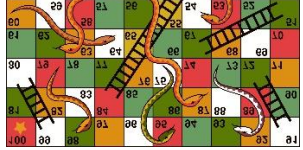


 St Alban & St Stephen Catholic Primary School & Nursery Half Termly Overview Autumn 1 2026 Year 1 Learning and Growing with God by our Side 									
	Important Dates & Events			Monday 21 st September St Teresa's House Celebration Liturgy (chdn in St Teresa can wear yellow) SATURDAY 26th PTA AUTUMN WELCOME FAIR	Poetry Week	Clarence Park walk Wednesday 7 th October	KS1 Parents phonics workshop 14 th October 9am	Black History Week Parent Consultations Tuesday 20 th Oct 1-7pm	School finishes for half term 23 rd October
	Unit Title/ Focus	Suggested draft sequence of lessons with Learning Objectives (L.O.s). All activities are subject to change.							Home Learning Activity- Optional. Children can bring completed tasks to share in school.
		1&2	3	4	5	6	7	8	
R.E. (Religious Education)	Branch 1 – Creation & Covenant	LO: To recognise the Creation story in Genesis as a reflective and prayerful account of God's world.	L.O.: To retell the story of creation in Genesis.	L.O.: To reflect on the start of the Nicene Creed LO: To know that God's presence can be felt through the beauty and order of Creation	L.O.: To reflect on Pope Francis's letter, Laudato Si', about the importance of taking care of the world as everyone's home.	L.O. To identify ways to care for God's creation as a form of prayer and love for others.	L.O. To discuss how communities worldwide care for the environment and why it is important	L.O. To know that prayer is a way to draw closer to God. LO: To know that the <i>Our Father</i> prayer is a way to worship God and reflect on what the words mean to them.	Familiarise your child with Bible stories. Draw/paint/create your own response to the creation story. Use any materials you have at home.  Make and decorate a cross to display on our prayer table.
PSHE (Personal, Social, Health & Emotional)		Getting to know you	Zones of Regulation	Class rules and expectations	Behaviour focus – how can I resolve a problem?	Behaviour focus – how can I make someone feel better?	NSPCC PANTS – My privates are private. https://www.youtube.com/watch?v=-IL07JOGU5o	Learning about differences – <i>All Are Welcome</i>	Remind your child about turn taking and being polite, I.E. saying please and thank you. Remind your child about basic hygiene, I.E. always flushing the toilet and washing their hands after using the toilet and before eating. Make a poster showing what you have learnt.
Reading		Text Title: The Tiger Who Came to Tea	Text Title: The Tiger Who Came to Tea	Text Title: The Tiger Who Came to Tea	Text Title: Zim, Zam, Zoom and others <i>James Carter</i> Poetry	Text Title: Here comes Mr Post mouse	Text Title: Here comes Mr Post mouse	Text Title: Here comes Mr Post mouse	Home Reading Books will be sent home on Wednesdays, after your child has read the book three times at school in a group with an adult. Please have these books in their red reading bag every day, along with the Reading Record book. Go and visit your local library.
Writing	Text Stimulus:	Genre: Descriptive writing We will design and describe my own tiger. We will use my phonics to sound out adjectives.	Genre: ordinal writing We will be able to sequence key events from a story as a story map. We will sequence key events from a story.	Genre: Persuasive writing We will be able to understand what makes persuasive writing persuasive. We will write an invitation to the Tiger	Genre: Poetry Exploring poetry. Performing poetry using expression and actions.	Genre: Writing for a purpose We will understand the rules of writing a letter.	Genre: Writing for a purpose We will understand the rules of writing a letter.	Genre: Writing for a purpose We will understand the rules of writing a letter.	Can you write a letter to a relative or family friend telling them about what you have been learning at school. Post the letter and wait for a reply! Have a story telling tea party with some family members or toys. Make up your own story together. If you are with family members, try taking it in turns to say a sentence to create your own exciting story. https://youtu.be/yHKC8gXNUJw
Phonics/ Spelling focus		Phase 3/4 review + four Phase 5 GPCs Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Review longer words	Assessment week	Assessment week	Review tricky words Phases 2–4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Maths		1LS1 – Geometry: positional language including ordinal numbers	1LS2 – Numbers to 10: finding patterns in numbers	1LS3 – Numbers to 10: counting and comparison (more, less, fewer)	1LS4 – Numbers to 10: estimating and ordering	1LS5 – Numbers to 10: regrouping the whole	1LS6 – Numbers to 10: part whole addition and subtraction (steps	1LS7 – Numbers to 10: solving problems using part or whole unknown (steps 5	Play a board game with your family (e.g. snakes and ladders). Practise recognising the number on the die – then try using 2 dice and adding the dots together.

