St Jude's Catholic Primary School

Year 1 Long Term Plan 2025-2026

	Autumn		Spring		Summer	
RE Come and See	**Creation and Covenant**	**Prophecy and Promise**	**Galilee to Jerusalem**	**Desert to Garden**	**Teo the Ends of the Earth**	**Dialogue and Encounter**
RSE	**We meet God's love in our family** Recognise signs that I am loved in my family.		**We meet God's love in our family** Recognise how I am cared for and kept safe in my family.		**We meet God's love in our family** Celebrate ways that God loves and cares for us.	
All are Welcome	**Hair, It's a Family Affair** (celebrate how families can be different)	**Elmer** (to like the way I am)	**Going to the Volcano** (working together)	**Want to Play Trucks** (gender expectations)	**My World, Your World** (we share the world with lots of people, being different)	**Errol's Garden** (teamwork)
English	**Stanley's Stick** Own version narratives Retellings Descriptions	**Naughty Bus** Own adventure stories Letters Diaries Sequels	**I want my hat back** Questions Speech Bubbles Letters Lists	**Cave Baby** Labels Captions Informal Letters **The Magic Bed**	**Iggy Peck, Architect** Fact files Labels Captions Character	**Julian is a Mermaid** Three-verse poems Instructions Writing in role

'Together we learn, love and grow with Jesus'

	Beegu Own version 'alien' narratives Descriptions Commands Letters Nonsense-word Dictionary Poems Non-fiction reports.	Non-chronological reports		Setting Descriptions Additional sense Item Descriptions Lists	comparisons Thought and speech bubbles	Advertisements **The Sea Saw** Descriptions Post cards Commands Missing poster Diary
Maths	**Number: Place Value** • Count to 10 forwards and backwards beginning with 0 or 1 or from any given number • Count, read and write numbers to 10 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more or one less • Identify and represent numbers using objects and pictorial representation including a number line and use the language of equal to, more than, less than, (fewer) most, least. • Read and write numbers from 1 to 10 in numerals and words. **Number: Addition and Subtraction** • Read, write and interpret mathematical statements		**Place Value within 20** • Count to 20 forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 20 in numerals; count in multiples of twos, fives and tens. • Given a number identify one more or one less • Identify and represent numbers using objects and pictorial representation including a number line and use the language of equal to, more than, less than, (fewer) most, least. • Read and write numbers to 20 in numerals and words. **Number: Addition and Subtraction** • Represent and use number bonds and related subtraction facts		**Number: Multiplication and Division** • Solve one step problems involving multiplication and division by calculating the answers using concrete objects, pictorial representations and arrays with the support of the teacher. **Fractions** • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Geometry: Position and Direction** • Describe position, direction and movement including whole, half, quarter and three-quarter	

	involving addition, subtraction and equal signs • Represent and use number bonds and related subtraction facts within 10 • Add and subtract one-digit numbers to 10 including 0 • Solve one step problems that involve addition and subtraction using concrete objects and pictorial representation and missing number problems. **Properties of Shapes** • Recognise and name common 2-D shapes e.g. square, circle and triangles. • Recognise and name common 3-D shapes e.g. Cuboids, cubes, pyramids and spheres	within 20. • Read, write and interpret mathematical statements involving addition, subtraction and equal signs • Add and subtract one-digit and two-digit numbers to 20 including 0. • Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as 7=? -9 **Place Value within 50** • Count to 50 forwards and backwards beginning with 0 or 1 or from any given number • Count, read and write numerals to 50 in numerals and words • Given a number, identify one more or one less • Identify and represent numbers using objects and pictorial representation including a number line • Use the language of equal to, more than, less than, (fewer) most, least. • Count in multiples of 2's, 5's and 10's	turns. **Place Value to 100** • Count to and across 100 forwards and backwards beginning with 0 or 1 or from any given number • Count, read and write numerals to 100 in numerals and words • Given a number, identify one more or one less • Identify and represent numbers using objects and pictorial representation including a number line. • Use the language of equal to, more than, less than, (fewer) most, least. **Measurement: Money** • Recognise and know the value of different denominations of coins and notes. **Measurement: Time** • Sequence events in chronological order using language eg before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening • Recognise and use language relating to dates including days of the week, weeks, months and

