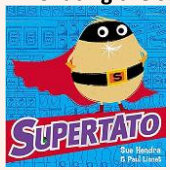
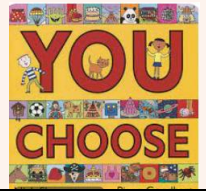
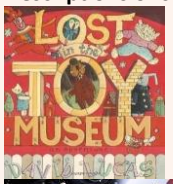
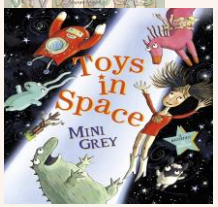
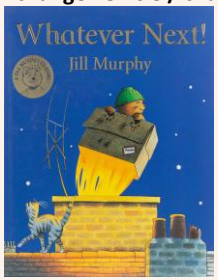
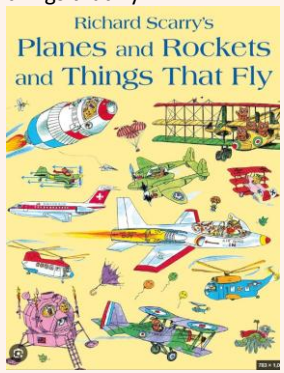
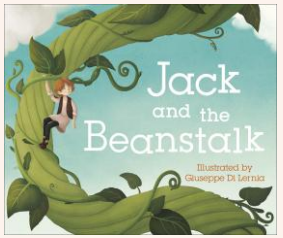
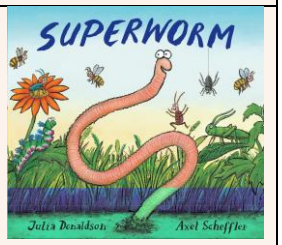
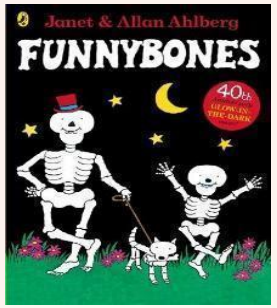
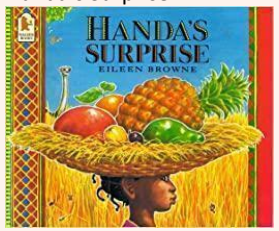
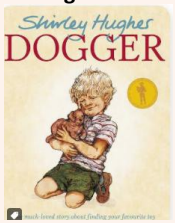
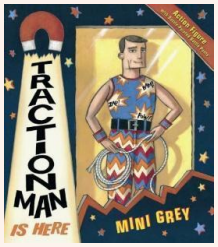
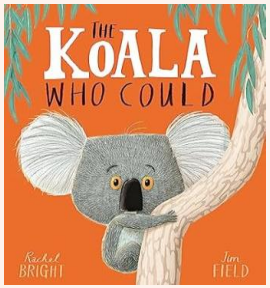
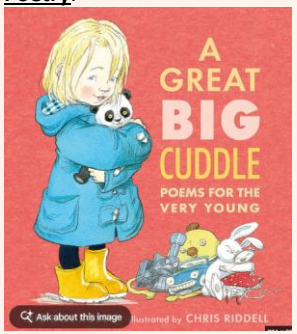
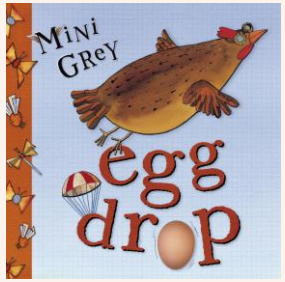
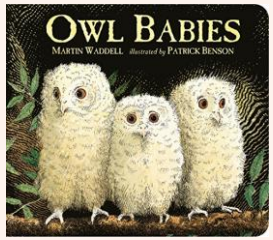
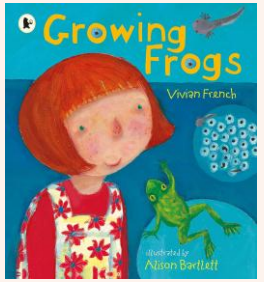
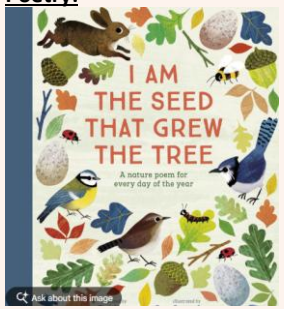
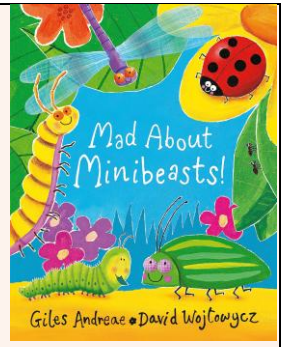
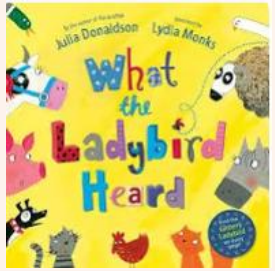
2026-2027

Year 1 LTP	Autumn 1 *Superhero Me!*	Autumn 2 *Playtime through time!*	Spring 1 *Wild Tasmania*	Spring 2 *Flight*	Summer 1 *Life in Bloom*	Summer 2 *Our Brilliant, Caring world*
Experiences/ Opportunities	Where I come from – UK Experience: invite children to bring a photo to talk about their family Toys Workshop		Burnie Primary School - Department for Education, Children and Young People Link up with an Australian school	Brooklands Museum		Local area map work Walk Nower Wood
Assessment	**RWI Phonics Assessment 1**	**RWI Phonics Assessment 1**	**RWI Phonics Assessment 2**	**RWI Phonics Assessment 2**		**Phonics Screening (June)** **RWI Phonics Assessment 3**
Reading	• apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading.					
