading	 Guided Reading
	Phase 3 consolidation Phase 4 Adjacent consonants 	Phase 5a New graphemes 	Phase 5a New graphemes 	Phase 5b Alternative sounds 	All phases consolidation and preparation for Phonics Screening Check 	All phases consolidation and preparation for Phonics Screening Check 
	High Frequency Word Reading  Action Words Book 2	High Frequency Word Reading  Action Words Book 2	High Frequency Word Reading  Action Words Book 2	High Frequency Word Reading  Action Words Book 2	High Frequency Word Reading  Introduce Action Words Book 3	High Frequency Word Reading Y1/2 Common Exception Word Assessment
	Class Reader  	Class Reader  	Class Reader  	Class Reader  	Class Reader  	Class Reader  
	Blue books  Green books  Book Band	Blue books  Green books  Book Band	Green books  Orange books  Book Band	Green books  Orange books  Book Band	Orange books  Turquoise books  Book Band	Turquoise books  Book Band



Number: Place Value (within 20)

1. Understanding 20
2. Count, read and write numbers to 20
3. Finding one more and one less
4. Using a number line to 20
5. Estimate on a number line to 20
6. Compare numbers to 20
7. Order numbers to 20



Number: Addition and Subtraction (within 10)

Addition

1. Part whole models
2. Writing number sentences
3. Fact Families – Addition
4. Number bonds to 10
5. Addition
6. Addition Problems

Subtraction

- Find a part
- Subtraction – Take away/cross out (How many left?)



Number: Addition and Subtraction (within 20)

Addition

1. Addition within 20 (by counting on in ones)
2. Adding ones (using number bonds)
3. Find and make number bonds to 20
4. Doubles and near doubles

Subtraction

1. Subtract ones using number bonds
2. Subtraction – counting back
3. Subtraction – finding the difference
4. Related Facts
5. Missing number problems

Number Chart 1-50									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Number: Place Value (within 50)

1. Counting from 20-50
2. Counting in multiples of 10 – 10, 20, 30, 40 and 50
3. Counting by making groups of 10



Number: Addition and Subtraction (within 50)

1. Addition and subtraction within 50
2. Addition Facts to 20
3. Solve addition and subtraction reasoning problems



- Measurement: Length and Height**
1. Compare Length and Height
 2. Measuring Length – Using Non-standard units
 3. Measuring Length - Using Standard Units



Measurement: Mass and Weight,

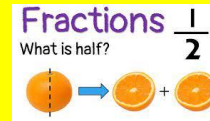
1. Heavier and Lighter - compare the weight of objects practically – heavier and lighter
2. Use scales to measure Mass with non-standard units
3. Compare and order the mass of objects



- Measurement: Capacity and Volume**
1. Exploring Capacity and Volume - Full and empty
 2. Measure Capacity
 3. Compare Capacity

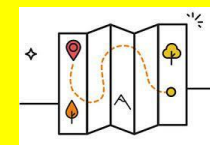


- Number: Multiplication and Division**
1. Counting in multiples of 2, 5 and 10



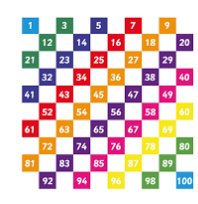
Number: Fractions

1. Recognising and finding a half of whole objects and shapes
2. Recognising half of a quantity
3. Finding a half of a quantity
4. Recognise and find a quarter of whole objects and shapes
5. Recognise and find a quarter of a quantity



Geometry: Position and Direction

1. Describing Turns
2. Describing Position – left and right,
3. Describing Position and Movement – forwards and backwards
4. Describing Position Direction and Movement – above and below
5. Using Ordinal Numbers to describe position



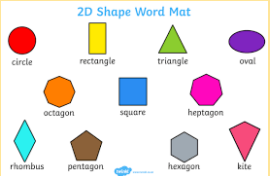
Number and Place Value: (within 100)

1. Count from 50-100
2. Counting in tens to 100
3. Partition numbers to 100 into tens and ones
4. Placing numbers on a number line to 100
5. Identify numbers one more and one less to 100
6. Compare numbers with the same amount of tens
7. Compare two numbers larger and smaller within 100