		Measurement: Length and Height • Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half **Measurement: Weight and Volume** • Measure and begin to record mass/weight, capacity and volume. • Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than/lighter than, capacity and volume e.g. full/empty, more than/less than, half, half full, quarter	years • Tell the time to the hour and half past the hour and draw hands on a clock face to show these times • Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later. • Measure and begin to record time e.g. hours, minutes seconds
Science	**Animals including humans** Pupils will identify and name a variety of animals as well as describe and compare the structure of a selection of animals and identify if they are carnivores, herbivores or omnivores. Will identify and name a variety of animals as well as describe and compare the structure of a selection of animals and identify if	**Materials** Pupils will learn to distinguish between an object and the material from which it is made. They will identify, name, describe and group a variety of everyday materials. **Seasonal changes - Spring** Pupils will identify the changes that happen during the autumn season.	**Plants** Pupils will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will identify and describe the basic structure of a variety of common flowering plants, including trees. **Sustainability – Growing and cooking**

	they are carnivores, herbivores or omnivores. Pupils will learn basic body parts and which body part is associated with each sense. **Seasonal changes - Autumn** Pupils will identify the changes that happen during the autumn season. **Seasonal changes - Winter** Pupils will identify the changes that happen during the autumn season.	**Sustainability - Caring for our plant** Pupils will learn about why it is important to care for our planet and how we can do this.	Pupils will look at where their food comes from, what they have planted and grown this year and if they can cook with what they've grown. **Seasonal changes - Summer** Pupils will identify the changes that happen during the autumn season.
History	**Travel Through Time** Travel of today and Travel of the past (How our grandparents travelled on holiday to how we travel on holiday today). Begin to understand timelines. Comparing similarity and difference between types of travel. Was it easier for Nan to travel or easier for me?	**Christopher Columbus and Neil Armstrong** Where Christopher Columbus and Neil Armstrong explored. What they brought back that contribute to today. Would you describe Christopher and Neil as brave?	**L.S Lowry** The industrial revolution and the effect on the world. How Lowry illustrated the effect on Manchester. How is Manchester (Wigan) different today?

Geography			**Our Local Area** A Study of the school and the local area of Worsley Mesnes.		**What a Wonderful World** A study of the seven continents and five oceans. With addition to focusing on hot and cold areas, the Equator and the North and South poles.	
Art and Design	**Dale Chihuly – Artist/Sculptor** Create individual Sea forms in clay and a collaborative piece using 'Macchia' from coffee filters and starch.				**Lowry – Artist** Create a layered mixed media collage of an urban city scape with colours and forms inspired by LS Lowry.	
Design and Technology			**Chair for Baby Bear Structures** Design and build a chair suitable for baby bear to use. Text 'A Chair for Baby Bear' **Cooking and Nutrition – healthy choices** Fruit kebab		**Rockets Sliders** Design and make a picture with a rocket slider	
Computing	**Basic Skills** Pupils will learn how to log in and shut down a computer accurately and begin to understand the importance of a password. They will develop keyboard and mouse skills.	**Using word and other programs to process and format text and images** Pupils will learn how to use a word processing program to write and format text. They will add in	**Unplugged algorithms** Pupils will learn what an unplugged algorithm is and create and apply them to an on-screen program. Enrichment: Bluebots	**Programming, coding & Robotics** Pupils explore how to control both physical and virtual robots with a sequence of commands.	**Digital painting** Pupils will explore how to transfer physical data from a tally chart into a digital pictogram. They will compare the difference with creating a physical	**Presenting information** Pupils will consider a variety of ways to present cross curricular information digitally, and compare the advantages and disadvantages

		digital images and consider the audience for their work.			pictogram.	with paper based content.
Online Safety – Project Evolve	**Online Relationships**	**Online Bullying**	**Privacy and Security**	**Online Reputation**	**Managing Online Information**	**Health, Well-Being and Lifestyle**
Music	**Hey You!** (Hip Hop/Rap) Banana Rap Ho Ho Ho		**In the Groove** (Blues, Latin, Folk, Funk, Baroque, Bhangra) Incy Wincy Spider Row, Row,Row your boat		**No Place Like – Kerry Andrew** BBC Ten Pieces Classical Bells in the steeple	
PE	**Coordination & Static Balance** In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, thematic stories and games.	**Dynamic Balance to Agility & Static Balance** In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, thematic stories	**Dance** In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	**Coordination & Counter Balance** In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, thematic stories and games.	**Coordination & Agility** In this unit, the children will develop and apply their sending, receiving, reaction, and response through focused skill development sessions, thematic stories and games.	**Agility & Static Balance** In this unit, the children will develop and apply their ball chasing and floor work balance through focused skill development sessions, thematic stories and games.

		and games.				
PSHE	**Relationships** Family and friendships Safe relationships Respecting ourselves and others		**Living in the Wider World** Belonging to a community Media literacy and digital resilience Money and work		**Health and wellbeing** Physical health and mental wellbeing Growing and changing Keeping safe	