Comprehension	**Throughout the year, children should listen to stories and non-fiction at a level beyond that at which they can read independently, being encouraged to link what they read or hear to their own experiences. They will participate in discussion about what is read to them, taking turns and listening to what others say, explaining clearly their understanding of what is read to them. Discuss the significance of the title and events making inferences on the basis of what is being said and done ; predicting what might happen on the basis of what has been read so far**					
Writing	**Supertato:** **Descriptions of characters** **Innovating the story**  **Hold a sentence:** **Skills work, introducing sentence structure** 	**Lost at the toy museum:** **Descriptions of characters**   **Dogger** **Character descriptions**	**Hold a sentence:** **Skills work, sentence structure, sentence content** **Whatever Next!:** **Innovating the story** ***change vehicle / characters** 	Planes and Rockets and things that fly.  **Brooklands museum:**	**Hold a sentence:** **Skills work, sentence structure, sentence content** **Jack and the Beanstalk:** **Innovating the story** *location, visuals, characters 	 **Minibeasts:** **Fact File** of a chosen minibeast

	Funny Bones  Handa's Surprise  	**Retelling and Talk for writing**  **<u>Visit from Guildford Museum?</u>** **Recount** **<u>Victorian Toys:</u>** Fact file/Victorian museum showcase to Reception children **<u>Traction Man:</u>** **Descriptions of characters** **Innovating the story**  	 **<u>Poetry</u>**:  	**Recount** - Brooklands Museum  **Colourful Semantics** Sentence structure focus  	**Diary -** Writing about growing a bean plant.  **<u>Poetry:</u>**  	 **<u>Nower Wood</u>:** **Recount** - Nower Wood 
SPAG	**<u>SPAG Focus</u>:** <u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks <u>Sentence</u> Using *and* to join	**<u>SPAG Focus</u>:** <u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks <u>Sentence</u> Using *and* to join	**<u>SPAG Focus</u>:** <u>Sentence</u> Using *and* to join <u>Text</u> Sequence sentences to form short narratives <u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks	**<u>SPAG Focus</u>:** <u>Word</u> **Plural noun suffixes** -s or -es **Suffixes** added to root words -ing -ed -er **Prefix** un- <u>Sentence</u> Using *and* to join <u>Text</u> Sequence sentences to form short narratives	**<u>SPAG Focus</u>:** <u>Word</u> **Plural noun suffixes** -s or -es **Suffixes** added to root words -ing -ed -er -est **Prefix** un- <u>Sentence</u> Using *and* to join <u>Text</u> Sequence sentences to form short narratives	**<u>SPAG Focus</u>:** <u>Word</u> **Plural noun suffixes** -s or -es **Suffixes** added to root words -ing -ed -er -est **Prefix** un- <u>Sentence</u> Using *and* to join <u>Text</u> Sequence sentences to form short narratives

				<u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks	<u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks	<u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks
Phonics	**Whole class phonics.** **Recap set 2 sounds.**	**Whole class phonics. Start set 3 sounds.**	**Whole class phonics.** **Set 3 sounds.**	**Whole class phonics.** **Consolidation** **Focus - nonsense words**	**Whole class phonics.** **Focus - nonsense words**	**Whole class phonics.** **Consolidation.**
Maths	**Place Value** - Within 10 **Addition & Subtraction** - Within 10 **Geometry** - Shape	**Addition & Subtraction** - Within 20 **Place Value** - Within 20	**Addition & Subtraction** - Within 20 **Place Value** - Within 50	**Measurement** - Length and height **Measurement** - Weight and volume	**Multiplication and Division** **Fractions** **Geometry** - Position and Direction	**Place Value** **Money** **Time** **Consolidation**
