

## Key Stage 1 Half Term Curriculum Overview

Year 1 2025/2026 - Spring 2

Dear Parents,

I am pleased to provide you with information about what we will be covering in the different subjects during the second half of the Spring term. Please catch me at the door or by email if you have any questions about our learning this term. Kind Regards, Mrs Gambles and Miss Ross.

### Catholic life of the school

On a Monday morning, we begin the week by gathering to reflect on the week ahead and pray together. On Friday, we have Celebration Assembly, when we celebrate the achievements of children from each class. Key Stage assemblies take place on Wednesday, and in class the children will continue to plan and lead prayer and liturgy with their teacher on Tuesdays, Thursdays and Fridays.

The children will attend a variety of school Masses/services, in Church, throughout the year. The oldest and youngest children will also buddy up for prayer and liturgy/Mass together.

The Wednesday Word is available online, every Wednesday. Please look out for this and share it with your child.

<http://www.wednesdayword.org/school/index.htm>

During Lent the children will be living the word of God by their involvement in fundraising activities and raising awareness of local charities through the Good Shepherd Appeal for Nugent Care. We will also be taking part in the Cafod Big Lent Walk.

Throughout the half term the children will be given an opportunity to share God's Word with their family by taking a 'Lenten Prayer Bag' home to share Scripture and prayers and complete some little activities related to Lent and Easter.

The Pope announced 'Drawing New Maps of Hope' in October 2025. The theme continues from 'Pilgrims of Hope', where we pray and act together for hope, for the suffering in our world. We achieved our 'Live Simply Award' but continue with our journey. Watch out for more information in the school weekly newsletter, on 'Our school app' or the school website.

### Healthy School Initiative

As part of the healthy school initiative, we continue to encourage the children to be active at playtimes and improve their fitness by completing the 'Daily Mile'. This is done from a walking pace to a jogging/running pace as each child increases in speed and ability.

Children will be encouraged to drink water throughout the day; therefore it is important that the children have their bottles in everyday! It makes it easier for the children if the bottles have a sports top, as it would prevent any unnecessary spillage.

Healthy snacks can be brought into school each day and the children will be given the opportunity to eat their snacks during morning playtimes. A piece of fruit will be offered to every child in Key Stage 1 at afternoon playtime.

### Information and dates to remember:

Tuesday 24 February - Y4 Parent Holy Communion Meeting in church - 15.15

Saturday 28 February - Y4 First Communion Mass - 16.30

Tuesday 3 March - Y1 Phonics Meeting - 14.50

Wednesday 4 March - PCSO Becky & Bethan to KS1 & Lower KS2 talk about internet safety

Thursday 5 March - World Book Day

Thursday 5 March - Y4 First Holy Communion Meeting 14.45

Friday 6 March - EBSA Coffee Afternoon 2pm—3.15pm—IT Suite

Monday 9 & Tuesday 10 March - Parent Consultation Meetings

Sunday 15 March - Mother's Day

Tuesday 17 March - Big Lent Walk

Thursday 19 March - Y4 First Holy Communion

Saturday 21 March - 20 April - PAN Art - Golden Square

Tuesday 31 March - KS1 Service/ KS2 Stations of the Cross

Tuesday 31 March - Break up for Half Term

Monday 13 April - Summer Term Starts

### Homework Information will be set on Google Classrooms

**English Homework** Books will be sent home on Wednesdays with either a fiction or non-fiction piece of work to be completed and handed in by Monday.

**Spellings** will be given out on a Monday and tested throughout the week.

**Maths Homework** will be given out on a Tuesday and is to be handed in on Friday of the same week.

**Reading** Each child should read for a minimum of 15 minutes per night and complete their reading record.

### Concerns and Messages

If you have any concerns or problems, please do not hesitate to come in and see us at the end of the school day.

Please contact me on:

[teachers@socps.co.uk](mailto:teachers@socps.co.uk)

**Year 1**  
**General Class**  
**Information**

**Information**

This half term the children will come to school wearing their PE days: Monday/Tuesday. Please remove earrings.

**PE Uniform:** white plain t-shirt, royal blue shorts and black trainers (seasonal)

**PE** Cold weather -navy plain tracksuit tops (no hoods), jogging pants and black trainers will be needed.

P.E will be outdoors if the weather allows. *Please ensure all clothing is clearly labelled.*

**Speaking and Listening**

Talk with your child about things you are doing together. Explain new words and phrases and give your child words to use if s/he is struggling with an explanation.

Always encourage your child to ask questions and listen to the answers.

**Reading**

The children will bring home one decodable book, which they can read more fluently and will have practised in school the previous week. Any other book taken home will be a book to share with you, with you reading to or with your child. Please ensure that the decodable book is returned to school on time as other children will be relying on using the book, the following week. (A cost will be incurred for any books that are lost or damaged).

