

Year 1- Long Term Planning. National Curriculum Planning 2026-27

St. Patrick's Catholic Primary School

Christ is the Centre of St Patrick's School, where we live, love and learn together.



English

Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with very common suffixes
- Read contractions & understand purpose
- Read phonics books aloud with some expression
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions

Writing

- Name letters of the alphabet
- Spell very common 'exception' words
- Spell days of the week
- Use very common prefixes & suffixes, e.g. -s, -es, -ed, -ing, -er, est and un-
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers

Grammar

- Leave spaces between words
- Begin to use basic punctuation
- Use capital letters for proper nouns
- Use common plural & verb suffixes

Speaking & Listening

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate

Maths

Number/Calculation

- Count to / across 100
- Count in 1s, 2s, 5s and 10s
- Identify 'one more' and 'one less'
- Read & write numbers to 100
- Use language, e.g. 'more than', 'most'
- Use +, - and = symbols
- Know number bonds to 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems, including simple arrays
- To recognise, make and add equal groups.

Geometry & Measures

- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
- Begin to measure length, capacity, weight
- Recognise coins & notes
- Use time & ordering vocabulary
- Tell the time to hour/half-hour
- Use language of days, weeks, months & years
- Recognise & name common 2-D and 3-D shapes
- Order & arrange objects
- Describe position & movement, including half and quarter turns

Fractions

- Recognise and find half an object, shape and quantity.
- Recognise and find a quarter of an object, shape or quantity.

P.E. - Gymnastics - Gymnastics Games – Running and Jumping - Games – Multi skills - Sports Day - Hand/Foot Skills - Gymnastics Games – Bat & Ball - Athletics - Ball Games	PSHE - Religious understanding - My body, my health - Emotional wellbeing - Life cycles - Personal relationships - Bullying - Setting and reaching realistic goals - Persistence - Keeping Safe - Living in the wider world.	ICT - Bee-Bots - Using and Applying - Computer Skills/Computer Art - Word processing skills - Internet safety	Basic Skills - tying shoe laces - cutting out - colouring in neatly within lines - using glue sticks to glue in - writing dates and titles - copying short sentences [building to multiple sentences] from board/book/paper - underlining
Phonics - Apply phonic knowledge to decode words. - Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. - Read accurately by blending sounds in unfamiliar words containing GPCs taught. - Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. - Read words with the endings -s, -es, -ing, -ed and -est. - Read words of more than one syllable which contain GPCs known. - Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. - Read some phonically-decodable books, closely matched to phonic knowledge. - Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs			

R.E. • Domestic Church – Families • Other Faiths weeks – Islam – September 2026 • Creation and Covenant • Prophecy and Promise • Galilee to Jerusalem • Desert to Garden • To the Ends of the Earth • Dialogue and Encounter	SMSC- British Values • Spiritual, Moral, Social, Cultural, & British Values, are taught partly through PSHE (SEAL) and RE. • SMSC & British Values are built into half-termly themes, where appropriate - History, Geography, PE, English, stories, Drama, Music, Science, Art - all contribute. • Themed Days & Weeks and International Links, play a part, as do special projects Value Words are focused on in Assembly & are followed up in the Classroom. • Golden Rules focused on in Assemblies - followed up in classroom; Class Rules agreed by each class – Classroom Behaviour Book. • School Council, Suggestion Box, Surveys all contribute to SMSC & British Values.	
Science • Seasonal changes. To know the different seasons, autumn, winter, spring and summer. Observe changes across the four seasons. Observe and describe the weather and how that impacts us. Observe how day length varies. • Identifying Everyday Materials. Describe simple physical properties of a variety of everyday materials. Compare and group materials together based on their physical properties. Distinguish between what an object and the material it is made from.	History Toys through Time – • What toys do we enjoy playing with today? • What materials are used to make toys? • What toys did our grandparents play with? • How have toys changed over time? • Victorian Toys Why do people buy toys? • What will toys of the future look like? • Assessment task: Create an advert Women in History -	Music • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and

• Animals including humans. Identify and name common animals e.g. birds, fish, amphibians, reptiles and mammals. Identify and name common herbivores, carnivores and omnivores. Describe the basic features of an animal. Identify, draw and label the basic parts of the human body. Senses – smell, taste, touch, hearing and sight. • Plants Identify and name a variety of common plants, including garden plants and wild plants. Identify and name a variety of common trees. To identify whether a tree is classified as deciduous or evergreen. To identify and describe the basic structure of plants and trees.	• Who was Mary Anning and what was her life like? • What was Mary Anning's most important discovery? • How and why is Mary Anning remembered? • Who was Florence Nightingale and when did she live? • How did Florence improve the lives of soldiers? • How and why is Florence Nightingale remembered? • Who was the most influential of these two women? (Assessment Task)	combine sounds using the inter-related dimensions of music.
Design Technology • Design. Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Make. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Evaluate. Explore and evaluate a range of existing products. • Technical Knowledge. Build structures, exploring how they can be made stronger, stiffer and more stable. • Cooking and Nutrition. Use the basic principles of a healthy and varied diet to prepare dishes.	• Geography Where do I live? - Where is home? • Where do I live? What will I see in my local area? • What does my local area look like on a map? • What type of home do I live in? • Is my local area a town, a city or a village? • Assessment task: Writing a postcard to an alien. • Wonderful Weather - Why do we have different types of weather? • What is your favourite season? • What is your favourite weather? • Where in the world is it hot? • Why is it so cold?	Art & Design • Explore primary colours • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in

- **Understand** where food comes from.

- How can we help the animals?
- Can the weather be really dangerous?

- using colour, pattern, texture, line shape, form and space.
- About the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.