



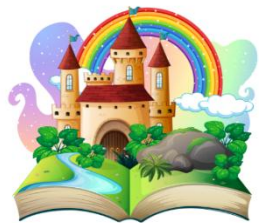
SAINT CHARLES CATHOLIC PRIMARY SCHOOL

CLASS 1

Reception & Year 1

Long-Term Curriculum Plan

2026–2027 • Cycle A

Term	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme						
Focus topics	All about me!	People who help us (nurturing nurses)	Our wonderful world (Frozen kingdom)	Our local area	Traditional tales Knights and castles	Seaside
RE unit Understanding the world / people and communities	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the earth	Dialogue and Encounter.
Wow moments / key events	Transition Autumn walk Harvest festival	Invite police / local nurse or doctor / first responder / fire brigade in to visit. Bonfire night / fire brigade Remembrance day / soldiers	Chinese New Year Wellbeing week Shrove Tuesday	Walk around the local area. Trip to Measham museum Visit to the library / leisure centre/ park	Trip to Tamworth castle	Sports day Transition day Seaside fun day in school

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	knowledge and begin to use more tricky words in their writing. Using the literacy tree writing roots children in year 1 will build confidence and stamina building up to extended pieces of writing using correct sentence structure, letter formation and purpose.											
Literacy Tree texts / outcomes	Year 1 Where the Wild Things Are; Naughty Bus; Cave Baby Own-version wild thing narrative; own adventure story; narrative retelling.		Year 1 Look Up!; Astro Girl; Imaginary Fred Own-version narrative; astronaut fact file; "How to Think" guidebook.		Year 1 The Magic Paintbrush; Stanley's Stick Own-version overcoming tale; own-version narrative.		Year 1 And Tango Makes Three; The Odd Egg Alternative-version narrative; egg-spotter's guide (non-fiction report).		Year 1 The Night Pirates; Lost and Found; The Magic Bed Pirate guide; losing/finding narrative; fantasy story.		Year 1 Literacy Tree Cycle A units Simple explanation; rhyming narrative; fact file about famous buildings.	
Writing progression / possible outcomes	EYFS Orally rehearse and sequence ideas; use story vocabulary; apply RWI sounds to record initial sounds/CVC words; form recognisable letters; retell key events and describe characters/settings.	Year 1 Compose sentences orally before writing; sequence sentences; apply phonics for spelling; use finger spaces, capital letters and end punctuation; develop character/setting with simple description; use "and"; reread for sense.	EYFS Orally rehearse and sequence ideas; write CVC words and short phrases; reread with an adult; use labels/captions and simple messages; ask and answer questions about texts.	Year 1 Compose and sequence sentences; apply phonics and Year 1 spelling patterns; use accurate basic punctuation; write for different purposes including narrative, fact file, commands and advice; reread and improve.	EYFS Orally retell and innovate stories; use new vocabulary; apply RWI sounds to words/short phrases; form letters increasingly accurately; compose a simple sentence before recording it.	Year 1 Plan through talk and oral rehearsal; sequence a clear beginning, middle and end; use simple description and first person where relevant; apply Year 1 spelling, punctuation and handwriting expectations.	EYFS Retell and sequence events; write words/short phrases using taught sounds; use labels, lists and simple sentences; ask/answer questions and contribute factual information.	Year 1 Write sequenced narrative and simple non-fiction; group relevant facts; use labels/headings where appropriate; write statements, commands or questions; use capital letters/end punctuation and reread for sense.	EYFS Orally rehearse, retell and sequence; use story/text vocabulary; write words and short phrases; create labels/captions, simple instructions and story sentences; reread with an adult.	Year 1 Write for narrative and non-fiction purposes; develop character/setting; use simple openings/closings, instructions and factual statements; sequence sentences; apply Year 1 spelling/punctuation; reread and edit.	EYFS Use increasingly independent oral composition; apply taught RWI sounds to words, phrases and simple sentences; explore rhyme/repeated language; contribute factual sentences, labels and captions; reread for meaning.	Year 1 Write increasingly independently across explanation, poetry and fact-file forms; recognise/use rhyme and repeated patterns; group facts with simple organisational features; use sentence punctuation consistently and reread/improve.
Maths	Mathematics is taught through the White Rose Maths scheme, ensuring clear progression and full National Curriculum and EYFS coverage. Reception children learn through a hands-on, practical approach, using play, exploration, manipulatives and continuous provision to develop deep mathematical understanding. Year 1 follows the same practical first approach, using concrete and pictorial resources before moving to abstract recording, with learning consolidated through White Rose workbooks. Daily lessons emphasise reasoning, problem solving and mathematical talk to build confidence and fluency for all learners.											
	Getting to know you	Place value to 10	Circles and triangles	Addition and subtraction	Alive in 5	Place value to 20	Length, height and time	Place value to 50	To 20 and beyond	Multiplication and division	Sharing and grouping	Place value to 100
	Match, sort and compare	Addition and subtraction	1,2,3,4 Shapes with 4 sides	Shape	Mass and capacity Growing 6,7,8	Addition and subtraction (to 20)	Building 9 and 10 Explore 3D shapes	Length height and time Mass and volume	How many now? Manipulate, compose and decompose	Fractions Position and direction	Visualise, map and build Make connections	Time Money

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Music	EYFS – Ourselves Explore voices, body sounds and movement. Listen carefully, sing familiar songs and respond to music through movement and imaginative play.	Year 1 – Ourselves / Number Explore pulse, rhythm and voice through songs about ourselves and number. Copy and create simple patterns, sing together and respond to changes in music.	EYFS – Animals Use songs, rhymes, movement and instruments to represent animals. Explore different sounds, copy simple rhythms and perform individually and with others.	Year 1 – Animals / Weather Use voices and instruments to explore pitch, rhythm and dynamics through animals and weather. Listen, perform and create simple musical patterns and sound effects.	EYFS – Machines Explore repeated sounds and rhythms inspired by machines. Use voices, instruments and movement to copy, create and perform simple sound patterns.	Year 1 – Machines / Seasons Explore steady beat, rhythm, tempo and musical patterns through machines and the seasons. Create, perform and respond to music using voices, movement and instruments.	EYFS – Our School Explore sounds in the school environment and use them in songs, movement and music-making. Sing together, listen carefully and create simple musical ideas.	Year 1 – Our School / Pattern Explore pulse and repeating musical patterns using voices and instruments. Copy, create and perform rhythmic and melodic patterns with increasing control.	EYFS – Storytime Use songs, sound effects, movement and instruments to bring stories to life. Respond imaginatively to music and perform familiar songs, rhymes and musical stories.	Year 1 – Storytime / Our Bodies Use music to explore storytelling and body percussion. Create and perform simple sequences using rhythm, movement, voice and instruments.	EYFS – Travel Explore music, songs and movement linked to journeys and different ways of travelling. Create sounds and movements, sing familiar songs and perform with others.	Year 1 – Travel / Water Explore how music can represent journeys and water through tempo, dynamics, rhythm and pitch. Listen, create and perform musical ideas using voices, movement and instruments.
Expressive arts and design ART	Draw a self-portrait; create collage using scissors, glue and colour. Name/use colours purposefully; explain creations. Act out own narratives and learn simple songs from memory.	Continuous provision – Drawing & mark-making Children have regular access to pencils, crayons, chalks and other drawing tools.	Create patterns with shape/colour; mix colours and shades. Talk about creations; retell stories with props/puppets. Sing taught songs and keep a beat with instruments; perform in the Nativity.	Continuous provision – Painting & colour Children independently explore paint and colour through easel/table provision. They mix colours, investigate different brushes and tools, paint on varied	Create prints using varied techniques. Draw from observation in more detail. Evaluate own creation; sing from memory, move rhythmically and make up stories with props.	Kapow – Life in colour Children mix colours and experiment with cutting, tearing, layering and arranging materials to create colourful artwork inspired by the natural	Mix materials/techniques to create texture. Explain creative choices. Create storylines with props, puppets and loose-parts models using language influenced by reading.	Kapow – Map it Out Use maps and local places as a stimulus. Explore line, shape, colour, symbols and pattern; develop ideas; create and evaluate a map-inspired artwork.	Recognise patterns from different cultures and use them as inspiration. Say how work could improve. Make an instrument and create increasingly detailed models.	Continuous provision – Sculpture & 3D Children explore construction and sculpture using modelling materials, recycled resources and natural materials. They experiment with joining, shaping and arranging materials and create 3D	Design and make a sculpture. Explain creative choices of others. Respond to different music; perform through singing/dancing. Create transient seaside art with shells/loose parts.	Continuous provision – Creative response & revisiting skills Children independently select drawing, painting, collage and modelling materials to communicate their ideas. They revisit techniques taught across the year, talk about their choices and evaluate and

