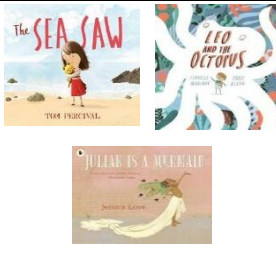


Desford Community Primary School

Year 1 curriculum Long Term Plan: 2026-2027



	Autumn 1 (8 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (4 weeks)	Summer 1 (8 weeks)	Summer 2 (5 weeks)
 Writing	 Writing Transcription Spelling: Learners should practice writing words containing each of the phonemes already taught as well as tricky words from Phases 2 and 3. Learners should practice names for letters of the alphabet: in order. Learners should begin to write from memory simple words, phrases, then sentences, dictated by the teacher that include words using the GPCs and common exception words taught so far.	 Writing Transcription Spelling: Learners should practice writing words containing each of the phonemes already taught as well as tricky words from Phases 2 and 3. Learners should begin to use letter names to distinguish between alternative spellings of the same sound. Learners should write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	 Writing Transcription Spelling: Learners should practice writing words containing each of the phonemes already taught and common exception words as well as tricky words from Phases 3 and 4. Learners should begin to practice spelling the days of the week. Learners should become more confident when using letter names to distinguish between alternative spellings of the same sound. Learners should practice with growing independence, writing from memory, simple sentences either dictated by the teacher or of their own that include words using the GPCs and common exception words taught so far. Use the spelling rule for adding -s or -es.	 Writing Transcription Spelling: Learners should practice writing words containing each of the phonemes already taught and common exception words as well as tricky words from Phases 3 and 4. Learners should continue to practice spelling the days of the week. Learners should be confident using letter names to distinguish between alternative spellings of the same sound. Learners should continue to practice, with independence, writing from memory, simple sentences either dictated by the teacher or of their own that include words using the GPCs and common exception words taught so far. Use -ing, -ed, -er and -est where no change is needed in the spelling of root words.	 Writing Transcription Spelling: Learners should practice writing words containing each of the phonemes already taught and common exception words as well as tricky words from Phases 4 and 5. Learners should begin to secure spelling the days of the week. Learners should be confident using letter names to distinguish between alternative spellings of the same sound. Learners should practice with growing independence, writing from memory, simple sentences include words using the GPCs and common exception words taught so far.	 Writing Transcription Spelling: Learners should secure writing words containing each of the phonemes already taught as well as common exception words including tricky words from Phases 2-5. Learners should secure their spelling of the days of the week. Learners should use letter names to distinguish between alternative spellings of the same sound. Learners should practice with growing independence, writing from memory, simple sentences include words using the GPCs and common exception words taught so far. Handwriting:

