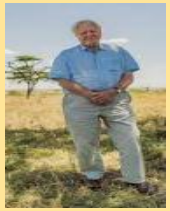
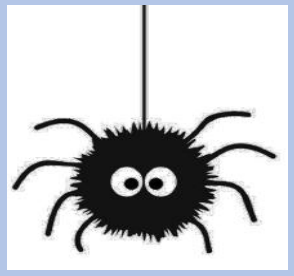
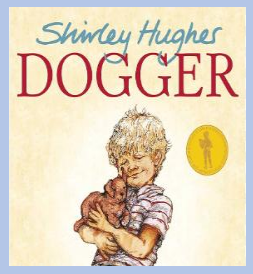
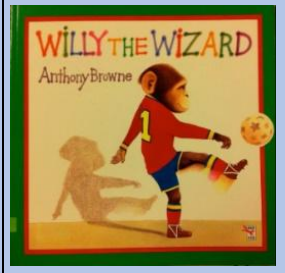
St. Thomas's C.E. Primary School Year One Long Term Plan: 2026-2027

	Autumn	Spring	Summer
Theme	The world we live in.	New Beginnings	Exciting Explorers
Hook		What could hatch from the egg? 	Mystery Case. Who could this suitcase belong to? (David Attenborough & Mary Anning)  
Enrichment	Fruit salad Christmas Pantomime	Duck Eggs/ Ducklings Life Education Caravan	Visiting Manchester Museum Baptism: Church visit
Learning Showcase	iMovie: Continents sing along	Special Worship: Love	Learning showcase: Fossils
	Autumn	**Spring**	**Summer**
Reading Phonics Spelling	**Supersonic Phonics Friends** 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 Reading tricky words: Choose to Use RIC: Verbal RIC Comprehension Reading for enjoyment, enjoy listening to stories **Spelling** Weekly spelling matched to phonics learning.	**Supersonic Phonics Friends** 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, inference and choice of vocabulary) Reading for enjoyment, enjoy listening to stories **Spelling** Weekly spelling matched to phonics learning.	**Supersonic Phonics Friends** 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 for enjoyment, enjoy listening to stories **Spelling**

	Learning how many syllables are in the words we say, hear and read. Reading real and nonsense words matched to the phonics learning this term.	Y1 Spelling Rules: Adding 's' or 'es' (singular to plurals) Adding 'ing' to the end of words with no root change. Adding 'ed' to the end of words to change it into the past tense. Reading real and nonsense words matched to the phonics learning this term.	Weekly spelling matched to phonics learning. 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	Comprehension
Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll]. Understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read books to build up their fluency and confidence in word reading.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Be encouraged to link what they read or hear read to their own experiences. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discus word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher. 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	Handwriting Presentation, letter formation, ascenders/descenders, finger spaces, capital letters, full stops, size. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in correct direction, starting/ finishing in the right place. Form Capital Letters and Digits 0-9	
Writing (English)	  **Writing to Inform** • Sentence writing • Instruction writing **Writing to Entertain** • Sequencing • Sentence writing • Poetry writing • Character profile • Short narrative	  **Writing to Inform** • Duck diaries • Report of real events • Sequencing **Writing to Entertain** • Sentence writing • Sequencing events • Lost poster • Story writing • Poetry writing	  **Writing to Inform** • Country descriptions • Weather description **Writing to Entertain** • Season poem • Sentence writing • Story writing • Sequencing • Story mapping • Character description

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Grammar and Punctuation	**Writing to Inform** • 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. • Use adjectives to describe. • List writing **Writing to Entertain** • 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. • Use adjectives to describe.		**Writing to Inform** • Leave spaces between words. • Join words and clauses using coordinating conjunctions. • 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'. • Use adjectives to describe. **Writing to Entertain** • Leave spaces between words. • Join words and clauses using coordinating conjunctions. • 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'. • Use adjectives to describe.		**Writing to Inform** • Leave spaces between words. • Join words and clauses using coordinating conjunctions. • 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'. • Use two adjectives to describe. **Writing to Entertain** • Leave spaces between words. • Join words and clauses using coordinating conjunctions. • 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'. • Use adjectives to describe.	
Maths	Place Value to 10 Addition and Subtraction Within 10 2D Shape and 3D Shape		Place Value Within 20 Addition and Subtraction Within 20 Place Value Within 50 Length and Height Mass and Volume		Multiplication and Division Fractions Position and Direction Place Value Within 100 Money Time	
RE	Unit 1.1 - Harvest	Unit 1.3 -Christmas Gifts	Unit 1.4 - Jesus Was Special	Unit 1.5 - Easter	Unit 1.2 - God and Creation	Unit 1.7 – Baptism

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	How can we help those who do not have a good Harvest? **Unit 1.9 - My World, Jesus' World.** How was Jesus' Life different to our life?	Why do we give and receive gifts? **Christmas in Africa.** How do they celebrate Christmas in Africa?	Why was Jesus special?	Celebrating New Life and Beginnings.	What do you feel about the wonder of God's Creation?	Why is Baptism so Special?
Christian Value	Friendship	Love	Generosity	Courage	Perseverance	Generosity
Science	All about animals including humans		Materials and their Properties		Seasons Plants	
Working Scientifically	Ask simple questions and recognise that they can be answered in different ways observing closely, use simple equipment, perform simple tests, identify and classify using observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.					
Computing	**Internet Safety**		**Algorithms Unplugged**		**Digital Imagery**	
History	**Changes within Living Memory** (How us, our lives, our community has changed since the 1950's)				**The Lives of Significant People:** Mary Anning and David Attenborough.	
Geography	**Continents And Oceans**	**Countries of the UK and Capital Cities**	**Hot and Cold Places**		**Mapping and Fieldwork.**	
Art	**Drawing** Albrecht Durer (1471 – 1528)	**Painting** Piet Mondrian (1872 - 1944)	**Printmaking** Karen Lederer (Born 1986)	**Textiles** Anne Kelly	**3D** Kenojuak Ashevak (1927 – 2013)	**Collage** Paul Klee (1879 – 1940)
DT	**Food and Nutrition** C		**Textiles** E		**Mechanisms** A	

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PE	Mindfulness	Fundamentals	Fitness	Gymnastics	Dance	Target Games	Sending & Receiving	Invasion Games	Athletics	Team Building	Striking	Field Games
Music	Menu Song Magical Musical Aquarium		The King is in the Castle		Football*		Musical Conversations		As I was walking down the Street		Come Dance with Me*	
PSHE	**Me and My Relationships** Special People and Family School Rules Classroom Rules Friendship Sharing Showing respect		**Valuing Difference** Love Anti-Bullying Being Kind to Each Other Personal Space		**Keeping Safe** How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep		**Rights and Respect** Taking care of things: Myself My money My environment		**Being My Best** Growth Mindset Healthy eating Hygiene and health Cooperation		**Growing and Changing** Getting help Becoming independent My body parts Taking care of self and others	