Year 1 Yearly Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RED - 2025	Creation and Covenant In this half term the focus is on creation, beginnings, origins and promises and rules.	Prophecy and promise In this half term, the focus is on the future, and on Advent and Christmas. There is also the link to light.	Galilee to Jerusalem In this half term, there is a clear link to journeys and water.	Desert to Garden In this half term these is a clear link to habitats and gardens. We also focus on Lent.	To the ends of the Earth In this half term we look at going beyond our locality and Easter.	Dialogue and encounter In this half term we look at different cultures, similarities and differences and think about transitions.
Parts of the Liturgical year	St. Maru /Birth of Blessed Mary St. Jude's Start of Year Mass (Y5) St. Francis Rosary month KS2 masses Harvest	Advent / Christmas All Saints Christingle Carols KS2 masses Advent Mass (Y4) Nativity FS KS1 All Saints Day/ Week Christ the King	Feast of Holy Family (Staff) Epiphany Ash Wednesday Stations of the Cross KS2 masses	Lent Y3/4/5 St. Patrick's St. Joseph's KS2 masses Lent Mass (Y3)	Easter/ Pentecost Ascension KS2 masses	St. Helen's Leavers' Mass (Y6/Y5) KS2 masses St. Peter and St. Paul In the holidays, the Assumption of Mary
Other calendar events	Parents' Evening Return to learning Reception Baseline SEND Assessment	Curriculum Assessment	SEND Assessment	Parents' Evening Curriculum Assessment	Report writing Sports Day Key Stage 1 SATs Key Stage 2 SATs SEND Assessment	Report Writing Phonics check Multiplication Check Writing moderation Early Learning Goals Showcase Curriculum Assessment Leavers' Events
Reading See Reading Overview	♣ develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known ♣ understand both the books they can already read accurately and fluently and those they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say					

	♣ explain clearly their understanding of what is read to them					
Writing See Writing Overview	♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far ♣ write sentences by 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 ♣ read aloud their writing clearly enough to be heard by their peers and the teacher.					
Grammar See Writing overview	♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ♣ Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun ♣ Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) ♣ How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] ♣ How words can combine to make sentences Joining words and joining clauses using and					Terms: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
Handwriting See Writing overview	♣ sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.					
Spelling	Little Wandle Autumn 1	Little Wandle Autumn 2	Little Wandle Spring 1	Little Wandle Spring 2	Little Wandle Summer 1	Little Wandle Summer 2
	♣ the days of the week ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un– ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]					
Maths	Numbers to 10 (2 weeks) Addition and subtraction within 10 (Combination and partitioning) (2 weeks) Shapes and patterns (2 weeks)	Numbers to 20 (2 weeks) Addition and subtraction within 20 (Augmentation and reduction) (2 weeks)	Time (2 weeks) Exploring calculation strategies within 20 (1 week) Numbers to 50 (2 weeks)	Addition and subtraction within 20 (Comparison and difference) (2 weeks) Fractions (1 week) Measures (1): Length and mass (2 weeks)	Numbers 50 to 100 and beyond (2 weeks) Addition and subtraction (Applying strategies and structures) (2 weeks) Money (2 weeks)	Multiplication and division (2 weeks) Measures (2): Capacity and volume (2 weeks)
Catholic Social Teaching	Human Dignity The Common Good Participation Subsidiarity	Human Dignity The Common Good Participation Subsidiarity	Human Dignity The Common Good Participation Subsidiarity	Human Dignity The Common Good Participation Subsidiarity	Human Dignity The Common Good Participation Subsidiarity	Human Dignity The Common Good Participation Subsidiarity

	Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace