



St Alban & St Stephen Catholic Primary School & Nursery

*Learning and growing with God by our side
Faith, Friendship, Determination, Respect & Unity*



Year 1 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E	Branch 1 CREATION & COVENANT God Creator Father God as loving Creator. Introduction to covenant through Abraham. Understanding responsibility and belonging to God's family.	Branch 2 Prophecy & Promise Jesus Annunciation-Nativity Isaiah's prophecy; Annunciation and Nativity. Jesus as fulfilment of God's promises. Year 1 support Year 2 at the Nativity – singing	Branch 3 Galilee to Jerusalem Jesus' Ministry Fr Michael visiting Oak & Elm Classes Jesus chooses disciples and teaches through parables. Introduction to forgiveness and mercy.	Branch 4 Desert to Garden Lent and Holy Week Events of Holy Week. Understanding sacrifice and joy of Resurrection.	Branch 5 To the ends of the Earth Resurrection, Ascension and Pentecost. Pentecost and courage of the apostles. Baptism and belonging to the Church.	Branch 6 Dialogue & Encounter Dialogue Sign of the Cross Encounter Judaism – One God & Torah Judaism: Torah, synagogue, and shared Old Testament roots. Visit to St Alban & St. Stephen Church – for End of Year Mass
English	Unit 1: Writing Outcome: Invitations/ persuasive writing Stimulus Text: The Tiger Who Came to Tea <i>Judith Kerr</i> (3 weeks) Unit 2: Poetry focus Writing outcome: poems Zim, Zam, Zoom and others <i>James Carter</i> Link to National Poetry Day (1 week) Unit 3: Writing Outcome: Letters Stimulus Text: Here Comes Mr Postmous <i>Marianne LeDuc</i> (HfL unit) (3 weeks)	Unit 1: Writing Outcome: Non-Chronological Reports/ Astronaut Fact-file Stimulus Text: Astro-Girl <i>Ken Wilson-Max</i> Literacy Tree unit (3 weeks) Unit 2: Writing Outcome: Narrative Stimulus Text: Beegu <i>Alexis Deacon</i> Literacy Tree unit (3 weeks) Oracy Focus: Nativity Performance replacing English lessons equivalent to 1 week	Unit 1: Writing Outcome: Non-Chronological Report-factual page Stimulus Text: Bats- <i>Megan Cullis</i> (HfL Unit) (2 weeks) Unit 2: Writing Outcome: Postcards, letters and Diaries- first person writing Stimulus Text: Meerkat Mail- <i>Emily Gravett</i> (3 weeks) Oracy Focus: Assembly Performance replacing English lessons equivalent to 1 week	Unit 1: Writing Outcome: Narrative- recount Stimulus Text: The Disgusting Sandwich <i>Gareth Edwards</i> (3 weeks) Unit 2: WHOLE SCHOOL BOOK PROJECT Writing Outcome: TBA Link to Science/STEM Week (2 weeks)	Unit 1: Writing Outcome: Letters and replies Stimulus Text: Farmer Duck <i>Martin Waddell</i> (3 weeks) Unit 2: Writing Outcome: Instructions (Recipes) Stimulus Text: Handa's Surprise- <i>Eileen Browne</i> (3 weeks)	Unit 1: Writing outcome: Narrative writing Stimulus Text: The Suitcase <i>Chris Naylor</i> <i>Ballesteros</i> (3 weeks) Link to Refugee Week Unit 2: Writing outcome: narrative- traditional tale with a twist Little Red and the Very Hungry Lion- <i>Alex T. Smith</i> (HfL unit) (3 weeks)

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Phonics (Little Wandle)	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phase 5 Graphemes /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	Phase 5 Graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /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 some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	Phase 5 Graphemes /ur/ or word /oo/ u owl awful could /air/ are share /or/ aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /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 /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words	Phonics Screening Check	Phase 5 Graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more
Maths	Positional & ordinal language, subitising, regrouping, part-whole model for addition & subtraction	Equity & balance, 10 and some more, 1 more/1 less, doubling/halving, odd/even, 2d & 3d shape	Comparing length, height, mass, speed, 'Think 10' addition & subtraction	Money, Count in 2s, 5s & 10s, Measures using standard units	Multiplication – repeated addition & arrays, division by sharing & grouping, time o'clock & half past	Fractions – equal groups, halves & quarters, Place value – tens and ones Counting to 100 and beyond.
Science	Ourselves	Common and wild garden plants	Materials	Seasons Animals and humans	Animals and life processes	Scientists & Inventors
Computing	Computing systems and networks 1: Improving Mouse Skills 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. E Safety	Skills Showcase - Rocket To The Moon – Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data. E Safety	Programming 1: Algorithms Unplugged – Algorithms, decomposition and debugging are made relatable to familiar contexts, following directions, learning why instructions need to be specific. E safety	Programming 2: Bee Bots – Introducing programming through the use of a Bee-Bot and exploring its functions. E safety	Creating Media: Digital Imagery - Taking and editing photos, searching for and adding images to a project. E Safety	Data Handling: Introduction To Data - Learning what data is and the different ways it can be represented. E safety
PSHE (including Zones of Regulation)	CIRCLE TIME Getting to know you Zones of Regulation Class rules and expectations Behaviour focus related to assembly NSPCC PANTS	Behaviour lessons. TENTEN MODULE 1 UNIT 1 Let the children come MODULE 1 UNIT 3 1. Feelings, likes and dislikes 2. Feeling inside out 3. Super Susie gets angry MODULE 1 UNIT 4 1. Cycle of life	CIRCLE TIMES Anti-bullying Mental Health & Wellbeing Neurodiversity Behaviour focus E-safety awareness TENTEN MODULE 2 UNIT 1 1. God loves you	TENTEN MODULE 2 UNIT 2 1. Special people 2. Treat others well 3. ... and say sorry MODULE 2 UNIT 3 1. Real life on line 2. Rules to help us	ALLERGY LESSON TENTEN MODULE 2 UNIT 4 1. Good and bad secrets 2. Physical contact 3. Harmful substances 4. Can you help me? Part 1 5. Can you help me? Part 2	TENTEN MODULE 3 UNIT 1 1. Three in one 2. Who is my neighbour? 3. The communities we live in

