

Year One Long Term Plan: 2025-2026

	Autumn	Spring	Summer			
Theme	Ourselves	New Beginnings	Exciting Explorers			
Hook	Who would play with this?	What could hatch from the egg?	Mystery Box Who could it be? (David Attenborough & Mary Anning)			
Enrichment	Visit to St. Helens Museum	Duck Eggs/ Ducklings	Class Celebration			
Showcase	A Long Time Ago	Easter – New Life Assembly	Read Our Stories & Poems to KS1 Classes.			
	Autumn	Spring	Summer			
Reading	Supersonic Phonics Friends	Supersonic Phonics Friends	Supersonic Phonics Friends			
Phonics Spelling	Recap of Basics 2, 3 and 4 (including tricky words) Higher Levels Choose to Use: new spellings for sounds, reading and writing words and sentences Set 1-3 Recap tricky words: Basics 2,3 and 4	Higher Levels Choose to Use: new spellings for sounds, reading and writing words and sentences Set 4 – 6 Reading tricky words: Choose to Use Written RIC comprehension (retrieve,	Recap Higher Levels Choose to Use Higher Levels Switch it Spell: new sounds for spellings, reading and writing words and sentences Set 1 - 5 Reading tricky words: Switch it Spell Written RIC Comprehension (retrieve, inference and choice of vocabulary)			
	Reading tricky words: Choose to Use RIC: Verbal RIC Comprehension Reading for enjoyment, enjoy listening to stories	inference and choice of vocabulary) Reading for enjoyment, enjoy listening to stories Spelling				

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Spelling Weekly spelling matched to phonics learning. Learning how many syllables are in the words we say, hear and read.	Weekly spelling me learning. Y1 Spelling Rules: # (singular to plurals	Adding 's' or 'es'	Reading for enjoyment, enjoy listening to stories Spelling Weekly spelling matched to phonics learning.	
Reading real and nonsense words matched to the phonics learning this term.	Adding 'ing' to the no root change. Adding 'ed' to the change it into the Reading real and matched to the phterm.	end of words to past tense.	Y1 Spelling Rules: Adding 'er' to the end of words to make it a comparative adjective. Adding 'est' to the end of words to change it to mean most. Adding 'un' to words to change it to mean the opposite. Learning the spelling of compound words. Reading real and nonsense words matched to the phonics learning this term.	
Word Reading Apply phonic knowledge and skills as the route to Respond speedily with the correct sound to grapl groups of letters) for all 40+ phonemes, including alternative sounds for graphemes.	nemes (letters or vocabulary and un where applicable, discussing a wide r		Comprehension in reading, motivation to read, nderstanding by: listening to and range of poems, stories and non- eyond that at which they can read	



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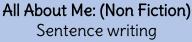
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	Read accurately by blending sounds in unfamiliar words containing	Be encouraged to link what they read or hear read to						
	GPCs that have been taught.	their own experiences.						
	Read common exception words, noting unusual correspondences	Become very familiar with key stories, fairy stories and						
	between spelling and sound and where these occur in the word.	traditional tales, retelling them and considering their						
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and	particular characteristics.						
	-est endings.	Recognising and joining in with predictable phrases.						
	Read other words of more than one syllable that contain taught	Learning to appreciate rhymes and poems, and to recite						
	GPCs.	some by heart.						
	Read words with contractions [for example, I'm, I'll, we'll].	Discus word meanings, linking new meanings to those						
	Understand that the apostrophe represents the omitted letter(s).	already known.						
	Read aloud accurately books that are consistent with their	Understand both the books they can already read						
	developing phonic knowledge and that do not require them to use	accurately and fluently and those they listen to by:						
	other strategies to work out words.	drawing on what they already know or on background						
	Re-read books to build up their fluency and confidence in word	information and vocabulary provided by the teacher.						
	reading.	Check that the text makes sense to them as they read						
		and correct inaccurate reading.						
		Discus the significance of the title and events.						
		Make inferences on the basis of what is being said and						
		done predicting what might happen on the basis of what						
		has been read so far.						
		Participate in discussion about what is read to them,						
		taking turns and listening to what others say.						
		Explain clearly their understanding of what is read to						
		them.						
Handwriting	Handwritin Handwritin	g						
	Presentation, letter formation, ascenders/descenders,							
	Sit correctly at a table, holding a penci							
	Begin to form lower-case letters in correct direction, starting/ finishing in the right place.							
	Form Capital Letters ar	nd Digits U-9						

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	St. Thoma
Writing (English)	La Surprise De Handa HANDA'S SURPRISE ELLEEN BROWNE
	All About M Sente
	Handa's Su Sequencing, Sentenc describe
	Instruction How to mo

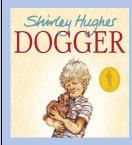


Handa's Surprise: (Fiction)
Sequencing, Sentence Writing, using senses to describe tropical fruit.

