



# St. Bernadette's Catholic Primary Voluntary Academy

## Year 1 Long Term Plan Cycle A

	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<b>RE Come and See</b>	<b>Families</b> - Domestic Church- Family <b>Belonging</b> - Baptism/Confirmation - Belonging <b>Other Faiths</b> - Judaism <b>Waiting</b> - Advent/Christmas-Loving		<b>Special People</b> -Local Church- Community <b>Meals</b> -Eucharist-Relating <b>Change</b> - Lent/Easter-Giving		<b>Holidays and Holydays</b> -Pentecost- Serving <b>Being Sorry</b> -Reconciliation- Inter-relating <b>Other Faiths</b> - Hinduism/Islam/Sikhism <b>Neighbours</b> - Universal Church - World	
<b>English Reading</b>	<b>Class Story</b> Knuffle bunny	<b>Class Story</b> The Christmasaurus	<b>Class Story</b> The Tiger who Came to Tea	<b>Class Story</b> Where the Wild Things are	<b>Class Story</b> Avocado baby	<b>Class Story</b> Oi Fro
<b>English Writing</b>	<b>Non-fiction (Fact File)</b> Walt Disney  <b>Narrative (Changing the Story/Traditional Tales)</b> Stories based on Aladdin	<b>Poetry (Performance Poetry)</b> Disney poems  <b>Non-Fiction (Instructions)</b> Making a puppet	<b>Non-fiction (Non-Chronological Report)</b> London  <b>Poetry (Pattern and Rhyme Poems)</b> Animals - Jump, Jiggle	<b>Narrative (Stories with different settings)</b> Lost and Found  <b>Non-fiction (Recount)</b> School trip	<b>Narrative (Changing the Story/Traditional Tales)</b> Stories based on heroes  <b>Narrative (Fables/Traditional tales)</b> Stories based on The Hare and The Tortoise	<b>Poem (Acrostic Poem)</b> Olympics  <b>Non-fiction (Letters)</b> Letters to heroes

English VGP	Capital letters Full stops Finger spaces Sequence sentences Exclamation marks Question marks	Capital letters Full stops Finger spaces Sequence sentences Using 'and' Verbs Adjectives Prefix 'un-'	Capital letters Full stops Finger spaces Sequence sentences Exclamation marks Using 'and'	Capital letters Full stops Finger spaces Nouns Verbs Suffixes	Capital letters Full stops Sequence sentences Adjectives Using 'and' Nouns Suffixes '-s -es'	Capital letters Full stops Nouns Adjectives Verbs Tense Conjunctions
Spelling	<b>Words</b> -Year 1 Common exception words -Dictated sentences containing GPCs and common exception words  <b>Phonics, Rules and Conventions</b> -words containing each of the 40+ phonemes already taught. -vowel digraphs which have been taught and the sounds which they represent. -adjacent consonants which have been taught and the sounds which they represent. -trigraphs which have been taught and the sounds which they represent -sounds are usually spelt as ff, ll, ss, zz and ck straight after a single vowel letter in short words -sounds spelt n before k  <b>Affixes and Roots</b> -the prefix un -spell words beginning with the prefix 'un'		<b>Words</b> -Year 1 Common exception words -Dictated sentences containing GPCs and common exception words -words ending in 'y' -adding 'e' at the end of a word following a 'v'.  <b>Phonics, Rules and Conventions</b> -words containing each of the 40+ phonemes already taught. -name the letters of the alphabet in order. -vowel digraphs which have been taught and the sounds which they represent. -split digraphs which have been taught and the sounds which they represent  <b>Affixes and Roots</b> -use -ing, -ed, -er and -est where no change is needed in the spelling of root words		<b>Words</b> -Year 1 Common exception words -Dictated sentences containing GPCs and common exception words -use letter names to distinguish between alternative spellings of the same sound. -days of the week.  <b>Phonics, Rules and Conventions</b> -divide words into syllables -compound words. - 'tch' sound comes straight after a single vowel letter - 'k' not a 'c' follows an e, i and y when spelling words. • spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	

