



**St. William's Catholic Primary School**  
**Year 1 Curriculum Overview**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Penguins, Possums and Pigs</b>	<b>Fire! Fire!</b>	<b>Growth and Green Fingers</b>	<b>Family Album</b>	<b>The Great Outdoors</b>	<b>Robots</b>
<b>Mathematics</b>	Place Value Addition and Subtraction Geometry: Shape	Place Value Addition and Subtraction	Time Place Value Addition and Subtraction	Length and height Multiplication and Division Fractions Consolidation	Place Value Addition and Subtraction	Money Weight and Volume Consolidation
<b>English</b>	Stories by the same author  Non-chronological reports  Poems on a theme	Repetitive patterned stories  Poems on a theme  Range of non-fiction texts	Classic stories  Instructions  Traditional rhymes	Traditional tales  Recounts	Stories with familiar settings  Non-fiction texts: booklets  Traditional rhymes	Stories with fantasy settings  Recounts  Poems for learning by heart
<b>Grammar and Punctuation</b>	Punctuate simple sentences with capital letters and full stops.  Identify and use question marks.  Plurals - adding s to nouns.	Use question marks.  Use capital letters for names of people.  Punctuate simple sentences with capital letters and full stops.	Punctuate simple sentences with capital letters and full stops.  Identify and use exclamation marks.  Use capital letters for names of people.	Punctuate simple sentences with capital letters and full stops.  Use simple connectives to link ideas e.g. <i>and, but, or, so</i> .  Use capital letter for the personal pronoun 'I'.  Use capital letters for people, places and days of the week.	Punctuate simple sentences with capital letters and full stops.  Identify and use question marks.  Use simple joining words to link ideas e.g. <i>and</i> .  Use question marks.  Use capital letters for names of places	Use capital letters for names of people, places and days of the week.  Punctuate simple sentences with capital letters and full stops.  Identify and use question marks and exclamation marks.  Use simple 'joining words' to link ideas.  Pluralise nouns - build on using '-s' e.g. <i>dog, dogs</i> , as addressed in previous units, to using '-es', e.g. <i>wish, wishes</i> .  Use capital letter for the personal pronoun I.  Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i> .



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<b>Spelling</b>	<p>CVC Words</p> <p>CVC and CCVC Words</p> <p>CVC, CCVC and CCVCC words</p> <p>Words containing ch, sh, th and wh</p> <p>Words ending in ll, ss, ff, zz and ck</p>	<p>Words ending in nk and words of two syllables</p> <p>Words ending in tch and ve</p> <p>Words ending in 's' and 'es'</p> <p>Words with short vowel sounds ending in er and est</p> <p>Words with long vowel sounds ending in er and est</p>	<p>Words with 'a-e'</p> <p>Words with 'e-e' and 'i-e'</p> <p>Words with 'o-e' and 'u-e'</p> <p>Words with 'ar' and 'ee'</p> <p>Words with 'ea'</p>	<p>Words containing 'er'</p> <p>Words with 'ir' and 'ur'</p> <p>Words with 'oo' as in spoon</p> <p>Words with 'oo' as bull</p> <p>Words with 'oe' and 'oa'</p>	<p>Words with 'ue' and 'ew'</p> <p>Words with 'ie' as /ee/ and /ie/</p> <p>Words with 'igh' as /ie/</p> <p>Words with 'or' and 'ore'</p> <p>Words with 'aw' and 'au'</p>	<p>Words with 'air' and 'ear'</p> <p>Words with 'are' and 'ear' as /air/</p> <p>Words ending in 'y'</p> <p>Words with 'ph' as /f/ and 'wh'</p> <p>Words with 'k' before 'e', 'i' and 'y'</p>
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<b>Science</b>	Common animals other than humans and their basic structure		Plants - basic structure and observing growth over time		Everyday materials - naming of materials and their properties	Human body and senses
<b>History</b>		Events beyond living memory - Great Fire of London		Changes within living memory		
<b>Geography</b>	Hot and cold areas of the world			UK countries and capital cities	Fieldwork in the school grounds	
<b>Art/DT</b>	Drawing in pastel developed into 3D using clay	Mechanisms - pop ups and simple card levers	Observational drawings and paintings developed into printmaking  Food - preparing and combining foods	Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art	Structures - stability and strength	
<b>Music</b>	<b>Hey You!</b> :Rapping songs, using Pule Rhythm and pitch.	<b>Rhythm in the Way we Walk:</b> Action songs about the interrelated dimensions in music.	<b>In the Groove:</b> Exploring Rhythm.	<b>Round and Round:</b> Music from around the world exploring musical elements.	<b>Your Imagination:</b> Developing musical ideas	<b>Reflect:</b> Song Share and celebration of musical discoveries.
<b>ICT Computing</b>	IT - text and images	IT - digital research	CS / IT - computational thinking	IT / DL - recognise common uses of IT beyond school / hardware	IT - digital research	CS - programming
<b>P.S.H.E</b>	<b>Healthy Lifestyles</b> Eat Well Our feelings Harold's wash and brush up Catch it! Bin it! Kill it! I can eat a rainbow Healthy me Super sleep	<b>Keeping Safe</b> Harold loses Geoffrey Who can help? Harold's school rules What could Harold do? Growing and Changing Harold learns to ride his bike Then and now What could Harold do?	<b>Healthy Relationships</b> Surprise and secrets Good or bad touches Unkind, tease or bully Who can help? How are you listening? Pass on the praise	<b>Feelings and Emotions</b> Thinking about feelings Harold has a bad day Who are our special people? Feelings and bodies Valuing differences It's not fair! Good friends	<b>Rules, Rights and Responsibilities</b> Why we have classroom rules Taking care of something Our special people balloons	<b>Money</b> Harold's money How should we look after our money?



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<p><b>Come and See</b></p>	<p><u>Families</u> Focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.</p> <p><u>Belonging</u> Focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of Gods life and friendship.</p>	<p><u>Belonging</u> Cont ...</p> <p><u>Waiting</u> Focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.</p>	<p><u>Special People</u> Focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.</p> <p><u>Meals</u> Focuses on the invitation to know Jesus, to live in communion with him and with one another.</p>	<p><u>Meals</u> Cont ...</p> <p><u>Change</u> Focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christian's to follow Jesus' example of self-giving.</p>	<p><u>Holidays and Holydays</u> Focuses on the on-going mission of Jesus Christ in the church through the power of the Holy Spirit.</p> <p><u>Being Sorry</u> Focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation through the Sacrament.</p>	<p><u>Neighbours</u> Focuses on the same love revealed in the diversity of the world and its people and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.</p> <p><u>Hinduism</u></p>
<p><b>PE</b></p>	<p>Rolling Equipment</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Kicking Catching Bouncing</p>	<p>Underarm thrown Overarm throw</p>	<p>Athletics</p>



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<b>Ongoing</b>	<b><u>Science/Geography</u></b>  Nature and field journals - observations of plants and animals in their local environment throughout the year	<b><u>PE</u></b>  Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children's learning in PE.	<b><u>E-Safety</u></b>  Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.	<b><u>History</u></b>  Black History Month (Rosa Parks/Mary Seacole)	<b><u>English</u></b>  Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.	