

 Year 1 LTP 2025 - 2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Mike Cain	<u>Grammar and Vocabulary</u> - Leave spaces between words - Nouns (singular and plural) as objects, people and places, and use them appropriately - Verbs as action/doing words and use them appropriately - Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark - Use what is happening (main verb) to help work out where a sentence should end - Recognise statements, questions and exclamations - Recognise verbs as action/doing words and use them appropriately	<u>Grammar and Vocabulary</u> - Leave spaces between words - Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark - Recognise nouns (singular and plural) as objects, people and places, and use them appropriately - Use capital letters for names of people, places, days of the week and the personal pronoun I - Understand the job of an adjective and am beginning to use them to create simple noun phrases - Use what is happening (main verb) to help work out where a sentence should end - Recognise statements, questions and exclamations - Recognise verbs as action/doing words and use them appropriately Join words and clauses using and, or, but, so, because	<u>Grammar and Vocabulary</u> - Leave spaces between words - Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark - Recognise nouns (singular and plural) as objects, people and places, and use them appropriately - Use capital letters for names of people, places, days of the week and the personal pronoun I - Understand the job of an adjective and am beginning to use them to create simple noun phrases - Use what is happening (main verb) to help work out where a sentence should end - Recognise statements, questions and exclamations - Recognise verbs as action/doing words and use them appropriately Join words and clauses using and, or, but, so, because	<u>Grammar and Vocabulary</u> - Leave spaces between words - Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark - Recognise and use the personal pronouns I, he, she, we, they, it and you - Recognise verbs as action/doing words and use them appropriately - Recognise regular and irregular verbs - Write in the past and the present tense Join words and clauses using and, or, but, so, because		
	<u>Composition</u> - Understand what a sentence is and recognise sentences in reading - Say sentences out loud before writing them - Write sentences: sequencing them to form short narratives or recount events - Write sentences: re-reading to check that it makes sense - Discuss writing with the teacher or other pupils	<u>Composition</u> - Understand what a sentence is and recognise sentences in reading - Say sentences out loud before writing them - Write sentences: sequencing them to form short narratives or recount events - Write sentences: re-reading to check that it makes sense - Discuss writing with the teacher or other pupils	<u>Composition</u> - Understand what a sentence is and recognise sentences in reading - Say sentences out loud before writing them - Write sentences: sequencing them to form short narratives or recount events - Write sentences: re-reading to check that it makes sense - Discuss writing with the teacher or other pupils	<u>Composition</u> - Understand what a sentence is and recognise sentences in reading - Say sentences out loud before writing them - Write sentences: sequencing them to form short narratives or recount events - Write sentences: re-reading to check that it makes sense - Discuss writing with the teacher or other pupils		
Phonics Monster Phonics	ff, ss, zz, ll, ck, nk tch, ve, ai, oi, ay, oy, suffix s/es, a_e, e-e, i-e, o-e, u-e, u-e, ar, ee, suffixes ed/ing, ea, ea, er, ir, ur, oo, oo, oa, oe, suffixes er/est, ou, ow, ow	ue, ue ew, ew, k before y i e, ie, ie igh, or ore aw, au, air, Prefix un, ear (Long E-r) ear (air), are, y, ph wh, e, o, review ff ll ss zz ck nk tch, review ve ai oi ay, review oy a-e, e-e, i-e, review o-e, u-e, u-e, ar, 200 HFW (high frequency words) revision Spell plural nouns and some verbs by adding -s or -es	ue, ue ew, ew, k before y i e, ie, ie igh, or ore aw, au, air, Prefix un, ear (Long E-r) ear (air), are, y, ph wh, e, o, review ff ll ss zz ck nk tch, review ve ai oi ay, review oy a-e, e-e, i-e, review o-e, u-e, u-e, ar, 200 HFW (high frequency words) revision Spell plural nouns and some verbs by adding -s or -es	ue, ue ew, ew, k before y i e, ie, ie igh, or ore aw, au, air, Prefix un, ear (Long E-r) ear (air), are, y, ph wh, e, o, review ff ll ss zz ck nk tch, review ve ai oi ay, review oy a-e, e-e, i-e, review o-e, u-e, u-e, ar, 200 HFW (high frequency words) revision Spell plural nouns and some verbs by adding -s or -es	ue, ue ew, ew, k before y i e, ie, ie igh, or ore aw, au, air, Prefix un, ear (Long E-r) ear (air), are, y, ph wh, e, o, review ff ll ss zz ck nk tch, review ve ai oi ay, review oy a-e, e-e, i-e, review o-e, u-e, u-e, ar, 200 HFW (high frequency words) revision Spell plural nouns and some verbs by adding -s or -es	ue, ue ew, ew, k before y i e, ie, ie igh, or ore aw, au, air, Prefix un, ear (Long E-r) ear (air), are, y, ph wh, e, o, review ff ll ss zz ck nk tch, review ve ai oi ay, review oy a-e, e-e, i-e, review o-e, u-e, u-e, ar, 200 HFW (high frequency words) revision Spell plural nouns and some verbs by adding -s or -es
