



# 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
<b>R.E</b>	<p><b>Families</b> – God’s love and care <i>Big Question: Why do we have a family? Who is my family?</i></p> <p><b>Belonging</b>- Baptism and invitation to belong to God’s family <i>Big Question: What does it mean to belong?</i></p>	<p><b>Belonging</b>- Continued <b>Judaism</b>- Abraham and Moses <b>Waiting</b>- Advent: A time to look forward to Christmas <i>Big Question: Is waiting always difficult?</i></p>	<p><b>Special people</b> – People in the parish family. <i>Big Question: What makes a person special?</i></p> <p><b>Meals</b> – Mass and Jesus’ special meal <i>Big Question: What makes some meals special?</i></p>	<p><b>Meals</b> – Continued <b>Change</b> – Lent: a time for change <i>Big Question: How and why do things change?</i></p>	<p><b>Holidays and Holydays</b>- Pentecost: The feast of the Holy Spirit. <i>Big Question: Why do we need holidays and holydays?</i></p> <p><b>Islam</b>- Muhammad the holy man <b>Being sorry</b>- God helps us choose well <i>Big Question: When and why is important to say sorry?</i></p>	<p><b>Being sorry</b> – Continued</p> <p><b>Neighbours</b>- Neighbours share God’s world. <i>Big Question: Who is my neighbour?</i></p>
<b>English</b>	<p><b>Unit 1: Writing Outcome: Invitations/ Narrative</b> Stimulus Text: The Tiger Who Came to Tea –Judith Kerr</p> <p><b>Unit 2: Writing Outcome: Letters</b> Stimulus Text: Here Comes Mr Postmouse- Marianne:LeDuc (HfL unit)</p>	<p><b>Unit 1: Writing Outcome: Non-Chronological Reports: Space Facts</b> Stimulus Text: Look up! – Nathan Bryon</p> <p><b>Unit 2: Writing Outcome: Diary-writing</b> Stimulus Text: Beegu- Alexis Deacon</p> <p><b>CHRISTMAS FOCUS</b> <b>Unit 3: Writing Outcome: Cards and Letters</b> <b>Stimulus Text:</b> The Jolly Christmas Postman- Allan Ahlberg</p>	<p><b>Unit 1: Writing Outcome: Postcards, letters and Diaries- first person writing</b> Stimulus Text: Meerkat Mail- Emily Gravett</p> <p><b>Unit 2: Writing Outcome: Non Chronological Reports- lists of facts</b> Stimulus Text: Ten reasons to love a penguin- Catherine Barr</p>	<p><b>Unit 1: WHOLE SCHOOL BOOK PROJECT</b></p> <p><b>Unit 2: Writing Outcome: Instructions</b> Stimulus Text: How to Wash a Woolly Mammoth-Michelle Robinson (HfL Unit)</p> <p><b>Unit 3: Writing Outcome: Non-Chronological Report-factual page</b> Stimulus Text: Bats- Megan Cullis (HfL Unit)</p>	<p><b>Unit 1: Writing Outcome: Narrative-recount</b> Stimulus Text: Farmer Duck- Martin Waddell (HfL Unit)</p> <p><b>Unit 2: Writing Outcome: Narrative- recount</b> Stimulus Text: The Disgusting Sandwich- Gareth Edwards</p> <p><b>Unit 3: Writing Outcome: Instructions (Recipes)</b> Stimulus Text:Handa’s Surprise- Eileen Browne</p>	<p><b>LINK TO REFUGEE WEEK</b> <b>Unit 1: Writing outcome: Persuasive writing</b> Stimulus Text: The Suitcase- Chris Naylor Ballesteros</p> <p><b>Unit 2: Writing outcome: narrative- traditional tale with a twist</b> Little Red and the Very Hungry Lion- Alex T. Smith (HfL unit)</p> <p><b>Unit 3: Poetry focus</b> <b>Writing outcome: poems</b> James Carter</p>

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<b>Phonics (Little Wandle)</b>	<b>Review Phase 3 and 4 Phase 5</b>  /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	<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	<b>Phase 5 Graphemes</b>  /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	<b>Phase 5 Graphemes</b>  /ur/ or word /oo/ u owl awful could /air/ are share /or/ au 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: acto	<b>Phonics Screening Check</b>	<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 /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ ough our oar ore daughter pour oar more
<b>Maths</b>	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
