

**St Anne's R.C. Primary School Year Long Term Plan September 2025 - July 2026**

		AUTUMN		SPRING		SUMMER	
		6 weeks	7.5 weeks	6.5 weeks	5 weeks	7 weeks	7 weeks
TOPIC		All about me/ homes	Celebrations	Fairytales	Food	Animals	The seaside
Text		Incredible You by Rhys Brisenden and Nathan Reed  The colour monster goes to school  Book about friendship	It's Diwali.  The jolly Christmas postman  The Christmas story	Cinderella  The princess and the frog  Sleeping beauty	Supertato  Handa's surprise  The little red hen	Gruffalo  Monkey puzzle  We're going on a bear hunt.	The rainbow fish  Tiddler  Snail and the whale
Song/Film Link		1,2,3 it's good to be me.	Go tell it on the mountains	Teddy's bears picnic	Minibeast rave	One more step along the world I go	Down in the deep blue sea
Poetry		Nursery rhymes- Twinkle, twinkle little star Baa baa black sheep	Nursery rhymes Hickory dickory dock Humpty dumpty	Nursery rhymes Old macdonald Five little monkeys	Nursery rhymes: Incy wincy spider There's a worm at the bottom of the garden	Nursery rhymes: The wheels on the bus The grand old duke of York	Nursery rhymes: A sailor went to sea 1,2,3,4,5 once I caught a fish alive
Eng lish	Writing opportunities	Non-fiction fact file about themselves  Re-tell the story of the colour monster goes to school  Instructions on how to be a good friend	Re-tell: the story of Diwali  Re-tell: the story the jollypostman Christmas story  Re-tell the story of the Christmas story.	Re-tell the story of Cinderella  Re-tell the story of the princess and the frog  Character description of a character of their choosing.	Re-tell the story of supertato.  Re-tell the story of Handa's surprise.  Re-tell the little red hen.	Retell of the story of the Gruffalo.  Fact file about an animal of their choosing.  Re-tell the story of we're going on a bear hunt.	Character description of the rainbow fish  Re-tell the story of Tiddler.  Re-tell the story of the snail and the whale.
	Grammar	Identify and write a past tense action verb. Identify and write a simple subject	Identify and write a direct object. Identify and write nouns. Distinguish between common and proper nouns.	Identify and write personal pronouns as subjects. Identify and write personal pronouns as objects. Identify and write state of being verbs.	Distinguish between statements and questions.	Identify and write a past tense action verb. Identify and write a simple subject Identify and write a simple sentence (main clause.)	Identify and write a direct object. Identify and write nouns. Distinguish between common and proper nouns.

		Identify and write a simple sentence (main clause.) Identify and write a capital letter to begin a sentence. Identify and write a full stop to end a sentence. Maintain a consistent past tense when writing.	Identify and write proper nouns. Identify and write a compound subject. Identify and write a compound object.	Identify and write an adjective after a state of being verb. Identify and write compound sentences with the coordinating conjunction and (joins two main clauses.)	Write the appropriate stop mark for questions and statements.  Identify and write questions.  Identify and write exclamation marks as an appropriate stop mark.	Identify and write a capital letter to begin a sentence. Identify and write a full stop to end a sentence. Maintain a consistent past tense when writing.	Identify and write proper nouns. Identify and write a compound subject. Identify and write a compound object.
	<b>Spellings</b>	Spelling linked to RWI. Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning to spell common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Spelling linked to RWI. Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning to spell common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Spelling linked to RWI. Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning to spell common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Spelling linked to RWI. Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning to spell common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Spelling linked to RWI. Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning to spell common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Spelling linked to RWI. Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning to spell common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
	<b>Maths</b>	Place value Shape	Addition and subtraction Shape	Multiplication and division Money	Fractions Length and height	Addition and subtraction Mass, capacity and temperature	Multiplication and division Statistics- Position and direction
	<b>RE</b>	Y1-6 Branch 1 SOURCE TO SUMMIT -CREATION AND COVENANT- 5 WEEKS  Y1-6 Branch 2 - SOURCE TO SUMMIT- PHROPHECY AND PRAISE	Y1-6 BRANCH 3 -SOURCE TO SUMMIT - GALILEE TO JERUSALEM - 2 WEEKS	Y1-6 Branch 3 continued - SOURCE TO SUMMIT - GALILLEE TO JERUSALEM - 3 WEEKS Y1-6 Branch 4 -SOURCE TO SUMMIT	Y1-6 Branch 4 - SOURCE TO SUMMIT - DESERT TO GARDEN - 3 WEEKS Y1-6 BRANCH 4 cont - - SOURCE TO SUMMIT - DESERT TO GARDEN - 2	Y1-6 Branch 5 - SOURCE TO SUMMIT -TO THE ENDS OF THE EARTH - 5 WEEKS	Y1-6 Branch 6 - SOURCE TO SUMMIT - DIALOGUE AND ENCOUNTER- 5WEEKS
	<b>PSHE</b>	Keeping safe (IMatter)	Living in the wider world (IMatter)	Mental and Emotional Health (IMatter)	No outsiders Equality Act 2010	Relationship and Sex Education (Ten:Ten)	Healthy Lifestyles (IMatter)
	<b>Life skills</b>	Set up and clean up a table (Learning routines of new class)	Zip up our coats	Be able to put on our PE kits and putting it away.	Be able to hold a knife and fork and use it appropriately.	Be able to do buttons on our clothes.	Be able to put our shoes on and off properly (some to be taught how to tie laces)
	<b>Music</b>	Specialised Teacher Lessons					

P.E.	PE curriculum covered in mainstream classes