		(step 5: optional step)	(including subitising)	(step 5: optional step)			3, 5 and 9: optional steps)	and 6: optional steps)	 Choose a number between 1 and 20. Make a poster about your chosen number. Can you show the number in lots of different ways? (Example – if you choose 8, you could draw 8 stars, show 8 counters, stick on 8 stickers).
Science		LO: To identify and label parts of the body.	L.O: To listen carefully and name the different sounds I can hear around me.	L.O: To explore how we use our hands and skin to feel different things.	L.O: To find out how we use our nose to smell different things.	L.O: To explore how our sense of taste helps us know what things taste like.	L.O: To use my eyes to look for signs of Autumn.	L.O: To use my five senses to remember and talk about my trip to Clarence Park.	Make a collage about Autumn using natural resources. Go on a nature walk and create a list of all the sounds you can hear. Remember to use bullet points when creating a list. 
Computing		L.O. To explore the software 'Sketchpad' Kapow session:1 Children scan QR code using IPAD to explore sketchpad.	L.O. To develop click and drag skills using the stamp tool Kapow session:2 Making a repeated pattern with their chosen stamps.	L.O. To experiment with drawing shapes using Sketchpad. Kapow session:3 Children click and drag objects to change size and position.	L.O. To illustrate a story scene. Kapow session: Use tool bar to illustrate scene from 'The three little pigs'.	L.O. To create a self-portrait using digital techniques	L.O. To use the shape tool to create a collage of 2D shapes.	L.O. To compare digital painting to non-digital paintings.	Familiarise them with logging in and out of a computer. Practise writing sentences on a keyboard.
History or Geography	Geography – Our Local Area	Key Question: Where do I live? We will be able to name country, county and town. Colour in the St Albans flag.	Key Question: What is in my local area? We will draw a picture of our favourite area and explain why we like that particular place.	Key Question: What can I find on a map? We will use google maps, see if they can find a place they know, e.g. the park, their homes etc...	Key Question: can I draw a map including all the important features? Create a map of the local area.	Key Question: What is a route? Drawing a map of our route/how do we travel from our school to Clarence Park.	TRIP: Walk to Clarence Park, looking for features of my local area, e.g. road signs, buildings, traffic lights etc.	Key Question: What is a route? Activity: Looking at the map from last week, the children draw how they would walk from our school to Clarence Park.	Go for a family walk around your local streets – when you get home draw a map to show the route you took. Geography Look at your address – talk to your grown up about what each line means. Write a note to a friend or even to school. Write the address on the envelope, stick a stamp on and post it in the post box.
Art and/ or DT (Design Technology)	Artist: Hannah Sessions DT: Making a moving storybook using sliders (Mechanisms).	L.O. To use oil pastels to colour my house saint.	L.O. To explore making mechanisms.	L.O. To design a moving storybook.	L.O. To construct a moving picture.	L.O. To evaluate my finished product.	L.O. To use my pencil to draw different types of lines.	L.O. To use my knowledge of lines to sketch my school building.	Draw, paint or collage a picture of your favourite place in your local area. 
P.E. (teacher-led) (Physical Education)		PE with Mr. Byrne Locomotion: Running PE with Class Teacher Dance: Growing L.O. To explore movements, related to a bee.	PE with Mr. Byrne Locomotion: Running PE with Class Teacher Dance: Growing L.O. To develop flower movements.	PE with Mr. Byrne Locomotion: Running PE with Class Teacher Dance: Growing L.O. To create a seed motif.	PE with Mr. Byrne Locomotion: Running PE with Class Teacher Dance: Growing L.O.: To imagine growing from a seed to a flower.	PE with Mr. Byrne Locomotion: Running PE with Class Teacher Dance: Growing L.O.: To create a plant dance.	PE with Mr. Byrne Locomotion: Running PE with Class Teacher Dance: Growing L.O. To create a dance sequence, to include a 'jump, turn & balance' movement.	PE with Mr. Byrne Locomotion: Running PE with Class Teacher Dance: Growing Performance of Dances L.O. To create a dance sequence, to include a 'jump, turn & balance' movement.	