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				surfaces and create pictures linked to seasonal changes, stories and the wider curriculum.		world. Key skills include colour mixing, creating texture, collage, composition and evaluating artwork.				work linked to interests and curriculum themes.		improve their own creative work.
Design and Technology DT	EYFS: Design, make and evaluate through continuous provision; select and join materials safely; adapt ideas and talk about what has been made.	Kapow DT – Constructing a windmill Structures: explore stable structures; design for a user; make a windmill structure with a moving turbine; test and evaluate.	EYFS: Design, make and evaluate through continuous provision; select and join materials safely; adapt ideas and talk about what has been made.	Kapow DT – Smoothies Cooking and nutrition: identify fruits and vegetables; practise safe food preparation; design and make a smoothie; taste and evaluate.	EYFS: Design, make and evaluate through continuous provision; select and join materials safely; adapt ideas and talk about what has been made.	No discrete DT unit this half term.	EYFS: Design, make and evaluate through continuous provision; select and join materials safely; adapt ideas and talk about what has been made.	No discrete DT unit this half term.	EYFS: Design, make and evaluate through continuous provision; select and join materials safely; adapt ideas and talk about what has been made.	Kapow DT – Knight's Chair Structures: investigate strength and stability; design a chair for a knight; construct and join materials; test and evaluate the finished structure.	EYFS: Design, make and evaluate through continuous provision; select and join materials safely; adapt ideas and talk about what has been made.	No discrete DT unit this half term.
Physical development	Physical Development is taught through planned PE sessions with a PE coach, outdoor learning, continuous provision and daily routines. Gross motor skills develop through running, climbing, balancing, coordination, games and movement activities. Fine motor skills are developed daily through drawing, writing, cutting, threading, construction, playdough, painting and using small tools, building the strength, control and coordination needed for handwriting and independence.											
Fine motor skills	I can use one handed tools safely. I can select what I need in the environment. I can choose which tools	Use a comfortable tripod grip and sit/position paper appropriately. Form lower-case letters in the correct	I can use a pen, pencil, scissors or paintbrush to follow along / trace a line / shape I can form identifiable letters, and know the rhymes to support this.	Form capital letters and digits 0–9 correctly. Use scissors, rulers, paintbrushes and construction tools	I can hold scissors correctly to help me make things. I can form identifiable letters independently, sometimes	Consolidate consistent lower-case letter formation and relative size. Develop hand strength,	I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with support). I can form identifiable letters	Maintain correct letter formation on lines; begin to judge spacing between words. Use tools accurately	I can use scissors to cut a variety of materials to independently support my model making / artwork. I can form some capital letters	Refine letter size, orientation and spacing; form capitals appropriately. Increase fluency and control in handwriting and practical tasks.	I can use a tripod grip to form all letters (lower and upper case).	Write legibly with consistent formation and spacing. Use fine-motor tools independently, safely and accurately across the curriculum.

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	will give the best result. I can cut using scissors with growing control	direction, starting and finishing in the right place.		with increasing control.	sitting on a line.	pencil control and accurate cutting.	independently, on a line, with growing proportion.	for making and artwork.	matched to lower case letters that I know, with some support.			
Physical development Gross motor	Explore jumping, hopping and skipping. Move safely in different ways; develop spatial awareness and core strength.	Master basic movements: running, jumping, balancing and changing direction. Develop agility, balance and coordination through simple games.	Show coordination in gross-motor movements. Explore equipment; balance on one leg and hold a position for 10 seconds. Dress/undress increasingly independently.	Link movement s with control; develop balance and coordination. Practise throwing, catching and rolling with increasing accuracy.	Use outdoor equipment to balance, jump, land and climb. Combine movements in a sequence e.g. climb, jump, roll.	Use apparatus safely; create short movement sequences . Develop jumping/l anding technique, coordination and spatial awareness.	Throw and catch with a partner. Kick and receive a ball. Develop balance using beanbags and outdoor equipment.	Develop object control: throw, catch, kick and receive. Participate in simple partner/team games and follow rules.	Play group games involving ball skills and control of large movements. Work with others using large construction. Discuss factors supporting health and wellbeing.	Apply running, jumping, throwing and catching in team games. Develop simple tactics, cooperation and safe participation.	Travel confidently, negotiating space. Use a range of large/small apparatus independently. Explain the importance of exercise and healthy eating.	Combine and apply fundamental movement skills with confidence. Perform simple sequences; participate in competitive/co-operative games and evaluate performance.
Understanding the World	In our mixed Reception and Year 1 class, Understanding the World is taught through topic-led learning, first-hand experiences, stories, visits, outdoor learning, continuous provision and adult-led enquiry. Reception children explore Past and Present, People, Culture and Communities and the Natural World through play and observation. Year 1 builds on these foundations through National Curriculum Science, History and Geography, with explicit vocabulary, enquiry, practical investigation and opportunities to compare, question, observe and record.											
Science	EYFS: Explore familiar animals and people; name body parts, notice similarities and differences and use the senses to investigate the world.	Year 1: Animals including Humans - identify and classify common animals; compare structures and diets; name body parts and explore the five senses.	EYFS: Observe autumn and winter outdoors; notice changes in weather, trees, daylight and the local environment and describe what they see.	Year 1: Seasonal Changes - observe autumn and winter, describe associated weather and record how trees, the environment and day length change.	EYFS: Explore everyday materials through play; describe how they look and feel and compare simple properties such as hard, soft, rough and smooth.	Year 1: Everyday Materials - identify and name materials, describe and compare properties, group materials and investigate which are suitable for different purposes.	EYFS: Notice signs of spring and summer; observe weather, plants and animals and talk about changes in the natural world over time.	Year 1: Seasonal Changes - observe spring and summer, compare seasons and weather, and describe how day length and the local environment change.	EYFS: Plant seeds and care for growing plants; observe and draw changes and talk about what plants need to grow.	Year 1: Plants - identify common wild and garden plants and trees; name basic plant structures and observe how seeds and plants grow over time.	EYFS: Develop curiosity through simple investigations; ask questions, make observations and learn that people use science to find out about the world.	Year 1: Scientists and Inventors - explore how scientists and inventors help us; ask questions, observe, test ideas, record findings and use simple scientific enquiry skills.

