



St. Joseph's Catholic Primary School  
Year 1- Curriculum Long Term Plan

AUTUMN

SPRING

SUMMER

<b>Writing</b> Introduce = green (Block A) Revisit = orange (Block B)	NEW CUSP Bridging unit: Daily Sentence Composition Poetry: pattern and rhyme A Setting descriptions A Instructional writing A Stories with familiar settings A Poetry: playing with language A			Strong Start Sentence Composition Recount from personal experience A Informal letters A Poetry on a theme (nature) A Stories with a familiar setting B Poetry: playing with language B (Enrichment)		Strong Start Sentence Composition Poetry: pattern and rhyme B (Enrichment) Instructional writing B Setting descriptions B Poetry on a theme (nature) B (Enrichment) Informal letters B Recount from personal experience B			
<b>Phonics</b> Little Wandle Letter and Sounds	<b>Wk 1:</b> review Phase 3 GPCs/ ai ee igh / oa oo ar / or ur oo / ow oi ear <b>Wk 2:</b> air er /z/ s –es / words with two or more digraphs e.g. queen thicker <b>Wk 3:</b> Phase 4: CVCC CCVC CCVCC CCCVC / Phase 4 with long vowels <b>Wk 4:</b> Phase 5, /ai/ ay play, /ow/ ou cloud, /oi/ oy toy, /ee/ ea each <b>Wk 5:</b> review longer words	<b>Wk 1:</b> /ur/ ir bird, /igh/ ie pie, /oo/ /yoo/ ue blue rescue, /yoo/ u unicorn <b>Wk 2:</b> /oa/ o go, /igh/ i tiger, /ai/ a paper, /ee/ e he <b>Wk 3:</b> /ai/ a-e shake, /igh/ i-e time, /oa/ o-e home, /oo/ /yoo/ u-e rude cute <b>Wk 4:</b> /ee/ e-e these, /oo/ /yoo/ ew chew new, /ee/ ie shield, /or/ aw claw <b>Wk 5:</b> Grow the code: /igh/ ie i i-e, /ai/ ay a a-e, /oa/ oa o o-e, /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	<b>Wk 1:</b> /ee/ y funny, /e/ ea head, /w/ wh wheel, /oa/ oe ou toe shoulder <b>Wk 2:</b> /igh/ y fly, /oa/ ow snow, /j/ g giant /f/ ph phone <b>Wk 3:</b> /l/ le al apple metal, /s/ c ice, /v/ ve give <b>Wk 4:</b> /u/ o-e o ou some mother young, /z/ se cheese, /s/ se ce mouse fence, /ee/ ey donkey <b>Wk 5:</b> Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup, /ee/ ea e e-e ie ey y ee, /s/ c se ce ss, /z/ se s zz, /oa/ ow oe ou o-e o oa	<b>Wk 1:</b> /ur/ or word, /oo/ u oul awful would, /air/ are share, /or/ au aur oor al author dinosaur floor walk <b>Wk 2:</b> /ch/ tch match, /ch/ ture adventure, /ar/ al half*, /ar/ a father* <b>Wk 3:</b> /or/ a water, Schwa in longer words: different, /o/ a want, /air/ ear ere bear there <b>Wk 4:</b> /ur/ ear learn, /r/ wr wrist, /s/ st sc whistle science, Schwa at the end of words: actor <b>Wk 5:</b> /c/ ch school, /sh/ ch chef, /z/ /s/ ce se ze freeze	<b>Wk 1:</b> ay play, a-e shake, ea each, e he <b>Wk 2:</b> ie pie, i-e time, o go, o-e home <b>Wk 3:</b> ue blue rescue, ew chew new u-e rude cute, aw claw <b>Wk 4:</b> ea head, ir bird, ou cloud, oy toy <b>Wk 5:</b> i tiger, a paper, ow snow, u unicorn <b>Wk 6:</b> ph phone, wh wheel, ie shield, g giant	<b>Wk 1:</b> /ai/ eigh aigh ey ea eight straight grey break, /n/ kn gn knee gnaw, /m/ mb thumb, /ear/ ere eer here deer <b>Wk 2:</b> /zh/ su si treasure vision, /j/ dge bridge, /i/ y crystal, /j/ ge large <b>Wk 3:</b> /sh/ ti ssi si ci potion mission mansion delicious <b>Wk 4:</b> /or/ augh our oar ore daughter pour oar more, Review <b>Wk 5:</b> Review			
<b>Reading</b>	NEW CUSP Bridging unit: 3 x Structured Storytime <b>Beegu</b> 1 Block <b>Where the Wild Things Are</b> 2 Blocks <b>The Storm Whale</b> 1 Block <b>The Owl and the Pussycat</b> 1 Block or <b>Rapunzel</b> 1 Block <b>Aesop's Fables</b> – The Boy Who Cried Wolf 1 Block			<b>The Tale of Peter Rabbit</b> 2 Blocks <b>Look Up!</b> 1 Block <b>And Tango Makes Three</b> 1 Block <b>Chocolate Cake</b> 1 Block or <b>Too much stuff</b> 1 Block			<b>Here We Are</b> 2 Blocks <b>The Lion Inside</b> 1 Block or <b>Peace on Earth</b> 1 Block <b>There's a Rangtan in my bedroom</b> 2 Blocks <b>Aesop's Fables</b> – The Hare and the Tortoise 1 Block <b>The Proudest Blue</b> 1 Block		
<b>Maths</b> White Rose	Place value (within 10) Addition and subtraction (within 10) Shape Consolidation			Place value (within 20) Addition and subtraction (within 20) Place value (within 50) Length and height Mass and volume			Multiplication and division Fractions Position and direction Place value (within 100) Money Time Consolidation		
