

Year 1- Long Term Planning. National Curriculum Planning 2025-26

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
- 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 20
- 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

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 & use $\frac{1}{2}$ & $\frac{1}{4}$

P.E. <ul style="list-style-type: none"> • Gymnastics • Gymnastics Games – Running and Jumping • Games – Multi skills • Sports Day • Hand/Foot Skills • Gymnastics Games – Bat & Ball • Athletics • Ball Games 	PSHE <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Bee-Bots • Using and Applying • Computer Skills/Computer Art • Word processing skills • Internet safety 	Basic Skills <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 			

<p>R.E.</p> <ul style="list-style-type: none"> • Domestic Church – Families • Baptism/Confirmation – Belonging • Advent/Christmas – Waiting • Local Church – Special People • Eucharist – Meals • Lent/Easter – Change • Pentecost – Holidays and Holy Days • Reconciliation – Being Sorry • Universal Church - Neighbours 	<p>SMSC- British Values</p> <ul style="list-style-type: none"> • 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. 	
<p>Science</p> <ul style="list-style-type: none"> • Seasonal change - summer/autumn. • Identifying Everyday Materials. • Seasonal change – autumn/winter. • Animals including humans. • Plants • Seasonal Change- winter/spring • Seasonal Change – spring/summer 	<p>History</p> <p>Toys through Time –</p> <ul style="list-style-type: none"> • 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 <p>Women in History -</p>	<p>Music</p> <ul style="list-style-type: none"> • 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 combine sounds using

	<ul style="list-style-type: none"> • 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) 	the inter-related dimensions of music.
Design Technology <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Geography Where do I live? - Where is home? <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • What is your favourite season? • What is your favourite weather? • Where in the world is it hot? • Why is it so cold? 	Art & Design <ul style="list-style-type: none"> • 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.