

The Good Shepherd Catholic Primary School



Year 1

Spring Curriculum Newsletter

2025 – 2026

In this booklet, I have included some information I feel you may find useful about the work your child will be doing this term. As well as the modules the children will be covering in class, I have also included the objectives and expectations for each subject. I hope you will find this information useful and supportive and look forward to working with you across the rest of the year.

Miss Reynolds

*Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by
creating family life.*

*Teach us the beauty of human love,
show us the value of family life
and help us to live in peace
with everyone.*

Amen.

SUBJECT	TOPIC INFORMATION			
RELIGIOUS EDUCATION	<p> Spring 1- Galilee to Jerusalem 1 – The Presentation of Jesus at the Temple 2 – Finding Jesus in the Temple and his hidden life 3 – Jesus announces his mission 4 – The call of the Disciple's 5 – The Little children 6 – The story of Zacchaeus </p> <p> Spring 2 – Desert to Garden Jesus is tempted in the desert and Ash Wednesday 1 – Jesus enters Jerusalem and Jesus teaches in the Temple 2 – The widow's mite 3 – The Last Supper 4 – The Crucifixion and death of Jesus 5 – The Angels message. </p>		BRANCH THREE FROM GALILEE TO JERUSALEM	BRANCH FOUR FROM DESERT TO GARDEN
		HEAR	The Presentation (Lk 2:22-38) Finding in the temple and the hidden life (Lk 2:41-52) Jesus announces his mission (Lk 4:16-22) The call of the disciples (Lk 5:1-11) Little children (Lk 18:15-17) Zacchaeus (Lk 19:1-9)	Jesus enters Jerusalem (Lk 19:28-38) Jesus teaches in the temple (Lk 19:47-48) The widow's mite (Lk 21:1-6) The last supper (Lk 22:7-23) The Crucifixion and death of Jesus (Lk 23:33-46) The angel's message (Lk 24:1-8) For Lent: Jesus is tempted in the desert for 40 days (Lk 4:1-13)
	BELIEVE	Jesus grows up and reveals the love of the Father to us. Some people that encounter Jesus recognise that he is the Son of God who has come to save all. Jesus is the 'light to all nations'.	That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. Jesus died and rose again.	

CELEBRATE	The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain.	Simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy. Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to those in need. Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life.
LIVE	All Christians are called to follow Jesus and share the Good News with others. Christians are called to take care of each other, especially those most in need, such as the poor.	Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call. Fasting, praying, and giving to others are ways of following Jesus' example.
KEY VOCABULARY	Presentation Temple mission Son of God light Candlemas	Temptation Last Supper Crucifixion Resurrection Ash Wednesday Palm Sunday Lent Easter Family Fast Day

ENGLISH

Children in Year 1 will continue to follow the Read, Write, Inc Programme to develop their phonic knowledge.
In the first half of the term children will write a recount from personal experience, explaining the events in the order that they happened. The children will also learn how to write an informal letter looking closely at the layout and features. They will explore poetry with the theme of nature.
In the second half term children will revisit stories with familiar settings. Children will also revisit poetry with the theme of nature, reading and discussing different poems and writing their own poem on a given theme.