<b>RE</b> <i>The Vine and The Branches</i>	<b>Creation and Covenant</b> God Made the World God's Great Plan Caring for God's World		<b>Prophecy and Promise</b> Mary, the Mother of God Mary Visits Elizabeth Mary is our Mother Journey to Bethlehem The Birth of Jesus The Shepherds visit Jesus	<b>Galilee to Jerusalem</b> The Presentation in the Temple Jesus in the Temple Jesus Announces His Mission Jesus Chooses Disciples Jesus Welcomes Children Zacchaeus	<b>Desert to Garden</b> Jesus goes to Jerusalem The Last Supper Jesus dies on a Cross The Resurrection	<b>To the Ends of the Earth</b> Easter Sunday The Road to Emmaus The Ascension Pentecost		<b>Dialogue and Encounter</b> The beginning of the Church The Catholic Church Our Parish Church	
<b>Science</b>	Seasonal changes and daily weather Introduce Plants – (trees) Animals, including humans			Everyday materials Revisit 1: Animals, including humans ( <i>or alternative focus for insecure knowledge</i> )			Plants Revisit 2: Plants, Animals including humans ( <i>or alternative focus for insecure knowledge</i> )		
<b>History</b>	Changes within living memory			The lives of significant people ( <i>Mary Anning and David Attenborough</i> )			More lives of significant people ( <i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i> )		
<b>Geography</b>	Continents Oceans Countries of UK			Capital cities of UK Seas around UK Hot and cold locations			Hot and cold places Mapping and fieldwork		
<b>Art</b>	Drawing Block A Painting Block B			Creative Response Block 2026 Printmaking Block C			Textiles Block D 3D Block E		
<b>DT</b>	Mechanisms Block A <i>Instructional writing A</i> Structures Block B			Food and Nutrition Block C <i>Animals including humans</i> Materials Block D			Textiles Block E <i>Hot and cold places</i> Food and Nutrition Block F <i>Instructional writing B</i>		
<b>Music</b>	<b>Singing</b> Singing focus: Being together in music Block A Control the voice – nursery rhymes Block A <b>Untuned percussion</b> Untuned focus: Introducing rhythm and pulse Block B Representing sounds pictorially Block B			<b>Singing</b> Singing focus: Introducing pitch Block C Identify changes in sounds (high/low) Block C <b>Untuned percussion</b> Untuned focus: Introducing tempo and dynamic Block D Identify changes in sounds (fast/slow, loud/soft) Block D			<b>Singing</b> Singing focus: Exploring emotions through music Block E Responding to music Block E <b>Untuned percussion</b> Tuned focus: Introducing tempo and dynamic 2 Block F Control and describe tempo and dynamic Block F		
<b>PE</b> <i>Lancashire Passport</i>	Baseline Unit Supertato and Lost and Found		FMS- Underarm Throw Dance- Three Little Pigs	FMS- Overarm Throw Gymnastics 1	FMS- Rolling a ball Dance- Toy Story	FMS- Zog Gymnastics 2		FMS- Catching and bouncing a ball Yr 1 Athletics	
<b>Computing</b> <i>Teach Computing and Purple mash</i>	Computing Systems and Networks	Online Safety and exploring Purple Mash	Data Information- Grouping Data	Pictograms	Programming- moving a robot	Lego Builders	Maze Explorers		Coding
<b>PSHE</b> <i>You, Me, PSHE No Outsiders A Journey in Love</i>	Physical health and wellbeing: Fun times I like the way I am		Keeping safe and managing risk: Feeling safe To Join in	Identity, society and equality: Me and others To find ways to play together	Drug, alcohol and tobacco education: What do we put into and on to bodies? Proud to be me A journey in Love: We meet in God's love in our family	Mental health and emotional wellbeing: Feelings I share the world with lots of people		Careers, financial capability and economic wellbeing: My money To work together	
Gospel Value	Kindness		Love	Honesty	Forgiveness	Faith		Community	
British Value				Mutual Respect and Tolerance of Different Faiths and Beliefs					
	Democracy			Rule of Law		Individual Liberty			

Educational Trips and visitors						
Enrichment trips		Whole School Pantomime				
Themed / events weeks						