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History	EYFS: Talk about themselves, their families and memories; sequence personal events and notice how they have changed since they were babies.	Year 1: Explore changes within living memory using photographs, artefacts and simple timelines; use vocabulary such as past, present, before and after.	EYFS: Explore people who help us now and in the past through stories, photographs and role play; begin to recognise that life changes over time.	Year 1: Nurturing Nurses – learn about significant nurses such as Florence Nightingale and Mary Seacole; use sources, chronology and comparison to explore their impact.	EYFS: Use stories, pictures and celebrations to talk about past and present and recognise that people and places may have been different long ago.	Year 1: Reinforce historical enquiry through cross-curricular events and significant people; use pictures and sources to distinguish past from present and sequence events.	EYFS: Explore photographs, stories and memories of Measham and familiar local places; notice what has changed and what has stayed the same.	Year 1: Local History – investigate Measham and the local area using photographs, maps, artefacts and visits; compare the local area past and present.	EYFS: Explore castles through stories and play; compare life today with life long ago and use simple past-and-present vocabulary.	Year 1: Knights and Castles – investigate castles and life in the past, with a local history focus on Ashby Castle; use sources and chronological vocabulary.	EYFS: Compare seaside experiences now and in the past using stories, photographs and objects; notice similarities and differences.	Year 1: Seasides – explore changes within living memory, comparing seaside holidays, entertainment and features in the past with those of today using historical sources.
Geography	EYFS: Explore the classroom, school and home environment; describe familiar places, follow simple routes and talk about where they live.	Year 1: Identify features of the school and local environment; use simple maps, directional language and geographical vocabulary to describe routes and places.	EYFS: Explore the local community and the places where people who help us work; talk about familiar journeys and important local places.	Year 1: Develop knowledge of the local community, identifying human features, services and routes and using simple maps to locate familiar places.	EYFS: Frozen Kingdom – use globes, maps, stories and images to explore polar regions, weather, animals and how these places differ from home.	Year 1: Frozen Kingdom – locate polar regions using maps/globe s; explore climate, seasons and weather and compare human and physical features with the UK.	EYFS: Explore Measham through walks and visits; notice buildings, roads, shops and natural features and create simple maps from experience.	Year 1: Street Detectives – study local geography through fieldwork; identify human/physical features, use maps and symbols, follow routes and describe the local area.	EYFS: Use maps and small-world play to explore routes and places linked to castles; describe features of the local environment.	Year 1: Use maps to locate Ashby and key local landmarks; describe routes and distinguish human and physical features within the local area.	EYFS: Explore seaside environments through stories, images and experiences; identify beaches, sea and other features and compare them with home.	Year 1: Seasides – identify human and physical coastal features, locate seaside places on maps and compare a coastal environment with the local area.
PE sessions	Generic drills and games				Tennis				Athletics			
Computing	Computing is taught through play, exploration and purposeful use of technology. Reception children develop early programming skills using coding cards and Bee-Bots, learning to sequence instructions and solve simple problems. iPads are used creatively to explore apps, take photographs and create digital content. Year 1 children build on these skills through iPads and Purple Mash, developing their understanding of coding, digital creation, information technology and online safety.											
Year 1 computing	Computing Skills: Familiarisation – Log on/ Log off School Computers and iPads. Login to Numbots, Purple Mash. Familiarise letters on a keyboard. Use a Word document to type a simple sentence.		Online Safety and exploring purple mash – Paint projects, Writing templates, 2Count, 2 Explore		Grouping and Sorting		Maze Explorers (add in use of BBOTS)		Coding		Technology Outside School	