Measurement: Money

1. Unitising – matching coins to their value
2. Recognising the value of coins and notes
3. Counting amounts of money with coins – 1p, 2p, 5p and 10p

	- Subtraction on a number line  Geometry: Shape 2D and 3D 1. Recognising and describing 2D Shapes 2. Sorting and classifying 2D Shapes 3. Recognising and describing 3D Shapes 4. Sort and classify 3D shapes 5. Creating Patterns with 2D and 3D shapes.	4. Introduction to partitioning - Tens and Ones 5. Partition into tens and ones 6. Using the number line to 50 7. 1 more 1 less than a number to 50		2. Making and counting in equal groups (multiples of 2, 5 and 10) 3. Make arrays to represent multiples 4. Introduction to doubling 5. Exploring the concept of sharing into equal groups 2, 5 and 10 6. Making equal groups – sharing 7. Introduction to halving	 Measurement: Time 1. Sequence familiar events in chronological order 2. Know the days of the week 3. Know the months of the year 4. Understand units of time – hours, minutes and seconds 5. Read and set the time to the Hour 6. Read and set the time to the half hour	
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Science	Seasonal Change Weather Watch  Seasonal Changes Signs of Autumn 	Materials Everyday Materials 	Animals Including Humans My Body and the 5 Senses 	Animals Including Humans Identifying Animals 	Seasonal Change Signs of Spring  Plants Identifying Plants 	How Plants Grow  Seasonal Change Signs of Summer 
	1. What do we already know about weather? 2. What are the seasons? 3. How much water falls when it rains? 4. How are animals affected by the seasons? 5. How can we tell if the wind is blowing?	1. What is a material? 2. What is it made from? 3. How can I describe materials? 4. Which materials are waterproof?	1. What is the weather like in Winter? 2. What happens to some animals in winter? 3. What are the days like in winter? 4. How do we measure temperature? 1. What are the names of the parts of my body? 2. How do I use my body to complete tasks? 3. What is sight? 4. What is touch? 5. What is smell? 6. What is taste? 7. What is hearing?	1. What animals can I identify? What do they eat? 2. What is a mammal? 3. What are birds and reptiles? 4. What are fish and amphibians? 5. How do we take care of animals?	1. What happens as Winter turns to Spring? 2. What is the weather like in Spring? 3. What can I see on a Spring walk? 1. What is a plant? 2. What plants can we see in the garden? 3. What are wild plants? 4. What is a tree?	1. What are the parts of a plant? 2. How do plants change as they grow? 1. What changes as Spring turns into Summer? 2. What is the weather like on Summer? 3. How do I stay safe in the sun?

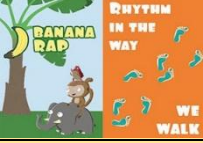
Computing	Technology Around Us 	Digital Painting 	Digital Writing 	Grouping Data 	Moving A Robot 	Introduction to Animation 
	1. Technology In Our Classroom. 2. Using Technology 3. How do I use a Computer Keyboard- 4. How do I further develop Key Board Skills? 5. Using a computer responsibly	1. How Can We Paint Using Computers? 2. Using Shapes and Lines to paint digitally 3. Making Careful Choices when painting digitally 4. Painting using a computer Independently 5. Comparing Computer Art and Paintings- In class	1. Exploring the Keyboard 2. Exploring the Toolbar 3. Making Changes to Text 4. Explaining My Choices 5. Pencil or Keyboard?	1. Label and Match 2. Group and Count 3. Count and describe an Object 4. Making Different Groups 5. Comparing Groups 6. Answering Questions- Computers	1. What are buttons for?- In class 2. Using and giving Directions - In class 3. Using Forwards and Backwards Commands- In class 4. Using direction Commands - Four Directions - In class 5. Getting There – planning a simple programme - In class 6. Creating Routes - In class	1. Comparing Tools to give commands – iPads 2. Joining Blocks to create a series of programming commands- iPads 3. Changing values and recognising effects – iPads 4. Adding Sprites – iPads 5. Project Design – animation and algorithm- In class 6. Following My Design to write an animation program – iPads
Digital Literacy	 Health, well-being and lifestyle	 Privacy and security	 Online relationships  Online reputation	 Self-image and identity  Online bullying	 Managing online information	 Copyright and ownership

