



Pear Tree Primary School

'Being Our Best Selves'

Year 1 Long Term Curriculum Plan 2025-2026

(For further detail on the content please see medium term planning)

	Autumn Term 'Sparkle and Shine'	Spring Term 'New Beginnings'	Summer Term 'Adventurers'
English	Fact file How to guide Narrative	Fact file Poetry Narrative Non-fiction report	Narrative Pamphlet
English texts	Autumn 1: 'Astro Girl' by Ken Wilson-Max 'Sidney, Stella and the Moon' by Emma Yarlett Autumn 2: 'Dragon Post' by Emma Yarlett 'Billy and the Beast' by Nadia Shireen	Spring 1: 'Iggy Peck, Architect' by Andrea Beaty 'Julian is a Mermaid' by Jessica Love Spring 2: 'Yeti and the Bird' by Nadia Shireen 'The Odd Egg' by Emily Gravett	Summer 1: 'Lost and Found' by Oliver Jeffers 'Beegu' by Alexis Deacon Summer 2: 'Stanleys Stick' by John Hegley 'Dinosaurs and all that Rubbish' by Michael Foreman

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<p>Reading Skills (Ongoing)</p>	<p>Word Reading:</p> <ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words • To blend sounds in unfamiliar words using the GPCs that they have been taught • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes • To read words containing taught GPCs • To read words containing -s, -es, -ing -ed and -est endings • To read words with contractions, e.g. I'm, I'll and we'll • To read Y1 common exception words • To reread texts to build up fluency and confidence in word reading 	<p>Comprehension:</p> <ul style="list-style-type: none"> • To check that a text makes sense to them as they read and to self- correct • To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently • To link what they have read or have read to them to their own experiences • To retell familiar stories in increasing detail • To join in with discussions about a text, taking turns and listening to what others say • To discuss the significance of titles and events • To discuss word meaning and link new meanings to those already known • To begin to make simple inferences • To predict what might happen on the basis of what has been read so far • To recite simple poems by heart
<p>Writing Skills (Ongoing)</p>	<p>After discussion with the teacher the child can independently do the following:</p> <ul style="list-style-type: none"> • Write 3-4 sentences that are sequenced to form a short narrative. Simple conjunctions may be evident • Demarcate most (90%) sentences with full stops and some (40%) with a capital letter • Segment spoken words into phonemes and represent these by graphemes, spelling many (65%) words correctly and making phonetically plausible attempts at others • Spell all of the phase 2, 3 and 4 common exception words correctly • Form all lower- case letters in the correct direction, starting and finishing in the right place • Form many (65%) lower-case letters of the correct size relation to one another • Use appropriate spacing between words consistently • Form all digits correctly, starting and finishing in the right place • Many suffixes are applied correctly as identified in the year 1 spelling appendix 	

	<p>Spelling (Appendix I):</p> <ul style="list-style-type: none"> • Division of words into syllables • /f/ /l/ /s/ /z/ and /k/ spelt ff, ll, ss, zz, ck • Words ending -nk -tch -y • /v/ sound at the end of a word spelt ve • Adding -s and -es to words • Adding suffixes -ing -ed -er and -est to verbs where no change is needed to the root word • Vowel digraphs and trigraphs • New consonant spellings ph and wh • Using /k/ spelt as k instead of c before, e, i and y • Adding prefix -un without any change to the root word • Compound words • Common exception words 		
<p>Mathematics</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Number: Place value (within 10) <p>Autumn 2:</p> <ul style="list-style-type: none"> • Number: Addition and subtraction (within 10) • Geometry: Shape 	<p>Spring 1:</p> <ul style="list-style-type: none"> • Number: Place value (within 20) • Number: Addition and subtraction (within 20) <p>Spring 2:</p> <ul style="list-style-type: none"> • Number: Place value (within 50) • Measurement: Length and height <p>Measurement: Mass and volume</p>	<p>Summer 1:</p> <ul style="list-style-type: none"> • Number: Multiplication and division • Number: Fractions • Geometry: Position and direction <p>Summer 2:</p> <ul style="list-style-type: none"> • Number: Place value (within 100) • Measurement: Money • Measurement: Time