<b>Science</b>	Seasons /Ourselves	Common and wild garden plants Materials	Seasons Materials	Animals and life processes	Seasons Animals	Humans
<b>Computing</b>	<b><u>Computing systems and networks 1:</u></b>  <b>Improving Mouse Skills</b> 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. <b>E Safety</b>	<b><u>Skills Showcase -</u></b>  <b>Rocket To The Moon –</b> Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data. <b>E Safety</b>	<b><u>Programming 1:</u></b>  <b>Algorithms Unplugged –</b> Algorithms, decomposition and debugging are made relatable to familiar contexts, following directions, learning why instructions need to be specific.	<b><u>Programming 2:</u></b>  <b>Bee Bots –</b> Introducing programming through the use of a Bee-Bot and exploring its functions.	<b><u>Creating Media:</u></b>  <b>Digital Imagery -</b> Taking and editing photos, searching for and adding images to a project.  <b>E Safety</b>	<b><u>Data Handling:</u></b>  <b>Introduction To Data -</b> Learning what data is and the different ways it can be represent.
<b>PSHE (including Zones of Regulation)</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships and RSE- Life to the Full	Changing Me and RSE- Life to the Full

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<b>History and Geography</b>	<p><b>Local Area</b></p> <p><b>Big Question: Where do I live and go to school?</b> 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</p> <p>St Albans- my house, street, school, town, city, country. Weather (Eco-theme: How can I look after my area? Eg Litter-picking)</p>	<p><b>Space Race</b></p> <p><b>Big Question: How did people learn to explore space?</b> Events beyond living memory that are significant nationally or globally, for example, the first (space) flight</p> <p><b>Amelia Earhart</b> <b>Valentina Tereshkova</b> <b>Neil Armstrong</b> <b>Tim Peake</b> <b>Katherine Johnson</b></p> <p>Animals in space, Timeline of space exploration, technology behind space exploration, milestones in space exploration</p>	<p><b>Poles Apart</b></p> <p><b>Big Question: Why are some countries hot and some are cold?</b> 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</p> <p>Seven Continents Hot and Cold Countries Equator/Poles Climate &amp; clothing Different lives of people in other continents. (Eco-theme: How is global warming affecting the Arctic?)</p>	<p><b>Healthcare in the Past</b></p> <p><b>Big Question: How and why have hospitals changed?</b> Mary Seacole Florence Nightingale The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods- hospitals. Florence Nightingale and Mary Seacole. Hospitals then and now. Further study: Other people who have changed healthcare eg <b>Edith Cavell,</b> <b>Elizabeth Fry,</b></p>	<p><b>On the Farm</b></p> <p><b>Big Question: Where does our food come from and how does it reach us?</b> 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. Farms &amp; 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)</p>	<p><b>Life in the Past</b></p> <p><b>Big Question: How have people's lives changed in living memory?</b> Explore changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Simple family tree. What was school like for my grandparents? What toys did my grandparents play with? What sort of music did my grandparents listen to? How did my grandparents communicate?</p>