Maths WhiteRose	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Consolidation	Number: Place Value (within 20) Number: Place Value (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume	Number: Place Value (within 20) Number: Place Value (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume	Number: Place Value (within 20) Number: Place Value (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time Consolidation	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time Consolidation
RE RED	<u>Branch 1: Creation and Covenant</u> <u>Branch 2: Prophecy and Promise</u>	<u>Branch 3: Galilee to Jerusalem</u> <u>Branch 4: Desert to garden</u>	<u>Branch 3: Galilee to Jerusalem</u> <u>Branch 4: Desert to garden</u>	<u>Branch 3: Galilee to Jerusalem</u> <u>Branch 4: Desert to garden</u>	<u>Branch 5: To the ends of the Earth</u> <u>Branch 6: Dialogue and Encounter</u>	<u>Branch 5: To the ends of the Earth</u> <u>Branch 6: Dialogue and Encounter</u>

	Journey in Love: To recognise signs that I am loved in my family.		Journey in Love: To recognise how I am cared for and kept safe in my family.		Journey in Love: To celebrate ways that God loves and cares for us.	
Science WhiteRose	Biology: The human body Biology: Seasonal changes Chemistry: Materials Biology: Seasonal changes		Biology: Planting A Biology: Animals Sustainability: Caring for the planet Biology: Seasonal changes Biology: Planting B Consolidation		Biology: Plants Biology: Planting C Sustainability: Growing and cooking Biology: Seasonal changes Consolidation	
Humanities ActiveLearn	<u>Geography: Comparing countries of the UK</u> 1) What is the UK? 2) Where do people live in the UK? 3) What are the capital cities of the UK? 4) Which UK countries have we visited? 5) What is it like in a capital city? 6) What would you write in a postcard from a capital city?		<u>History: How should we remember Pocahontas?</u> 1) How can we find out whether a story is real or imaginary? 2) What makes a person historically important? 3) Do you know the life history of Pocahontas? 4) What was life like for Pocahontas and the Powhatan people? 5) Why did the colonists leave England and risk their lives in North America? 6) Why should we remember Pocahontas?		<u>Geography: Hot and cold places</u> 1) How hot or cold is our school? 2) What do hot and cold places feel like? 3) Where are hot and cold places found on Earth? 4) How does temperature affect hot and cold places? 5) What features does an animal need to live in a hot/cold place? 6) How have real animals adapted to hot/cold places?	
Computers TeachComputing	<u>Computing Systems and Networks</u> Technology around us	<u>Creating Media</u> Digital Painting	<u>Creating Media</u> Digital Writing	<u>Data and Information</u> Grouping Data	<u>Programming A</u> Moving a Robot	<u>Programming B</u> Introduction to Animation
P.E. MyPEPal	Ball control (Games)	Dance the UK- Celebrations	Gymnastics- Jump into the past	Throwing and catching (Games)	Creative play (Outdoor adventure)	Athletics (Fundamentals)
Art Access Art	<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.		<u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.		<u>Playful Making</u> Exploring materials and intention through a playful approach.	
DT Focus		<u>Cooking and Nutrition</u> - Can they cut food safely? - Can they describe the texture of foods? - Do they wash their hands and make sure that surfaces are clean? - Can they think of interesting ways of decorating food they have made, eg. cakes?		<u>Construction</u> - Can they talk with others about how they want to construct their product? - Can they select appropriate resources and tools for their building projects? - Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?		<u>Use of materials</u> - Can they make a structure/model using different materials? - Is their work tidy? - Can they make their model stronger if it needs to be?
PSHE CORAM/SCARF	Me and My Relationships.	Valuing Difference	Keeping Myself Safe (RSE links)	Rights and Responsibilities	Being My Best	Growing and Changing (RSE links)
Music Specialist	<u>No Place Like BBC Ten Pieces</u> Explore using the voice to create different sounds e.g. whispering, chanting, singing.	<u>Vocal- finding your singing voice</u> Sing simple call and response songs. Begin to pitch-match.	<u>Playing in time</u> Begin to mark a pulse and move rhythmically.	<u>Pitched Percussion- high and low</u> Explore how sounds can be changed.	<u>Weather- graphic scores</u> Explore and create sounds using the voice, instruments or found sounds in response to a stimulus.	<u>Traditional Tales- exploring sounds</u> Improvise simple sounds with my voice and instruments.