History	Childhood Then and Now 	Super Sixties: Moon Landing 	Castles 
	1. What are our toys like today? 2. Does everyone have the same toys? 3. Which toys were played with in the past? 4. Can we sort toys past and present? 5. What were our grandparents' toys like and how do we know? 6. How can we set up a Toy museum in our school?	1. When were the '60's' and what was life like? 2. Has man ever been to the moon and how can we know for sure? 3. What did they do when they got to the Moon and how do we know? 4. Why did the astronauts risk their lives to go to the Moon? 5. How should we commemorate this great achievement?	1. What do stories tell us about castles? 2. What is a castle and who built them? 3. What are the different types of castle? 4. What were the different features of a castle? 5. What was daily life like for people who lived in castles?

Geography	Mapping Skills: Me and My School 	Awareness of Location and Place: Where do I live? 	Awareness of Location and Place: The country we live in! 
	1. Where is my school? 2. What is inside our classroom? 3. What is around my school? 4. How do I get to school?	1. What can we see in our local area? 2. Who travels around our local area? 3. Who works in our local area? 4. How could our local area be made safer? 5. What changes are happening in our local area?	1. Which country do I live in? 2. What countries make up the UK? 3. What are capital cities and what are they like? 4. Where is Ingleby Barwick in the UK? 5. Where is London?