<p>Computing</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Introduction to Purple Mash • Creative Computing <p>Autumn 2:</p> <ul style="list-style-type: none"> • Data Explorers <p><i>Online safety is delivered throughout the year</i></p>	<p>Spring 1:</p> <ul style="list-style-type: none"> • Creating and Following Instructions • Animated Stories <p>Spring 2:</p> <ul style="list-style-type: none"> • Animated Stories • Coding <p><i>Online safety is delivered throughout the year</i></p>	<p>Summer 1:</p> <ul style="list-style-type: none"> • Coding • Technology Around Us <p>Summer 2:</p> <ul style="list-style-type: none"> • Technology Around Us • Making Beats <p><i>Online safety is delivered throughout the year</i></p>
<p>Science</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Everyday materials <p>Autumn 2:</p> <ul style="list-style-type: none"> • Seasonal changes (Autumn and Winter) 	<p>Spring 1:</p> <ul style="list-style-type: none"> • Animals, including humans <p>Spring 2:</p> <ul style="list-style-type: none"> • Animals, including humans • Seasonal changes (Spring) 	<p>Summer 1:</p> <ul style="list-style-type: none"> • Plants <p>Summer 2:</p> <ul style="list-style-type: none"> • Plants • Seasonal changes (Summer)
<p>Geography</p>	<p>Autumn 2:</p> <ul style="list-style-type: none"> • The local area • Where do you live? • Features of Nantwich town 	<p>Spring 2:</p> <ul style="list-style-type: none"> • The United Kingdom • Countries and capital cities • Surrounding seas 	<p>Summer 1:</p> <ul style="list-style-type: none"> • Weather patterns • Hot and cold countries • Maps/atlases and globes
<p>History</p>	<p>Autumn 1: Significant explorers</p> <ul style="list-style-type: none"> • Mae Jemison • Neil Armstrong 	<p>Spring 1: Nurturing nurses</p> <ul style="list-style-type: none"> • Florence Nightingale • Mary Seacole • Edith Cavell 	<p>Summer 2: Significant individuals</p> <ul style="list-style-type: none"> • Nelson Mandela • Rosa Parks

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<p>Art</p>	<p>Autumn 1: Drawing</p> <ul style="list-style-type: none"> • Make your mark <p>Artist - Bridget Riley</p>	<p>Spring 1: Painting and Mixed Media</p> <ul style="list-style-type: none"> • Colour splash <p>Artists - Clarice Cliff and Jasper Johns</p>	<p>Summer 1: Craft & Design</p> <ul style="list-style-type: none"> • Woven Wonders <p>Artist - Cecilia Vicuna</p>
<p>Design & Technology</p>	<p>Autumn 2: Sliders and Levers</p> <ul style="list-style-type: none"> • Moving pictures (Christmas card) 	<p>Spring 2: Cooking and Nutrition</p> <ul style="list-style-type: none"> • Making smoothies 	<p>Summer 2: Freestanding Structures</p> <ul style="list-style-type: none"> • Zoo enclosures
<p>RE</p>	<p>Autumn 1: Cross Religious</p> <ul style="list-style-type: none"> • What do people believe about God? • How are people special? <p>Autumn 2: Christianity</p> <ul style="list-style-type: none"> • How do people celebrate special times? 	<p>Spring 1: Cross Religious</p> <ul style="list-style-type: none"> • How do religious/non-religious families show they belong? <p>Spring 2: Christianity</p> <ul style="list-style-type: none"> • Why do people mark Easter in different ways? 	<p>Summer 1: Judaism/other</p> <ul style="list-style-type: none"> • Why are some places more important to some people than others? <p>Summer 2: Christianity/other</p> <ul style="list-style-type: none"> • What does it mean to belong? • How do different groups express this differently?
<p>PE</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Fundamental Movement Skills 2 • Invasion Games 1 <p>Autumn 2:</p> <ul style="list-style-type: none"> • Gymnastics - Pathways (small and long) 	<p>Spring 1:</p> <ul style="list-style-type: none"> • Dance - Animals • Gymnastics - Balancing and spinning on points and patches <p>Spring 2:</p> <ul style="list-style-type: none"> • Net and Wall Games Skills 1 	<p>Summer 1:</p> <ul style="list-style-type: none"> • Target Games 2 • Dance - Mini Beasts <p>Summer 2:</p> <ul style="list-style-type: none"> • Swimming • Athletics 2

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	<ul style="list-style-type: none"> Fundamental Movement Skills 2 	<ul style="list-style-type: none"> Striking and Fielding Games Skills 1 	
Music	<p>Autumn 1: Love Music Trust</p> <ul style="list-style-type: none"> Blast off <p>Autumn 2:</p> <ul style="list-style-type: none"> Nativity 	<p>Spring 1:</p> <ul style="list-style-type: none"> Barnaby/Betty Bear <p>Spring 2:</p> <ul style="list-style-type: none"> Changes 	<p>Summer 1:</p> <ul style="list-style-type: none"> Get on board <p>Summer 2:</p> <ul style="list-style-type: none"> Summer Showcase
PSHE	<p>Autumn 1:</p> <ul style="list-style-type: none"> Meet your brain Healthy lifestyles <p>Autumn 2:</p> <ul style="list-style-type: none"> Celebrate Keeping safe 	<p>Spring 1:</p> <ul style="list-style-type: none"> Appreciate Safe relationships <p>Spring 2:</p> <ul style="list-style-type: none"> Relate Communities 	<p>Summer 1:</p> <ul style="list-style-type: none"> Engage Economic wellbeing: Aspirations, work and career <p>Summer 2:</p> <ul style="list-style-type: none"> Relationships Ourselves, growing and changing
Trips	<p>Walk around the local area</p> <p>Theatre</p>		<p>Visit a Farm (TBC)</p>
Curriculum Pledge	<p>Decorate a Christmas tree</p> <p>Go to the theatre</p>	<p>Build and light a fire</p> <p>Try food from around the world</p> <p>Go on an Easter egg hunt</p>	<p>Visit a farm</p> <p>Pond dipping</p> <p>Make a bird feeder</p>

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