MATHS	Effective maths - Geometry	[1] Identifying 3-D shapes [2] Identifying 2-D shapes [3] Creating 2-D shapes (cutting out and drawing) [4] Shapes around us and patterns with 2-D shapes [5] Patterns with 2-D and 3-D shapes [6] Compose 2-D and 3-D shapes from smaller shapes [7] Compose 2-D and 3-D shapes from smaller shapes [8] Positions (Eg: front, behind, top, bottom, above, below etc) [9] Movements (Eg: forward, backward, up, down, inside, outside) [10] Turns (Eg: whole turn, half turn)		
	Effective maths - Money	[1] Recognising coins [2] Recognising coins [3] The value of coins to 10p[4] The value of coins to £2 [5] Solving problems (addition)[6] Solving problems (subtraction)		
	Effective maths - Place Value	[1] Reading/writing numbers written in numerals and words [2] Counting to and from fifty in steps of one and two [3] Reading/writing numbers to 70 [4] Counting to and from seventy in steps of one and two [5] Identifying and representing numbers [6] Ordering and comparing numbers to 70		
	Effective maths- Calculation unit 3	[1] Number bonds for ten (revision) [2] Identifying missing numbers [3] Finding the difference [4] Adding to numbers to ten and related subtraction facts (11-15) [5] Adding to numbers to ten and related subtraction facts (11-20) [6] Problem solving linked to adding 1- digit numbers to ten (and related subtraction facts) [7] Problem solving linked to adding 1- digit numbers to ten (and related subtraction facts)		
	Effective maths - Calculation unit 4	[1] Making 11 in different ways [2] Subtracting from 11 [3] Solving problems (involving addition facts for 11 and related subtraction facts) [4] Making 12 in different ways [5] Subtracting from 12 [6] Solving problems (involving facts for 12 and related subtraction facts) [7] Making 13 in different ways [8] Subtracting from 13 [9] Making 14 in different ways [10] Subtracting from 14 [11] Making 15 in different ways [12] Subtracting from 15		
	Effective maths - Statistics	[1] Sorting shapes [2] Sorting shapes [3] Subsets [4] Combining sets [5] Intersections [6] Block graphs [7] Block graphs [8] Block graphs and bar charts		
SCIENCE		CUSP CURRICULUM – SEE BELOW		
HISTORY		CUSP CURRICULUM – SEE BELOW		
GEOGRAPHY		CUSP CURRICULUM – SEE BELOW		
COMPUTING	Programming A – moving a robot	Children will learn, and be able to explain what a command is and run a command on a device. They will learn how to give directions and combine four direction commands to make a sequence. Children will plan a simple program and find solutions to any problems encountered learning how to debug.		
	Data and information- Grouping data	Children will learn to label objects, identifying that objects can be counted. They will go on to explore how objects can be described and compared. This will all enable children to answer questions about groups of objects.		
RSE	Ten Ten Resources	Spring I	KS1, Module 2, Unit 2	Session 1: Special People Session 2: Treat Others Well... Session 3: ...and Say Sorry
		Spring II	KS1, Module 2, Unit 4	Session 1: Good and Bad Secrets Session 2: Physical Contact Session 3: Harmful Substances Session 4: Can You Help Me? (Part 1) Session 5: Can You Help Me? (Part 2)

MUSIC

Cusp -
Introducing
rhythm and
pulse

Cusp -
Introducing
Tempo and
Dynamics

**Point of reference:
Y1 Introducing rhythm and pulse – Block B**

- Pupils will be able to:
- sing along to simple nursery rhymes
 - explain how singing makes them feel



- explain what a melody and lyrics are.

At the end of this block, pupils will ...	
Know:	Be able to:
The difference between rhythm and pulse	Copy back simple rhythms
The names of a selection of untuned instruments	Play the pulse of a song on untuned instruments

**Point of reference:
Y1 Introducing tempo and dynamics – Block D**

- Pupils will be able to:
- play a range of untuned percussion instruments



- describe music using the terms pitch, rhythm, pulse and volume.

At the end of this block, pupils will ...	
Know:	Be able to:
The difference between tempo and dynamics	Control tempo and dynamics when playing untuned instruments
How to play a selection of untuned instruments	Describe the impact of a change in tempo or dynamics

PE

Real PE Unit
3 – Cognitive
skills

Real PE Unit
4 - Creative

Swimming

Fundamental Movement Skills:

- Dynamic Balance
- Static Balance - Stance

Fundamental Movement Skills:

- Coordination – Ball skills
- Counter Balance



Our swimming lessons will take place during the Spring term this year. Swimming lessons will be taught from Early Years Foundation Stage (EYFS) through to Year 6. Our swimming provision will be delivered by Sporty Scholars who run a unique 'Pools to Schools' programme in association with Elite Swimming. All swimming lessons will be taught by experienced and qualified swimming instructors over the course of 5 weeks, with all classes receiving weekly lessons during this time.