	where a change of spelling is not needed.					
English Phonics (KS1)	<b>Review Phase 3</b> GPCs ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s -es words with two or more digraphs e.g. queen thicker <b>Phase 4:</b> CVCC CCVC CCVCC CCCVC <b>Phase 4</b> with long vowels <b>Phase 5 Graphemes</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words	<b>Phase 5 graphemes</b> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw 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>Tricky Words</b> their people oh your house mouse water want could	<b>Phase 5 graphemes</b> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou /z/ se cheese /s/ se ce mouse fence /ee/ ey Grow the code: /oo/ u ew ue u-e ui ou oo /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>Tricky Words</b> fruit soup donkey thought through friend work some mother young	<b>Phase 5 graphemes</b> /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk once laugh /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* because eye /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze  <b>Tricky Words</b>	<b>Review Phase 5 GPCs</b> ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	<b>Phase 5 Graphemes</b> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more review  <b>Tricky Words</b> busy beautiful pretty hour move improve parents shoe

		would should our Mr Mrs Ms ask*	school call different who whole where two shoulder any many again	once laugh because eye		
Mathematics	Number - Place Value (Within 10) Number - Addition and Subtraction (Within 10)	Number - Addition and Subtraction (Within 10) Geometry (Shape)	Number - Place Value (within 20) Number - Addition and Subtraction (within 20) Number - Place Value (within 50)	Number - Place Value (within 50) Measurement - Length and Height Measurement - Mass and Volume	Number - Multiplication and Division Number - Fractions Geometry - Position and Direction	Number- Place Value (within 100) Measurement-Money Measurement-Time
TOPIC	Disney Dreams		Famous Faces		Heroes	
Cultural Capital Opportunities and Experiences	Visit to the cinema  Artist visit		Yorkshire Wildlife Park		Visit a sports stadium  Do something nice for our neighbours	
CornerStone Values Virtues?	<b>Wonder</b> - To ask questions to discover our local area <b>Joy</b> - share joy with themselves and others through new learning <b>Excellence</b> - Striving for excellence in all that we do		<b>Wonder</b> - To ask questions about the world around us.. <b>Joy</b> - share the joy of new learning with themselves and others <b>Excellence</b> - be the best that we can be in all that we do		<b>Joy</b> - A joy of learning. <b>Radiance</b> - share gifts and talents with others <b>Excellence</b> - always maintain high standards of work and strive to do the best they can.	
Science	<b>Biology- Animals (Including Humans)</b> <ul style="list-style-type: none"> <li>Name animals, including fish, amphibians, reptiles, birds and mammals</li> </ul>		<b>Biology- Living Things and Their Habitats</b> <ul style="list-style-type: none"> <li>Things that are living, dead, and those that have never been alive</li> </ul>		<b>Biology- Animals (Including Humans)</b> <ul style="list-style-type: none"> <li>The human body.</li> <li>Senses.</li> <li>Exercise, eating the right</li> </ul>	

	<ul style="list-style-type: none"> <li>• The structure of different animals</li> <li>• Carnivores, herbivores and omnivores</li> <li>• What animals/humans need to survive</li> <li>• Offspring which grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>• Plants and animals in their habitats, including micro-habitats</li> </ul>	amounts of different food, and hygiene.
<b>History</b>	<p><b>Can you name some similarities and differences between old and new Disney films?</b></p> <p>Explore Walt Disney, his films and how they have changed/developed over time.</p> <p>(Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. The lives of significant individuals in the past who have contributed to national and international achievements).</p>	<p><b>How do you know about The Great Fire of London?</b></p> <p>Recognise the events of the fire and how it spread.</p> <p>Learn about Samuel Pepys' diary.</p> <p>(Events beyond living memory that are significant nationally or globally).</p>	<p><b>Why is Florence Nightingale a hero?</b></p> <p>Know who Florence Nightingale was and the changes she brought about. Compare with the life and work of Mary Seacole.</p> <p>(The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods).</p>
<b>Geography</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents. Where animals come from in the world.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Human and physical features of places</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Animals living in different places.</li> </ul> <p><b>Physical Geography -Weather Patterns</b></p> <ul style="list-style-type: none"> <li>• Seasonal and daily weather patterns</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and the five oceans.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Contrast another country with the U.K (Olympics in 2024)</li> </ul>