<b>Art &amp; Design</b>	<p><b>Drawing , painting</b></p> <p><b>Buildings around me</b></p> <p>Observational drawing of buildings-shape and line. Adding colour using watercolours.</p> <p><b>Focus artist: Hannah Sessions (local St Albans artist)</b></p>	<p><b>Drawing , collage</b></p> <p><b>Explore and Draw</b></p> <p>Drawing, sketchbooks, collage, wax resist Autumn focus <a href="https://www.accessart.org.uk/explore-draw/">https://www.accessart.org.uk/explore-draw/</a> <a href="https://www.accessart.org.uk/wax-resist-autumn-leaves-by-rosie-james/">https://www.accessart.org.uk/wax-resist-autumn-leaves-by-rosie-james/</a></p> <p><b>Focus artist: Andy Goldsworthy</b></p>	<p><b>Painting and Mixed Media</b></p> <p><b>Colour splash</b></p> <p>Understanding colour, colour-mixing <a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-painting/</a></p> <p><b>Focus artist: Clarice Cliff</b></p>	<p><b>Drawing and Sculpture</b></p> <p><b>Making Birds</b></p> <p>Observational drawing, exploring changing 2-D materials into 3-D.</p> <p><b>Focus artist: Hoang Tien Quyet</b> <a href="https://www.accessart.org.uk/pathway-making-birds/">https://www.accessart.org.uk/pathway-making-birds/</a></p>	<p><b>Printing</b></p> <p><b>Simple Printmaking</b></p> <p>Rubbings, relief print, making repeated prints-food-themed. <a href="https://www.accessart.org.uk/simple-printmaking/">https://www.accessart.org.uk/simple-printmaking/</a></p> <p><b>Focus artist: Andy Warhol</b></p>	<p><b>Sculpture</b></p> <p><b>Paper Play</b></p> <p>Rolling and shaping paper to make 3-D sculptures and drawings. Rolling and shaping paper to make human models. <a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-3d/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/year-1-3d/</a> <a href="https://www.kapowprimary.com/theme/sculpture-and-collages-lesson-4-5-football-player-model/">https://www.kapowprimary.com/theme/sculpture-and-collages-lesson-4-5-football-player-model/</a></p>
<b>Design &amp; Technology</b>		<p><b>Structures</b></p> <p>Making a rocket (linked with Computing).</p>	<p><b>Textiles –(KAPOW)</b></p> <p>Making puppets of animals. Joining fabric by pinning or stapling.</p>	<p><b>Mechanisms- (KAPOW)</b></p> <p>Moving Story Books using sliders</p>	<p><b>Food and nutrition (KAPOW)</b></p> <p>– Healthy eating – Fruit salads/ Smoothies</p>	<p><b>Structures- Making a family photo frame.</b></p> <p>Selecting and safely using tools, attaching parts, ensuring structure is sturdy.</p>
<b>P.E</b>	<p><b>Locomotion :</b> Running</p> <p><b>Dance:</b> Growing</p>	<p><b>Gymnastics:</b> Body Parts</p> <p><b>Ball Skills:</b> Hands</p>	<p><b>Locomotion:</b> Jumping</p> <p><b>Dance:</b> Link to class topic</p>	<p><b>Ball skills:</b> Feet</p> <p><b>Gymnastics:</b> Wide, narrow, curled</p>	<p><b>Ball skills:</b> Hands</p> <p>Health &amp; Wellbeing Games for understanding</p>	<p><b>Team building</b></p>

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<b>Music</b>	<p><b>Pulse And Rhythm</b> Play instruments to a steady beat, with control. Begin to create simple rhythmic patterns.  To begin to identify crotchets and quavers</p>	<p><b>Performance</b> To learn songs for Christmas play.  Sing with an awareness of pitch and control of breathing</p>	<p><b>Pitch, Duration and Dynamics</b> To know the names of classroom instruments and how they are played.  To be able to copy a simple rhythmic pattern</p>	<p><b>Singing</b> Explore the use of the voice in different ways such as singing, chanting and speaking. Explore how music can be used to tell a story using Fairytales as a starting point.</p>	<p><b>Composition</b> To begin to represent sounds with simple symbols including shapes and marks.</p>	<p><b>Singing Games</b> To sing in tune within a limited pitch range  Discover how the voice can produce rhythm and pulse, high and low pitch and loud and quiet to produce different effects.</p>
<b>Suggested Trips / Workshops</b>	<p>Clarence Park visit – signs of Autumn Visit church/walk in local area.</p>			<p>Florence Nightingale Museum – London</p>	<p>Willows Farm or a working farm</p>	<p>Clarence Park – Summer Walk Grandparents’ Tea to share family history and photos</p>