Year 1 Art: Printmaking – Block C

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploration of materials and artform	Explicit teaching of techniques	Applying knowledge, skills and techniques



Handprints

Teachers should click [here](#) to show pupils *Untitled 30* (2014) by Karen Lederer.
Click [here](#) to view other work by Karen Lederer.

At the end of this block, pupils will ...	
Know:	Be able to:
Prints can be made from ordinary objects	Apply paint using controlled brushstrokes and stippling
How to make and use a stencil and relief block	Combine printing techniques such as stencilling and relief printing

In this block, pupils will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing. They will combine these printing techniques to create a final piece, inspired by the work of the contemporary artist Karen Lederer.

Year 1 Art: Textiles – Block D

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploration of materials and techniques	Explicit teaching of techniques	Applying knowledge, skills and techniques
		Combining materials



Photo of textiles

Teachers should click [here](#) to show pupils *Dream Portraits* (2020) by Anne Kelly.

At the end of this block, pupils will ...	
Know:	Be able to:
Mixed media, including fabrics, yarn and beads, can be used to create artwork	Combine a range of materials to produce textile art

In this block, pupils will be given the opportunity to explore a range of materials, including fabric, oil crayons, chalk and paint, to create pieces of art. They will use natural and man made fibres, combining colours and textures.

Year 1 Design and Technology: Food and Nutrition – Block C How does food affect your senses?

- This block is set in the context of the CUSP Science unit 'Animals, including humans'.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3	At the end of this block, pupils will ...	
Exploring sensory qualities of food	Exploring sensory qualities of food	Exploring sensory qualities of food	Know:	Be able to:
Experimenting with new flavours and textures	Explicit teaching of culinary skills and techniques	Applying skills	Why colourful food can be healthier	Peel, chop and grate a selection of vegetables
Explicit teaching of culinary skills and techniques	Evaluating outcomes	Evaluating outcomes	How different foods can affect their senses	Modify food to suit their food senses



Rainbow wraps

Crudités

Vegetable kebabs

Pupils will learn that eating is a sensory experience. They will learn about the nutritional value of vegetables and why colourful food can be better for you. They will use a range of culinary techniques to create and modify dishes

Year 1 Design and Technology: Understanding Materials – Block D

Can you build with bread?

- This block is set in the context of the CUSP Science unit 'Materials'.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3	At the end of this block, pupils will ...	
Exploring materials	Explicit teaching of skills relating to the brief	Application of skills	Know:	Be able to:
		Evaluation and adaptation	Building materials have different properties which enable them to be used for different purposes	Identify, sort and select materials that can be used in construction
				Combine materials



Frank Lloyd Wright
(1867 – 1959)



Fallingwater (1935)
Frank Lloyd Wright

In this block, pupils will be able to identify a range of construction materials. They will investigate how materials can be changed by adding heat or water. They will use a combination of materials to create a small model house.

