



New Primary Curriculum 2026/2027

Year 1 – Venus Class



	Term 1 8 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 5 weeks	Term 5 7 weeks	Term 6 6 weeks, 2 days
	AUTUMN		SPRING		SUMMER	
RE	Creation and Covenant Prophecy and Promise		Galilee to Jerusalem Desert to Garden Holy week		Ends of the Earth Dialogue and Encounter	
School Values	Respect	Honesty	Courage	Compassion	Perseverance	Responsibility
Catholic Social Teaching	Stewardship Family and Community	Dignity of the Human person	Solidarity and the Common Good	Option for the Poor and Vulnerable	Dignity of Work	Rights and Responsibilities
CST links	Dignity of Human person - Fairytales - morality, Dignity of Human Person - Online safety Harvest - Option for poor and vulnerable Science - recycling materials - stewardship PSHE - family and community	Dignity of work - training to be an astronaut. Remembrance - Dignity of Human Person and Solidarity - war Dignity of human person - Anti Bullying week, PSHE - celebrating difference Advent fundraiser - option for the poor and vulnerable	Pirates - dignity of human person, rights and responsibilities Dignity of work - PSHE - dreams and goals	Stewardship - caring for plants, deforestation, Lent fundraiser - option for the poor and vulnerable	Stewardship - caring for animals - Pig the Pug. Leo and the Octopus - dignity of human person - autism / individual difference	Stewardship - caring for our world - physical features - option for the poor and vulnerable - giving our old toys to charity
Class Reading Book	We're going to find the Monster. Welcome to our world. If I had an octopus.	Look up! Meet the Oceans Caterpillar Cake	Little Red and the Very Hungry Lion. The Queen next door.	Tidy The Digger and the Flower. Nature Trail	Lost in the Toy Museum. Dare we be Dragons? The Cow	A home for Stone. Tiny Crab is a Tidy Crab. Cats Sleep Anywhere

			Big Green Crocodile			
ENGLISH	<u>Narrative:</u> Re telling. Through the means of a story map, the children will be learning the story of 'We're going to find the monster'. We will then be focussing on the different settings in the story where the children will be making simple statements, as well as applying grammar such as capital letters and full stops. <u>Non-Fiction:</u> The children will write a fact file all about themselves, focussing on using simple present tense, writing in the third person and using relevant vocabulary.	<u>Narrative:</u> The children will focus on re telling the whole story and will use simple descriptions to describe the characters in their narrative writing. <u>Non-Fiction:</u> The children will write an invitation to join the rocket trip around space.	<u>Narrative:</u> Alternative Version - Little Red and the Hungry <u>Plot Focus -</u> ✓ Series of linked sentences ✓ Imitation of known stories ✓ Clear opening and closing sentence. <u>Non-Fiction:</u> Writing to inform: Postcard from one character to another to tell them what has happened.	<u>Narrative:</u> Imitation: retell in a non - rhyming narrative. Setting focus: ✓ Say where the story is taking place. ✓ Make simple statements about the setting. <u>Non-Fiction:</u> Writing to argue: Persuasion Simple letter to persuade other diggers to stop digging up the flowers/plants.	<u>Narrative:</u> Alternative version: Bunting gets lost and the toys have to find him. Language features focus: ✓ Use the power with and (e.g. he walked and he walked and he walked). ✓ Imitate simple recurring language from known stories (e.g. he huffed and he puffed.) <u>Non-Fiction:</u>	<u>Narrative:</u> Alternative Version: Change the stone to a different item which can be found on the beach. Language features focus: ✓ Use the power with and (e.g. he walked and he walked and he walked). ✓ Imitate simple recurring language from known stories (e.g. he huffed and he puffed.) <u>Non-Fiction:</u> Writing to explain: Instructions. How to keep a beach tidy Features:

			✓ Simple present tense ✓ Third person ✓ Relevant vocab.	✓ Simple present tense ✓ Third person ✓ Relevant vocab.	Writing to inform: Recount (real experience) Write a recount after going into the playground and acting out the imaginary scenes in the book. Features: ✓ Simple past tense ✓ Chronological order ✓ First person.	✓ Follow and give oral instructions. ✓ Create picture instructions ✓ Appropriate title (How to...) ✓ Simple present tense ✓ Second person (you)
MATHS Measurement: Money and time will be taught throughout the year	Place Value within 10	Addition & Subtraction within 10. Shape	Place value within 20 Addition and subtraction within 20.	Place Value within 50 Length and Height Mass and Volume.	Multiplication and Division Fractions Geometry - position and direction.	Place value within 100