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History and Geography	Local Area Big Question: Where do I live and go to school? <i>Use simple fieldwork/ observational skills to study the geography of their school and its grounds and the key features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic features; devise a simple map</i> St Albans- my house, street, school, town, city, country. Weather (Eco-theme: How can I look after my area? Eg Litter-picking) Local trip to Clarence Park	Space Race Big Question: How did people learn to explore space? <i>Events beyond living memory that are significant nationally or globally, for example, the first (space) flight</i> Amelia Earhart Valentina Tereshkova Neil Armstrong Tim Peake Katherine Johnson Animals in space, Timeline of space exploration, technology behind space exploration, milestones in space exploration	Poles Apart Big Question: Why are some countries hot and some are cold? <i>Name and locate the world's seven continents. identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i> Seven Continents Hot and Cold Countries Equator/Poles Climate & clothing Different lives of people in other continents. (Eco-theme: How is global warming affecting the Arctic?)	Healthcare in the Past Big Question: How and why have hospitals changed? Inspirational leaders: Mary Seacole, Florence Nightingale <i>The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods- hospitals.</i> Florence Nightingale and Mary Seacole. Hospitals then and now. Further study to go on Home Learning grid: Inspirational Leaders who have changed healthcare: Edith Cavell, Elizabeth Fry, In-house Visit Off the Page Workshop	On the Farm Big Question: Where does our food come from and how does it reach us? <i>Identify seasonal and daily weather patterns in the United Kingdom. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries where our food comes from – supermarkets imported – world food.</i> Farms & farming in UK – Farm animals, wool/milk etc. (Eco-theme: How is climate change affecting people who grow food? Reducing food-miles by eating local, seasonal food) Trip to Mead Open Farm	Life in the Past Big Question: How have children's lives changed in living memory? <i>Explore changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> Simple family tree. What was our school like in the past? Who founded our school? What was life like for children at SSAS in my grandparents' / parents' time? What toys did my grandparents play with? What sort of music did they listen to? How did my grandparents communicate? Grandparent visit
Art & Design	Drawing , Painting SUGGESTED CROSS-CURRICULAR ART Our Local Area 1-2 lessons Line drawings of local buildings with added watercolour. Suggested local artist: Hannah Sessions	Drawing KEY ART UNIT- 5 Lessons <u>Drawing- Exploring line and shape (KAPOW)</u> This unit helps pupils to understand and use different line types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and	Drawing , collage CROSS-CURRICULAR ART SUGGESTED CROSS-CURRICULAR ART Seasons 1-2 lessons <u>Explore and Draw</u> Drawing, sketchbooks, collage, wax resist Autumn focus Focus artist: Andy Goldsworthy	Painting and Mixed Media KEY ART UNIT- 5 Lessons Clarice Cliff <u>Colour splash (KAPOW)</u> Understanding colour, colour-mixing In this unit children learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing.	Printing CROSS-CURRICULAR ART- SUGGESTED CROSS-CURRICULAR ART Food 1-2 lessons <u>Simple Printmaking</u> Rubbings, relief print, making repeated prints- food-themed. Suggested artist: Andy Warhol	Sculpture& 3D KEY ART UNIT- 5 Lessons <u>Paper Play (KAPOW)</u> This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures.

		experiment with various media. https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/drawing-make-your-mark/		https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/painting/		https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/3d/
Design & Technology	Mechanisms (KAPOW) Making a Moving Storybook using sliders.		Textiles (KAPOW) Making puppets of animals. Joining fabric. 4 lessons		Food and nutrition (KAPOW) – Healthy eating – Fruit salads/ Smoothies	
P.E Teacher P.E Coach	Locomotion : Running Team building	Gymnastics: Body Parts Ball Skills: Hands	Health & Wellbeing: Drumba Ball skills: Feet	Dance: Heroes Locomotion: Jumping	Health & Wellbeing Ball skills: Rackets, Bats and Balls	Attack v Defence Games for Understanding. Gymnastics: Wide, narrow, curled
Music	Pulse And Rhythm Play instruments to a steady beat, with control, copying and creating simple rhythmic patterns. To begin to identify crotchets and quavers Recognise the difference between a pattern with pitch and unpitched	Performance To learn songs for Christmas play. Sing with an awareness of pitch and control of breathing.	Active Listening (Nautilus!) Respond to musical signals and themes using movement, matching movements to musical gestures in the piece. To develop awareness of duration and the ability to move slowly to music.	Composition To begin to represent sounds with simple symbols including shapes and marks. (No place like home – Kerry Andrew)	World Music Listen to music from around the world. To learn songs inspired by African music including call and response songs. To keep a steady pulse using body or untuned percussion	Singing Explore the use of the voice in different ways such as singing, chanting and speaking. Discover how the voice can produce rhythm and pulse, high and low pitch and loud and quiet to produce different effects.
Suggested Trips / Workshops	Clarence Park visit – signs of Autumn Visit church/walk in the local area.				Mead Open Farm	Local History: St Albans Museum: Tremendous Toys session Grandparents' Tea to share family history and photos