Instructions: (Non-Fiction)
How to make a fruit salad

Fruit Poems: (Poetry)
Senses poem

Sydney the Spider: (Fiction)
Character profile, sequencing, lists, sentence
writing, short narrative





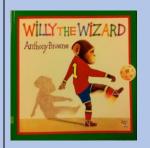
Dogger: (Fiction)
My special object, sequencing events,
lost poster, story writing

Brenda's Boring Egg (Fiction): sequencing events, writing sentences

Ducks (Non Fiction): Report and diary of real events (ducks egg hatching at school)

Humorous Poems: (Poetry)

Make a Silly Face





The Ginger Bread Man: (Fiction)
Sentences and story writing

Seasons Poems: (Poetry)
Writing a Poem

Willy The Wizard (Fiction):
Sequencing, story mapping and story writing.

Molly Mc Drew Adventures Around the World: (Fiction) character description,

character description, country/weather descriptions (Relating to seasons and geography)

Grammar and Punctuation

Leave spaces between words.
Join words and clauses using 'and'.
Begin to punctuate sentences using a capital letter and full stop.
Use a capital letter for names of people.

Leave spaces between words.

Join words and clauses using 'and'.

Become more confident to punctuate sentences using a capital letter and full stop, question mark and exclamation mark.

Use a capital letter for names of people, places, the days of the week, and personal pronoun 'I'.

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Maths	Place Value	to 10	Place Value	Within 20	Multiplication and Division				
	Addition and Subtrac	ction Within 10	Addition and Subt	raction Within 20	Fractions				
	2D Shape and 3	3D Shape	Place Value	Within 50	Position and Direction				
	·	·	Length ar	nd Height	Place Value Within 100				
		Mass and		Money					
					Time				
RE	Unit 1.1 - Harvest	Unit 1.3 -Christmas	Unit 1.4 - Jesus Unit 1.5 - Easter		Unit 1.2 - God	Unit 1.7 – Baptism			
		Gifts	Was Special		and Creation				
	How can we help those		, , , , , , , , , , , , , , , , , , ,	Celebrating New		Why is Baptism			
	who do not have a good	Why do we give	Why was Jesus	Life and	What do you	so Special?			
	Harvest?	and receive gifts?	special?	Beginnings.	feel about the	22 op 2014			
	Trai Veet.	ariareceive girio.	οροσία.	Degiti ii igo.	wonder of				
	Unit 1.9 - My World, Jesus'	Christmas in Africa.			God's Creation?				
	World.	Criristinas in Airica.			ood 5 creation:				
	world.	How do they							
	How was Jesus' Life	celebrate							
	different to our life?	Christmas in Africa?							
	anterent to our me:	Christmas in Africa?							
Christian	Friendship	Love	Generosity	Courage	Perseverance	Generosity			
Value									
	All about animals including Materials and their Properties Seasons								
Science	human	•	Materials and tl	heir Properties	Plants				
	naman	S	Fiditis						
Working									
Scientifically	Ask simple questions and								
	perform simple tests, id				swers to questions,	, gathering and			
			g data to help in ansv						
Computing	Internet So	afety	Algorithms	Unplugged	Digital Imagery				
History	Changes within Liv	ing Momoru			The Lives of Sig	anificant Doonle			
History	Changes within Liv	ing Memory			THE LIVES OF SIG	gnificant People:			



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	(How us, our lives, our community has changed since the 1950's)						Mary Anning and David Attenborough.					
Goography	Continents And Oceans			Hot and Cold Places			Mapping and Fieldwork.					
Geography				''	ot ana Ci	oia riaces		1410	apping ai	ia i leiaw	Ork.	
A1	Countries of the UK and Capital Cities				2			70				
Art	Drawing (4474 4500)			Printmaking			3D					
	Albrecht Durer (1471 – 1528)			Kare	Karen Lederer (Born 1986)			Kenojuak Ashevak (1927 – 2013)				
	Painting			Textiles			Collage					
D.T.		Piet Mondrian (1	872 -1944 ₎ I		Anne Kelly			Paul Klee (1879 – 1940)				
DT		od and			Textiles E						Mechanisms A	
		trition C	F.,			T = .	6 "	l = .	A	T =	C. 11.1	F: 1.1
PE	Mindfulness	Fundamentals	Fitness	Gymnastics	Dance	Target Games	Sending ಕ	Invasion Games	Athletics	Team Building	Striking	Field Games
						Games	Receiving	Gumes		Bullaring		Games
Music	Menu Song* (6weeks)		The King is in the		Football*		Musical		As I was		Come Dance with	
	Magical Musical Aquarium		Castle		(6weeks)		Conversations		walking down		Me*	
	(3 weeks)		(6weeks)				(3weeks)		the Street		(6 weeks)	
									(6Weeks)			
PSHE	Me and My Relationships		Valuing Difference		Keeping Safe Rights and		Being My Best		Growing and			
	Special People and Family		Love		How our feelings		Respect		Growth Mindset		Changing	
	School Rules Classroom Rules Friendship Sharing		Anti-Bullying Being Kind to Each Other		can keep us safe – including online safety		Taking care of things:		Healthy eating		Getting help	
									Hygiene and		Becoming	
									health		independent	
	Showing respect		Personal Space		Safe and unsafe		My money		Cooperation		My body parts	
					touches		My environment				Taking care of self	
					Medicine So	nfetu	Ing crivilo	raricit			and other	
					Sleep	ricig					aria otric	5. 5
					Sieeh							