Physical Education	 Games Introduction to Ball Skills (Hands) 1. Develop bouncing skills – introduce sending with control 2. Introduce aiming with accuracy 3. Introduce power and speed when sending a ball 4. Introduce stopping a ball 5. Develop stopping a ball, combining with sending skills. 6. Combine sending and receiving skills.	 Athletics (Jumping) 1. Recap on Jumping from EY 2. Developing Jumping skills 3. Jumping circuits: Explore how jumping affects our bodies Running 1. Explore running 2. Apply running into a simple game 3. Explore running at different speeds	 Gymnastics (Body Parts) 1. Introduction to 'big' body parts 2. Introduction to 'small' body parts 3. Combining movement and shape - big and small with wide, narrow and curled 4. Transition between wide narrow and curled using big and small body parts 5. Adding (linking) movements together 6. Creative ways of adding (linking) movements together	 Outdoor Adventurous Activity (Teambuilding) 1. Introduce teamwork: Inclusion 2. Develop teamwork skills 3. Building trust and developing communication 4. Cooperation and communication skills 5. Explore simple teamwork strategies 6. Problem solving: Consolidate teamwork skills	 Health Related Exercise (Agility) 1. Introduce and explore agility 2. Introduce and explore balance 3. Introduce and explore coordination: Bouncing, rolling and throwing 4. Agility circuit: Part 1 5. Balance circuit: Part 1 6. Coordination circuit: Part 1	 Games Ball Skills (Using Rackets, Bats and Balls) 1. Explore pushing (dribbling) a ball with a racket: 2. Develop pushing (dribbling) a ball with a racket: control 3. Refine pushing (dribbling) a ball with a racket: 4. Explore hitting and develop pushing a ball (with a racket) target 5. Explore hitting a ball (with a racket) power 6. Explore hitting a ball (with a racket) accuracy
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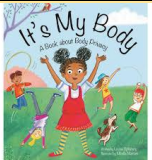
	 Dance and Movement Enrichment – Sam J 1. Responding to Rhythm 2. Developing the growing plant dance. 3. Introduction to motifs 4. Creating motifs 5. Creating movement sequence. 6. Relationships and performance.	 Games Developing Ball Skills (Hands) 1. Introduce throwing with accuracy (beanbags) 2. Apply throwing with accuracy in a team (beanbags) 3. Extend throwing underarm with accuracy 4. Introduce stopping a ball (small ball) 5. Develop sending (rolling) skills to score a point 6. Consolidation of sending (rolling) and stopping skills to win a game.	 Games Ball Skills (Feet) 1. Recap moving with a ball using our feet 2. Developing the skill of moving a ball with the feet 3. To apply the skill of dribbling a ball into games 4. Consolidate dribbling skills 5. Exploring the skill of kicking 6. Apply kicking (passing) to score a point	 Dance and Movement 1. Superheroes: Performing movements in sequence 2. Character performance: Creating movements that represent superpowers 3. Extending character performance: Creating movements that represent a superhero rescuing/saving, someone/something 4. Villains: Creating their own movements 5. Exploring relationships within our movements 6. Real life heroes: Exploring character movements	 Athletics (sports day) Running/Jumping Part 2 PPA 1. Running for speed: What is Acceleration? 2. To explore running in a team. 3. Consolidate running: Apply running into a competitive game 4. Explore and develop the skill of skipping 5. Apply skipping and jumping into a game 6. Jumping: Level 1 competition	 Games Attack v Defence For Understanding 1. Understanding the principles of attack 2. Apply attacking principles into a game 3. Understanding the principles of defence 4. Applying defending principles into a game 5. Consolidate attacking 6. Consolidate defending
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Music	Hey You!	Rhythm in the way we walk and banana rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
	 - Have you heard the song 'Hey You' by Joanna Mangona? - Can you play alongside the song? - Can you improvise alongside the song? - Can you compose with the song? - Do you know the song 'U Can't Touch This' by MC Hammer? Consolidation of composition of musical sections. - Do you know the song 'It's Like That' by Run DMC? Consolidation of composition of musical sections.	 - Have you heard the song - Rhythm in the Way we Walk by Joanna Mangona? - Can you sing the song 'Rhythm in The Way We Walk' by Joanna Mangona? - Can you perform the song 'Rhythm in The Way We Walk' by Joanna Mangona? - Have you heard the song 'Banana Rap' by Jane Sebba? - Can you sing the song 'Banana Rap' by Jane Sebba? - Can you perform the song 'Banana Rap' by Jane Sebba?	 - Have you heard the song 'In The Groove' by Joanna Mangona? - Can you play alongside the song? - Can you improvise alongside the song? - Can you compose with the song? - What do you think this week's style is? Consolidation of composition of musical sections. - What styles of music can remember from this unit? Consolidation of composition of musical sections.	 - Have you heard the song 'Round and Round' by Joanna Mangona? - Can you play alongside the song? - Can you improvise alongside the song? - What does improvising mean? - Have you heard Gramaphonedzie - Can you perform Round and Round?	 - Have you heard the song 'Round and Round' by Joanna Mangona? - Can you play alongside the song? - Can you improvise alongside the song? - What does improvising mean? - Have you heard Gramaphonedzie - Can you perform Round and Round?	 - What is a production? How will this production look different from your end of year production in Reception? - How do we communicate thoughts and feelings of a character or songs? - What do you do if you lose your part? - How can we make sure that the audience can hear and understand us? - Look at your performance. What went well? What would you change? How could you improve it? - Are you ready to perform?

Art and Design	 Colour creations Kandinsky	 Self Portraits – Picasso	 Earth Art – Andy Goldsworthy
	1. What is colour? 2. What are primary colours 3. How do you make secondary colours? 4. Why do you think artists use different colours? 5. Who is Wassily Kandinsky? 6. Can you create a piece of artwork in the style of Kandinsky?	1. Who is Pablo Picasso? 2. What is a portrait? 3. What is a self-portrait? 4. Can you draw a portrait in the style of Picasso? 5. Does a portrait tell us anything about the person in it? 6. Can you create a piece of artwork in the style of Picasso?	1. Have you ever built a sculpture in the snow/sand? 2. How can we create earth art using natural materials? 3. Who is Andy Goldsworthy 4. Can I develop sculpting techniques? 5. Can I create a joint art work? 6. Can I use natural materials such as leaves and flowers to create an 'animal' sculpture or a create artwork?