<b>Art and Design</b>	<b>Drawing and shading animals and Disney characters</b> <ul style="list-style-type: none"> <li>• Walt Disney</li> <li>• Line drawing</li> <li>• Shading and blending</li> <li>• Using charcoal and oil pastel</li> </ul>		<b>Paper Collage</b> <ul style="list-style-type: none"> <li>• Eric Carle's work</li> <li>• Printing</li> <li>• Paper collage of minibeasts</li> </ul>		<b>Painting - Pointillism</b> <ul style="list-style-type: none"> <li>• Pointillism colour wheel</li> <li>• Superhero logo</li> </ul>	
<b>Design and Technology</b>	<b>Textiles - making a toy/puppet</b> <ul style="list-style-type: none"> <li>• Explore existing toys/puppets</li> <li>• Make- sewing</li> </ul>		<b>Mechanisms - Making a moving picture</b> <ul style="list-style-type: none"> <li>• Mechanisms- sliders and levers</li> <li>• Explore- how sliders and levers work</li> </ul>		<b>Food - making a healthy salad</b> <ul style="list-style-type: none"> <li>• Food - where vegetables are grown and come from</li> <li>• Preparing vegetables for making a salad</li> </ul>	
<b>Computing</b>	Online Safety and Exploring Purple Mash Accessing and exploring the applications. Fundamental Skills	Google Classrooms Technology outside of school	E Safety-Project Creating Pictures ESafety Day	Spreadsheets	Unplugged – Barefoot Computing Coding	Coding
<b>MFL French</b>	<p style="text-align: center;"><b>Greetings</b> Hello and goodbye in French, Polish and Spanish</p> <p style="text-align: center;"><b>Number</b> Numbers 1-10 in French, Polish and Spanish</p> <p style="text-align: center;"><b>Songs,Rhyme, Stories</b> To be able to sing Frère Jacques To be able to join in with the singing of Happy Birthday in Polish</p>					

<b>Music</b>	<p><i><b>Rhythm in the Way you Walk</b></i> (1 A2) Reggae, Hip Hop</p> <p>Exploring Simple Patterns How does music help us to make friends?</p>	<p>Christmas production and performance</p> <p><i><b>Your Imagination</b></i> (1 Su 1) Film, Pop, Musicals</p> <p>Focus on Dynamics and Tempo How does music teach us about the past?</p>	<p><i><b>Zootime</b></i> (2 Sp2) Reggae</p> <p>Exploring Feelings through Music How does music make the world a better place?</p>	<p><i><b>Hands, Feet and Heart</b></i> (2 A1) South African</p> <p>Inventing a Musical Story How does music teach us about our neighbourhood?</p>	<p><i><b>Friendship Song</b></i> (2 Su 1) Mixed (Pop, Soul, Film, Musicals)</p> <p>Music that Makes You Dance How does music make us happy?</p>	<p><b>Early 20th Century Music Period Study</b> (See MTP)</p> <p>Exploring Improvisation How does music teach us about looking after our planet?</p>
<b>PE</b>	<p><b>Dance Team Building</b></p>	<p><b>Fundamentals Sending and Receiving</b></p>	<p><b>Gymnastics Fitness</b></p>	<p><b>Yoga Net and Wall</b></p>	<p><b>Invasion Target Games</b></p>	<p><b>Athletics Striking and Fielding</b></p>
<b>PSHE/RSE</b>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>-Being part of a class</li> <li>-Rights and responsibilities</li> <li>-Rewards and Consequences</li> <li>-Feeling proud</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>-Understanding bullying and knowing how to deal with it</li> <li>-Making new friends</li> <li>-Celebrating the differences in everyone</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>-Identifying successes and achievements</li> <li>-Learning styles</li> <li>-Working well and celebrating achievement with a partner</li> <li>-Tackling new challenges</li> <li>-Identifying and overcoming obstacles</li> <li>-Feelings of success</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Making friends/being a good friend</li> <li>-Physical contact preferences</li> <li>-People who help us</li> <li>-Qualities as a friend and person</li> <li>-Self-acknowledgement</li> <li>-Being a good friend to myself</li> <li>-Celebrating special relationships</li> </ul>	<p><b>RSE Life to the Full</b></p>	<p><b>RSE Life to the Full</b></p>