SCIENCE	<u>Seasonal Changes</u> By The end of this unit pupils will be able to: • Identify and talk about the changes that happen within Autumn and winter • Recognise that during Autumn the days begin to get shorter • Identify the weather during Autumn and Winter • Identify how the trees change during Autumn and Winter • Identify the clothes we wear during Autumn and Winter • Observe seasonal changes and record them in a weather diary • Identify different weather symbols		<u>Everyday Materials</u> By The end of this unit pupils will be able to: • Distinguish between an object and the material from which it is made • Identify and name and describe a variety of everyday materials • Compare and group a variety of everyday materials • Use observational skills to identify the physical properties of different materials • Use descriptive scientific vocabulary to describe the properties of everyday materials	<u>Animals including Humans</u> By The end of this unit pupils will be able to: • Name a variety of common animals • Identify which groups animals belong to fish, amphibians, reptiles, birds and mammals • Say which animals are herbivores, carnivores and omnivores and talk about what these animals eat • Describe and compare the structure of a variety of common animals • Identify, name, draw and label the basic parts of the human body and say which part is	<u>Plants</u> By The end of this unit pupils will be able to: • Name a variety of wild and garden plants • Identify evergreen and deciduous trees • Talk about the structure of a plant.	<u>Seasonal Changes</u> By The end of this unit pupils will be able to: • identify and talk about the changes that happen within Summer • recognise that Summer the days are longer • talk about the changes that happen within the natural environment
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GEOGRAPHY		<u>What is it like here?</u> • Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. • Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. • Recognise four features in the school		<u>What is the weather like in the UK?</u> • Name and locate the four countries on a map of the UK. • Identify the country they live in. • Identify the four seasons and the current season and describe some seasonal changes.	<u>What is it like to live in Shanghai?</u> • Give examples of human and physical features. • To draw a sketch map • To name and locate some continents on a world map. • To identify physical and human features of a non-European country.	

		grounds using a map. • Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. • Draw a design to improve three areas of the playground using the results from the survey.		• Identify the four compass directions • Identify that the arrow on a compass always shows north. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Suggest appropriate clothing and activities for each season.	• To describe what it is like in Shanghai. • To compare Shanghai to a small area of the UK.	
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HISTORY	<u>How am I making history?</u> • Order three photographs correctly on a simple timeline. • Use the terms 'before' and 'after' when discussing their timelines. • Talk about three memories and place one of them on a timeline. • Explain why memories are special and name four events that they celebrate throughout the year.		<u>How have toys changed?</u> • Discuss their favourite toy using language related to the past. • Ask questions about toys in the past. • Make comparison s between toys in the past and present. • Sequence artefacts from different periods of time. • Identify changes between		<u>How have explorers changed the world?</u> • Explain what explorers do • Name equipment or transport an explorer would need. • Sequence four photographs from different periods of time. • Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). • Identify where they travelled and write a	

	• Think of three ways they celebrate their birthday. • Ask a visitor one question about childhood in the past. • Know a similarity and a difference between childhood now and in the past. • Add three ideas to a time capsule about themselves. • Use key vocabulary to compare the present, the past and possible changes in the future.		teddy bears today and those from 100 years ago. • Describe how toys have changed over time.		sentence about the achievements of one explorer. • Select the most important events in a historical story. • Sequence events on a timeline and use this to retell the story. • Describe what they can see in a photograph. • Make inferences about what a person in an image could be saying and ask questions to further their understanding.	
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					• Recall information about past and present exploration. • Understand events in relation to the present day and compare how exploration has changed over time. • Describe how an explorer is significant and how they impacted events or people's ideas. • Show understanding of significant people by designing a coat of arms.	
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ART	Drawing - Exploring line and shape Painting and mixed media - Colour splash Christmas crafts		Painting and mixed media - Colour splash Sculpture and 3D - Paper play Easter crafts		Craft and design - Woven wonders	
DT					Design, make and evaluate your own toy.	
Computing	Online Safety Improving mouse skills	Programming 1: Algorithms unplugged	Skills showcase: Rocket to the moon	Programming 2: Bee-Bots	Creating media: Digital imagery	Data handling: Introduction to data
PSHE	Being Me in the World	Anti-Bullying Week Celebrating Differences	Dreams and Goals	Healthy Me	Life to the Full	Life to the Full
PE	Team Building	Fitness	Games/ball skills	Invasion	Dance	Athletics
Music		Singing - Nativity	Music Express	Music Express	Music Express	Music Express
Wow days and experiences		Nativity Local walk (linked to Geography topic)	Teddy bears picnic (linked to History topic)			School trip