	Handwriting: Learners should practice sitting correctly at a table, holding a pencil comfortably and correctly. Pencil grips should be used if necessary. (Consideration should be given to left-handed learners) They should begin to form lower-case letters in the correct direction, starting and finishing in the right place as well as being introduced to forming digits 0-9. Writing Composition Write sentences: begin to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Re-read what they have written to check that it makes sense. Vocab, Punctuation & Grammar: practise combining words to make sentences and begin leaving spaces between words. Begin to punctuate sentences using a capital letter and a full stop.	Handwriting: Learners should continue to practice forming lower-case letters in the correct direction, starting and finishing in the right place as well as begin to understand which letters belong to which handwriting 'families' and to practise these in their families. They should begin to secure formation of digits 0-9. Writing Composition Write sentences: say out loud what they are going to write about with support such as sentences dictated by the teacher. Begin to compose a sentence orally with support before writing it. Discuss what they have written with the teacher and their peers. Re-read what they have written to check that it makes sense. Vocab, Punctuation & Grammar: secure combining words to make sentences and leaving spaces between words. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Handwriting: Learners should continue to practice forming lower-case letters in the correct direction, starting and finishing in the right place as well as showing more understanding of which letters belong to which handwriting 'families' whilst practising these. They should secure formation of digits 0-9 with a focus on any reversed numbers. Writing Composition Write sentences: practise composing sentences orally with support before writing them from memory including words using the GPCs and common exception words taught so far. Discuss what they have written with the teacher and their peers. Re-read what they have written to check that it makes sense. Vocab, Punctuation & Grammar: begin joining words and joining clauses using 'and'. Begin to punctuate sentences using a question mark. Explore regular plural noun suffixes -s and -es and the effect of these on the meaning of the noun.	Handwriting: Learners should begin to secure forming lower-case letters in the correct direction, starting and finishing in the right place as well as showing a good understanding of which letters belong to which handwriting 'families' whilst practising these. They should secure formation of digits 0-9 with a focus on any reversed numbers. Writing Composition Write sentences: write from memory simple sentences that include words using the GPCs and common exception words taught so far. Discuss what they have written with the teacher and their peers. Re-read what they have written to check that it makes sense. Vocab, Punctuation & Grammar: practise joining words and joining clauses using 'and'. Begin to punctuate sentences using an exclamation mark. Explore adding suffixes such as ed, er or ing to verbs, where there is no change to the root word.	Handwriting: Learners should secure formation of lower-case letters in the correct direction, starting and finishing in the right place as well as understanding which letters belong to which handwriting 'families' whilst practising these. They should continue to secure formation of digits 0-9 with a focus on any reversed numbers. They should single digits to make 2 digit numbers too. Learners should practice correct capital letter formation. Writing Composition Write sentences: write from memory simple sentences that include words using the GPCs and common exception words taught so far. Discuss what they have written with the teacher and their peers. Read aloud their writing clearly enough to be heard by their peers and the teacher and to check that it makes sense. Vocab, Punctuation & Grammar: embed joining words and clauses using and, punctuate sentences with capital letters, full stops, question or exclamation marks. Explore how the prefix un- changes the meaning of verbs and adjectives.	Learners should be secure in the formation of lower-case letters, using the correct direction, starting and finishing places as well as understanding which letters belong to which handwriting 'families'. They should secure formation of digits 0-9 and be confident to use these in 2 digit numbers. Learners should practice correct capital letter formation. Writing Composition Write sentences: write from memory simple sentences that include words using the GPCs and common exception words taught so far. Discuss what they have written with the teacher and their peers. Read aloud their writing clearly enough to be heard by their peers and the teacher and to check that it makes sense. Vocab, Punctuation & Grammar: secure joining words and clauses using and, punctuate sentences with capital letters, full stops, question or exclamation marks. Explore how the prefix un- changes the meaning of verbs and adjectives.
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Science  	Materials: What is a material?	Forces and Space: What changes do seasons bring?	Animals inc. humans: How do humans experience the world?	Animals inc. humans: How do we group animals?		Plants: Why are plants important?
				Visitor: Jungle Jo		Trip: Botanical Gardens
History  		How have toys changed over time?		How have explorers changed the world?		How did we learn how to fly?
		Visitor: Get the Specialists				
Geography  	What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?	
	Fieldwork: around the school grounds				Local Walk: fieldwork	
Art 		Sculpture: pinch pots		Printing: repeating patterns		D&P: representing me

DT 	Structures: What makes a strong structure? (Create a pencil pot)		Food: What makes a healthy smoothie?		Mechanisms: How can we make a picture move?	
RE 	What do Christians believe God is like? (Christianity)	Theme day: Why is Christmas important to Christians? (Christianity)	Who is Jewish and how do they live? (Judaism)	Theme Day: How do Jewish people celebrate special times? (Judaism)	What does it mean to be part of a faith community? (Christianity, Judaism)	Theme Day: Who do Christians say made the world? (Christianity)
		Local Visit: Desford Christmas tree festival	Visitor: Jewish speaker			
PSHE 	Week 1: Beginning and Belonging	Diversity and Community		Drug Education		Personal Safety
RSE 					RSE	

Computing  		How do we stay safe online? (Y1)	Systems and Networks: Improving mouse skills	Programming 1: Algorithms unplugged	Creating media: digital imagery	Programming 2: Bee bots
Music  	Keeping the pulse (my favourite things)	Sound patterns (fairy tales)		Pitch (superheroes)	Musical symbols (under the sea)	
PE 	Indoor: Fundamentals Outdoor: Forest Skills	Indoor: Gymnastics Outdoor: Target games	Indoor: Yoga Outdoor: Ball skills	Indoor: Dance Outdoor: Striking and fielding	Indoor: Team Building Outdoor: Athletics	Indoor: Fitness Outdoor: Net and ball games
Forest Skills	Forest Skills – 6 weeks					