

St Anne's R.C. Primary School Year Long Term Plan September 2026 – July 2027

		AUTUMN		SPRING		SUMMER	
		6 weeks	7 weeks	6.5 weeks	6 weeks	7 weeks	7 weeks
TOPIC		All about me	Woodland	Home/ Crumpsall	Earth and Space	In the garden	The seaside
Text		Incredible You by Rhys Brisenden and Nathan Reed Only one you- Linda kranz Home at last- Jilly Murphy	The foggy foggy forest- Nick Sharrett Stickman- Julia Donaldson The Gruffalo- Julia Donaldson The Christmas story	Three little pigs The little red hen The great gran plan- Elli Woollard	Oliver Jeffers- Jere we are Man on the moon- Simon Batrum Easter story	Twist and Hop Minibeast Bop By Tony Mitton The secret sky garden- By Linda Sarah and Fiona Lumbers Christopher's Caterpillars- Charlotte Middleton	The rainbow fish- Marcus Pfister Tiddler- Julia Donaldson Snail and the whale- Julia Donaldson
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
English	Writing opportunities	Non-fiction fact file about themselves Character description of themselves/ their character. Re-tell the story of Home at last.	Re-tell the foggy foggy forest, Re-tell: the story of the stickman. Character description- Julia Donaldson Re-tell the story of the Christmas story.	Re-tell the story of the three little pigs. Re-tell the story of the little red hen. Instructions on how to save Gran.	Re-tell the story of here we are. Re-tell the story of Man on the moon. Re-tell the Easter story.	Write a character description of a minibeast. Instructions on how to plant a seed. Re-tell the story of Christopher's Caterpillars.	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 simple sentence (main clause.) Identify and write a capital letter to begin a sentence. Identify and write a full stop to end a sentence.	Identify and write a direct object. Identify and write nouns. Distinguish between common and proper nouns. Identify and write proper nouns. Identify and write a compound subject. Identify and write a compound object.	Identify and write personal pronouns as subjects. Identify and write personal pronouns as objects. Identify and write state of being verbs. 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.)	Distinguish between statements and questions. Write the appropriate stop mark for questions and statements. Identify and write 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 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 a direct object. Identify and write nouns. Distinguish between common and proper nouns. Identify and write proper nouns. Identify and write a compound subject. Identify and write a compound object.

		Maintain a consistent past tense when writing.			Identify and write exclamation marks as an appropriate stop mark.		
	Spellings	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.
	Maths	Place value Addition and subtraction	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
	RE	Branch 1: Creation and covenant	Branch 2: Prophecy and promise	Branch 3: Galilee to Jerusalem	Branch 4: Desert to garden	Branch 5: To the ends of the earth	Branch 6: Dialogue and encounter
	PSHE	All about me Colour monster Think Equal	Keeping safe Pol-Ed Think equal	Well-being Pol-Ed Think equal	Understanding the law Pol-Ed Think equal	Relationships Ten:Ten Think equal	Equality & living in the wider world No outsiders
	Life skills	Zippping up coats	Wearing weather appropriate clothes	Fastenings- buttons/ laces	Road safety- crossing a road.	Personal care- Age appropriate	Money- café role play
	Understanding the world Past and present (History)	Historical development - My family and who I live with- how have a changed from being a baby	Diwali, Christmas - family celebrations children will explore Remembrance day and know that it is a time to remember the soldiers who died in the wa	Historical development - Chinese New Year/ Exploring countries through book links. Similarities and differences - within home life, culture and area including the differing houses around the world	Lent, Pancake Day, Easter, Mothering Sunday learn who David Attenborough is and why he is important	Historical development - How have ourselves and our parents changed over time? children will learn the word 'past' and know it is anything that happened before today. They will learn the word 'present' and know it is	Transition - What will happen in the future? Exploring new class and outdoor space.

					anything that is happening now.	
People communities and cultures (Geography)	children will know the name of our school and the road it is on children will identify autumn weather	Geographical development - My local area, making and using maps of familiar area - picture based. children will explore celebrations of Christmas, Diwali and Eid	Geographical Development - children will look at differences between life in a city to a rural area- Crumpsall/Manchester Children will compare their own home to those within North America exploring aerial maps of our local area	Geographical development - Exploring a globe- land is green sea is blue Talking to adults about different cultural experiences- Sharing photographs to compare similarities and differences comparing animals from the land or sea- sorting them	Geographical Development children will know we can only grow certain fruits and vegetables in Britain	Geographical Development identify land and sea on a simple map- linking to rescue situations
Natural world (Science)	Scientific enquiry - My body and senses- exploring 5 senses through activities- tasting, smelling, listening, touching	Scientific enquiry - identify plastic and metal, know that magnets can pick up metal. biology: nocturnal animals- exploring meaning of vocab/ animal classification- land, sky, sea/ day, night recognise woodland birds- blackbird, robin, owl, fox, badger, squirrel. know that birds can fly with wings physics: exploring shadows- linked to story foggy foggy forest	Scientific enquiry: will know this time of year is winter. exploring ice and water and how it can freeze and melt explore floating and sinking- use a range of materials. Children will learn how to keep warm during the winter. Children sort materials to see what would make a good home.	Scientific enquiry biology children will know animals who live on land/ sea (sorting)- whale, shark, fish, lion, kangaroo, polar bear, They know to explore this time of year and know it is spring.	Scientific enquiry - explore the changes over time and explore the different seasons- naming all 4 explore the changes in a flower/ladybird	Scientific enquiry - Exploring the best material to make a boat. Exploring the best material for -floating, invisibility, strength, aerodynamic, look good (week project)
Art	Drawing Portraits		Painting Landscapes		Sculpture Making wire birds	

DT		Sliders and levers		Textiles- Puppets		Cooking- Fruit smoothies
Music	Music lessons covered in mainstream class					
P.E.	PE curriculum covered in mainstream classes					
Computing	Some children will access computing in class Exploring Computer Science: Remote control cars, torches, Beebots, interactive touch screen, interactive games and resources, disabled remote controls and mobile phones in the Home Corner/ Role Play Area. Talk time: Discussing how to keep safe online- PSHE link Tinkering: During the independent learning planning in areas such as construction. Lego, blocks, cubes. Creating: making their own designs Collaboration: working together to share items and create in the small world, construction etc Persevering: repeating activities until the desired effect is achieved Logic: planning and talking through ideas and methods Pattern: working on seeing patterns within games, items and sounds Abstraction: planning directional games based on simple instructions					