Design Technology	Sliders and Levers  Moving Pictures	Free standing structures  Playgrounds	Food  Eat more fruit and vegetables
	1. What is a sliding mechanism? 2. What is a lever and pivot? 3. What is a wheel mechanism? 4. Can I design a moving picture? 5. Can I make a moving picture? 6. Can I evaluate my moving picture?	1. What structures can I see in the playground? 2. How can I join materials to create a piece of playground equipment? 3. Can I design a piece of playground equipment? 4. Can I build a model of playground equipment and follow my design? 5. What do I think about my model?	1. What fruits and vegetables do we like to eat? 2. What do fruits and vegetables taste like? 3. How can we prepare fruits and vegetables to eat? 4. Can I design a fruit salad or a vegetable soup? 5. Can I make my salad design? 6. What do I think of my design?

RE	Belonging  How is someone welcomed to Christianity?	Beliefs & Practices  Why do Christians give gifts at Christmas?	Belonging  What does it mean to belong? Sikhism	Beliefs & Practices  What are the key events associated with the Easter story?	Belonging  What does it mean to belong? Islam	Founders and Leaders  Who is Mohammed and why is he important?
	1. What does belonging mean? 2. Who are Christians? 3. What is a baptism? 4. Is it only babies who get baptised? 5. What happened when Jesus got baptised? 6. Why is baptism important to Christians?	1. Why do we give gifts? 2. What happened when Jesus was born? 3. What gift would a Christian give to baby Jesus? 4. What is a gift you could give that you can't see? 5. Why do Christians believe that Jesus is God's gift to the world?	1. What do you remember about belonging to Christianity? 2. How do Sikhs welcome a baby? 3. What are the 5Ks? 4. What is kara prashad and why is it important? 5. How do Sikhs show that they belong?	1. What happens in spring? 2. What is the Easter story? 3. Why do we have eggs at Easter? 4. What happened on Palm Sunday? 5. What do Christians remember at Easter?	1. How do people show they belong? 2. How do people show they belong to Islam? 3. What is a Mosque? 4. How do Muslims welcome a baby? 5. What do we know about belonging to Islam?	1. What is a leader? 2. Who was Muhammed? 3. If an angel sent a message to earth today, what would it say? 4. What stories of Muhammed do Muslims tell? 5. Why is Muhammed special to Muslims?

PSHE	 Health and Wellbeing Growing and Changing	 Health and Wellbeing Aiming High- Goals	 Relationships- Be Yourself	 Relationships- Teamwork	 Living in Britain today- Democracy and Law	 Money Matters- Where does Money Come From?
	1. What is a healthy diet? 2. Why is it important to eat well? 3. What are germs and how they can be bad for us? 4. How we can keep ourselves clean? 5. Why are somethings dangerous to eat and drink and how can they harm us?	1. What is a positive learning attitude? 2. How can a positive learning attitude help us? 3. What do I want to do when I am older? 4. Are some jobs for men and some jobs for women? 5. What are my star qualities?	1. What are special traits and qualities? 2. What are our different feelings called and how can we describe them? 3. What makes us feel happy? 4. What makes us feel sad or cross? 5. Who should I talk to about my feelings?	1. What does it mean to be part of a team? 2. What teams are we part of? 3. What kinds of unkind behaviour are there? 4. What can we do if we see teasing or bullying, or if it happens to us? 5. What choices can we make about our behaviour? 6. How might our choices affect the members of our team?	1. What is it like in our community? 2. In what ways can British people be different from one another? 3. How are British people similar to one another? 4. What does it mean to be British? 5. Why should we be proud of living in Britain?	1. Why do we need money? 2. Where is the money? 3. Where does money come from? 4. What do we need money for?
RSE	Different Friends 	Growing and Changing 			Families and Care 	
	1. Understand that we are all different but can still be friends 2. Know that we can be friends with people who are different to us	1. Discuss how children grow and change 2. Understand that babies need care and support 3. Know that older children can do more by themselves			1. Explore different types of families 2. To consider how sometimes we worry about our family members 3. Discuss how do our families care for us 4. Discuss how they can ask their family for help 5. Identify who can help when families make us feel unhappy or unsafe	