PSHE

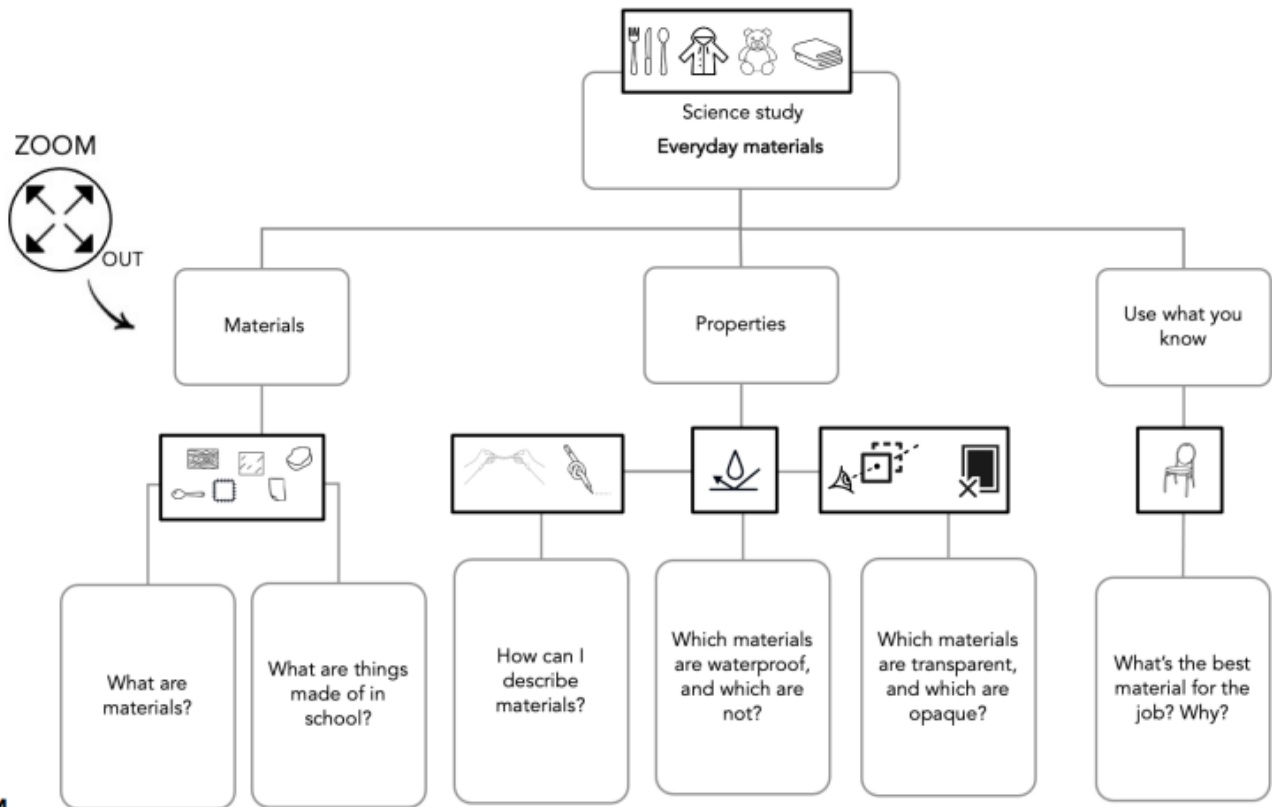
Too much selfie isn't healthy

Children will learn:

- how to love others.
- to notice the people around them.
- to suggest ways to help others.
- and understand what it means to appreciate others.
- about the importance of teamwork.
- how to keep safe online.

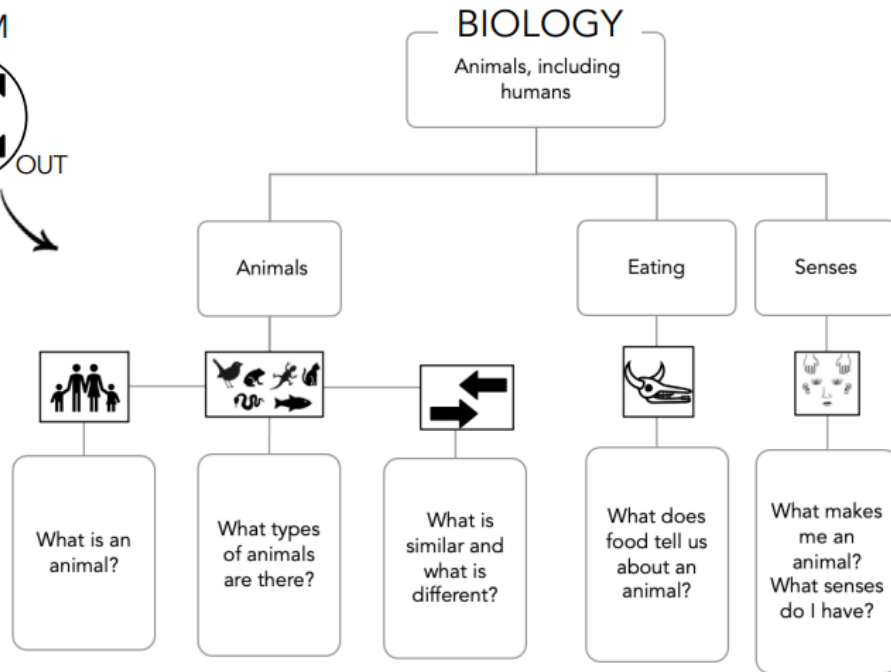
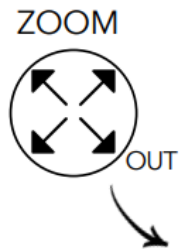
	<p>Don't hold on to what is wrong</p>	<p>Children will learn:</p> <p>about the importance of forgiveness.</p> <p>how their behaviour affects others and how to make amends.</p> <p>that forgiveness helps our hearts.</p> <p>the different ways to handle negative emotions.</p> <p>the different ways to handle disappointment.</p> <p>that the words they use affect others.</p>
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Science