**Supporting your child with reading**

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home. There are two types of reading book that your child may bring home:

**A reading practice book (Decodable phonic book)**

This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

**A sharing book (library book)**

Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

**Reading practice book**

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they can't read a word, encourage them to have a go and then read it to them. After they have finished, talk about the book together. Please continue to complete reading record books each night, to communicate how your child has read or enjoyed a book with you.

**Sharing book**

In order to encourage your child to develop their vocabulary and to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

**Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!**

For more information, you can access <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

We look forward to working together, to keep reading a pleasurable experience for all our children and embracing the new scheme as we move forward together.

**The school continues to run an early-doors reading and number club, 8am - 8:45am each morning. We ask that children are in the club by 8.20am.**

### RE Topics - Desert to Garden

Children will:

- Hear stories about Jesus' life and the Easter story.
- Learn Lent is a time to change in preparation for the celebration of Easter.

**Please read the RE Newsletter on the school website for more information.**

### English

#### Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes (sounds), including, where applicable, alternative sounds for graphemes. e.g 'ai''ay'
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, e.g 'they'
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

#### Writing

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Focus and genres - Stories reflecting children's own experiences, poetry, reports and instructions.

#### Spelling

- All letters of the alphabet and the sounds which they most commonly represent.
- phase 5 digraphs which have been taught and the sounds which they represent.
- The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.

### Science - Comparing Animals

Children will:

- Name and describe the physical features of a range of animals.
- Sort animals into groups based on their similarities and differences.
- Identify characteristics specific to mammals, birds, reptiles, amphibians and fish.
- Recall the diets of carnivores, herbivores and omnivores.

When working scientifically, pupils who are secure will be able to:

- Use a non-fiction text to find out about specific animals' diets.
- Recognise that there are different ways to gather data.
- Record data in a block graph and use this to answer questions.
- Recognise what the scientist Jane Goodall was known for.

### Mathematics

#### Number: Place Value within 50

- Count to 50 forwards and backwards beginning with 0 or 1, or from any number.
- Count, read and write numbers to 50 in numerals.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and the language of equal to, more than, less than (fewer), most, least.
- Count in multiples of 2, 5 and 10.

#### Addition and Subtraction

- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one digit and two-digit numbers to 20 and beyond, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \quad - 9$ .

#### Measures

- Compare lengths and height using non-standard units of measurement.
- Use the language of measurement accurately, long, longer, short, shorter.
- Begin to use cm to measure the length and height of objects.
- Introduce weight, mass and volume. Measure and compare objects.
- Solve simple problems using measurement.

### History

#### How have toys changed?

Children will

- Discuss their favourite toy using language related to the past.
- Ask questions about toys in the past.
- Make comparisons between toys in the past and present.
- Sequence artefacts from different periods of time.
- Identify changes between teddy bears today and those from 100 years ago.
- Describe how toys have changed over time.

### PE:

Children will

- Develop their agility, balance and co-ordination, working as individuals and as part of a team.
- Participate in team games, developing simple tactics for attacking and defending.
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

**P.E- This Term - Monday and Tuesday.**

### Art and Design Sculpture and 3D - Paper Play

Children will

- Roll paper tubes and attach them to a base securely.
- Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.
- Shape paper strips in a variety of ways to make 3D drawings.
- Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.
- Create a tree of life sculpture that includes several different techniques for shaping paper.
- Work successfully with others, sustaining effort over a time.
- Paint with good technique, ensuring good coverage.

**Spring is in the  
Air**

### RSHE

#### Media and digital literacy/Money and work

Children will

- Find out about age-ratings and how they can help us make choices about what to watch.
- Learn how to make good, age-appropriate viewing choices. And what to do if they watch something that makes them feel worried.
- Learn how to stay safe on-line.
- Learn how to raise money for the Lenten appeal, cost it and make a profit.

#### RSE - Journey in Love

We meet God's love in our family:

Physical - To recognise how I am cared for and kept safe in my family.

### Computing

#### Programming Bee Bots

Children will:

- Write instructions for a person to follow.
- Carry out instructions written for a person to follow.
- Explain what each Bee-Bot button does.
- Create and test a short set of instructions.
- Check instructions and spot errors.
- Test instructions to check for further errors.
- Program a Bee-Bot using logical instructions.
- Identify and correct mistakes in a sequence when the Bee-Bot does not behave as expected.

### Music

#### Round and Round

Using the "Charanga" scheme, the children will be introduced to a variety of music styles.

We will;

- Listen and sing to music.
- Understand the geographical origin of the music and in which era it was composed.
- Experience and learn how to apply key musical concepts/elements.
- Work together in a band/ensemble.
- Develop creativity through improvising and composing within the song.
- Begin to understand and use the blues scale while improvising and composing.