Science	**Human body and the senses** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Everyday materials naming of materials and their properties** Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties **Seasons** Observe changes across two seasons. Observe and describe weather associated with the seasons and how day length varies.	**Name common animals and describe their basic needs** Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)	**Everyday materials naming of materials and their properties** Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties	**Plants- basic structure and observing growth over time.** Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Compare and contrast the differences between plant. **Seasons** Observe changes across two seasons. Observe and describe weather associated with the seasons and how day length varies.	**Name common animals and describe their basic needs** Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Geography	**United Kingdom** 4 Countries in the UK and surrounding seas Capital cities of the UK Famous landmarks in the UK Flags of the UK		**Comparison of the UK with Australia** - Continents in the world - Locate the equator - Hot and cold places around the equator - Changes in seasons in the UK compared to Australia		**Our local area** **Local walk** - What is a map? - Aerial maps - Map of school environment - Human and physical features of local area - Exploring compasses	
History		**What are memories?** **What do we remember on Remembrance Day?** **How have toys changed over time and how do we know?** **What did a Victorian child play with?**		**History of Flight** **How has flight changed over time and why?**		**Florence Nightingale** **How did Florence Nightingale improve hospitals?**
Art		**Drawing** **Artist study:** **Stephen Wiltshire**		**Printmaking** **Artist Study: Fiona Horan**		**Sculpture** **Artist Study** **Georgia O'Keefe**
DT	**Food: Smoothie**		**Mechanisms – moving slider for a vehicle**		**Construction:** **Frame structure** **Windmill**	
Computing	Digital imagery (5 lessons) Taking and editing photos, searching for and adding images to a project. Online Safety Using the internet safely	Espresso coding (5 lessons) On the move x 2 Simple inputs x 2 Debugging x 1 Online Safety Online emotions	Introduction to data (5 lessons) Learning what data is and the different ways it can be represented. Learning why data is useful and the ways it can be gathered and recorded. Online Safety Always be kind and considerate	Algorithms unplugged (5 lessons) Algorithms, decomposition and debugging are made relatable to familiar contexts, following directions, learning why instructions need to be specific. Online Safety Posting and sharing online	Improving mouse skills (5 lessons) Learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor to create works of art Online Safety How much should we spend on technology	Rocket to the moon (5 lessons) Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data.

PE	**Team Building**	**Fundamentals**	**Gymnastics** .	**Sending & Receiving**	**Athletics**	**Dance**
PSHE	Identity, Society and Equality **Me & Others**	Mental Health & Wellbeing **Feelings**	Careers, financial capability and economic well being **My money**	Drug, Alcohol and Tobacco Education **What do we put into and on to our bodies?**	Growing Up, Staying Safe, Christopher Winter Scheme Different friends Growing and changing Body safety online and off	Keeping Safe and Managing Risk **Feeling Safe**
Music **Sparkyard units**	Move to the Beat - Exploring Pulse and Rhythm Exploring Pulse through Songs and Movement Move to the Beat - Exploring Pulse and Rhythm Controlling Pulse using Voices and Instruments	Move to the Beat - Exploring Pulse and Rhythm Exploring the Difference between Pulse and Rhythm Move to the Beat - Exploring Pulse and Rhythm Copying and Creating Rhythmic Patterns	Exploring Sounds Exploring How Sounds can be Changed Exploring Sounds Exploring the Timbre of Instruments and Voices	Exploring Sounds Sequencing Sounds to Tell Stories and Create Effect Exploring Sounds Using Graphic Notation to Represent Sound	High and Low – Exploring Pitch Recognising Changes in Pitch and Copying Simple Pitch Pattern High and Low - Exploring Pitch Performing Simple Melodic Patterns using Voices and Pitched Instruments	High and Low - Exploring Pitch Representing Pitch UKULELE INTRO High and Low - Exploring Pitch Creating Music for a Performance
RE	Why do Christians call God creator?	What is the Nativity and why is it important to Christians?	JUDAISM: What is the Torah & why is it so important to Jewish families?	What do Christians learn from stories of Jesus?	JJUDAISM: Why do Jewish families celebrate the gift of Shabbat?	Why should we look after the world?
Forest School/ Outdoor Learning	Making the human body using natural materials	Exploring seasonal changes	Making play equipment.	Sketching plants and animals	Growing fruits and vegetables	Growing fruits and vegetables