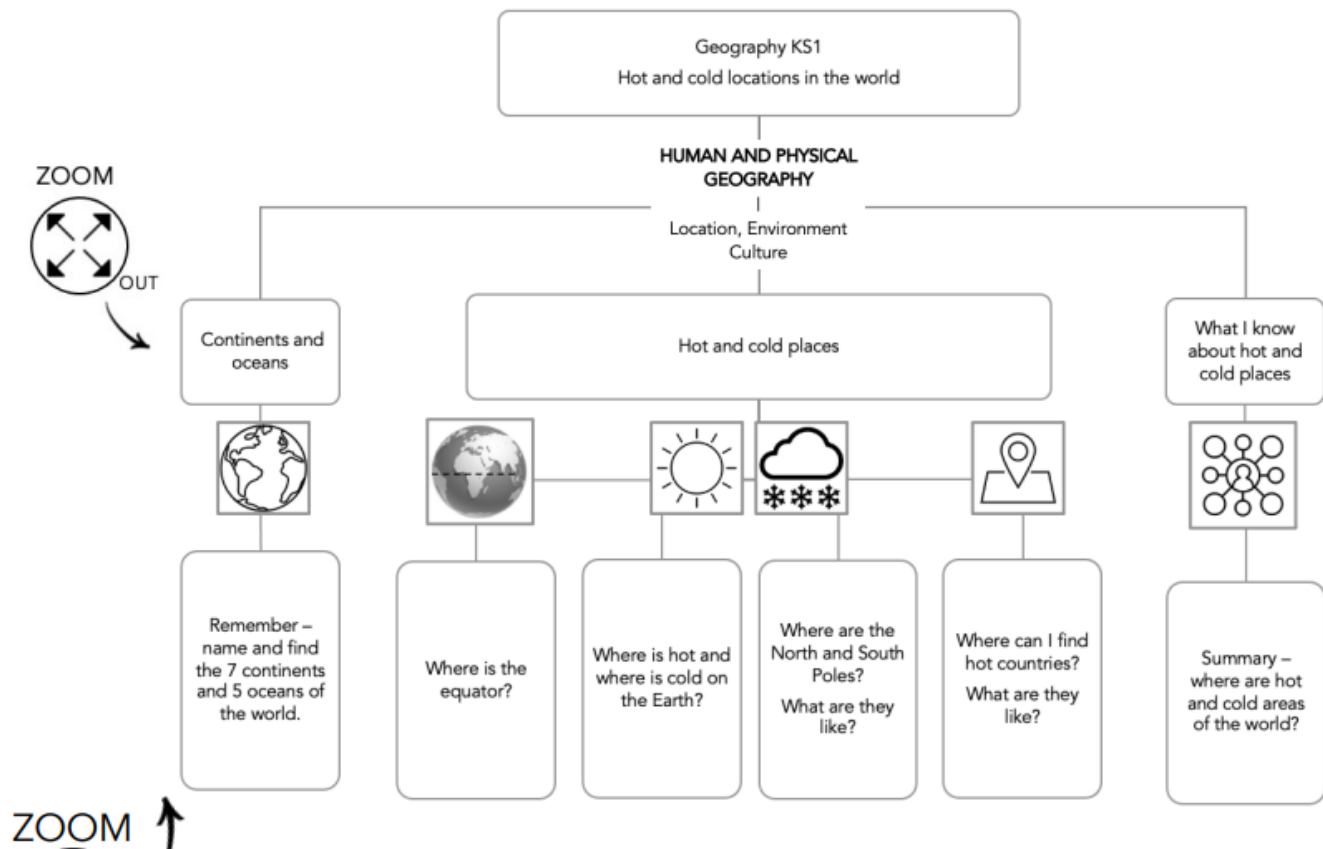


IM

BIOLOGY
|
The study of living things



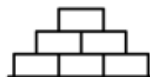
Geography



ELG: People, Culture and Communities

Previous learning

ELG: The Natural World



Year 1

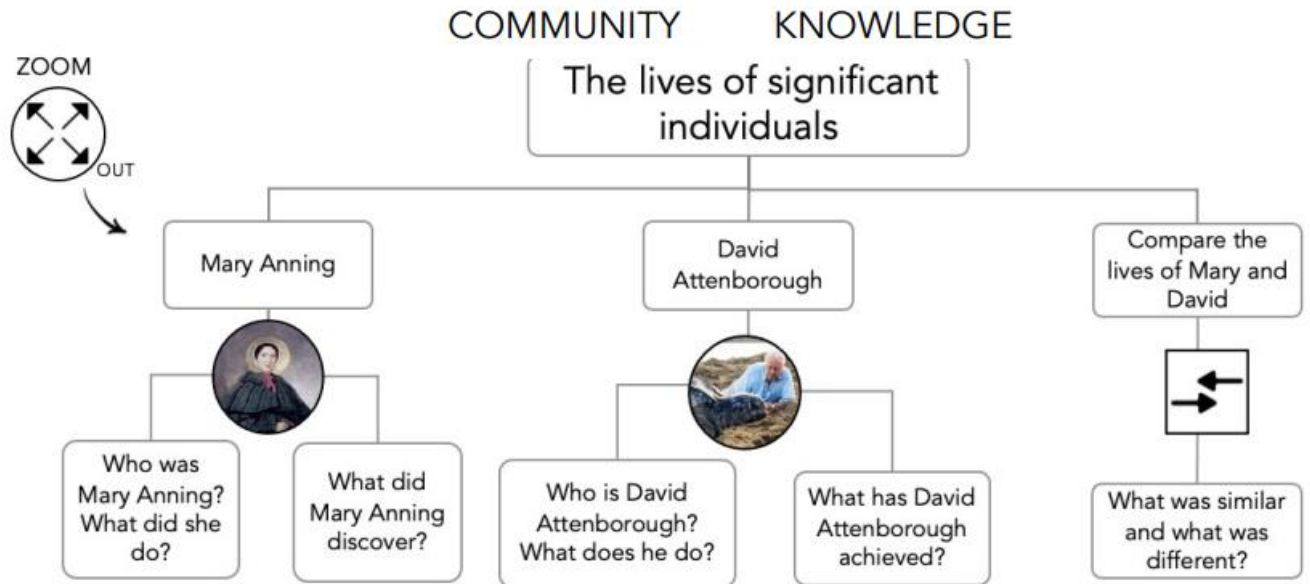
Introduce UK countries, capital cities, continents and oceans

Year 1

Revisit countries, capital cities, continents and oceans.



History



ZOOM ↑

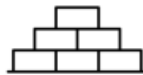
Past and Present

Science

Y1 Animals, including humans
Plants

Previous learning

The Natural World



People, Culture and Communities

Geography

Y1 Continents and oceans
Countries and capitals of UK