



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in all its fullness!' John 10:10**  
**'Achieving great things through learning and growing together in a love-filled Christian family'**

## Year 1 Spring 1 2026 Curriculum Overview

### English

#### **Narrative- We're Going on a Bear Hunt**

##### **Key Vocabulary**

**Repetition, full stop, capital letter, finger space, exclamation mark, question mark, character, setting, fiction, adjectives, expression, actions, author, sequence.**

##### **Key Learning**

- Orally retell a narrative through a performance using pattern and repetition to support this.
- Sequence a narrative.
- Plan and write an innovative story.
- Use full stops, capital letters, finger spaces and exclamation marks.
- Identify and use adjectives.

#### **Non-Fiction-Instructions.**

**Instructions, non-fiction, chronological order, time conjunctions, imperative verbs, adverbs.**

##### **Key Learning**

- Listen to a range of oral instructions.
- Read and follow a simple instruction or set of simple instructions.
- Identify features of an instruction text e.g. imperative verbs.
- Write a sequence of sentences which give clear instructions.

- Punctuate simple sentences with capital letters and full stops.

### **Traditional Rhymes**

- Recognise and join in with language patterns and repetition.
- Enjoy and recite rhymes and poems by heart.
- Use patterns and repetition to support oral retelling.
- Demonstrate their understanding of characters and events through role play and drama.
- Listen to what others say.
- Orally plan and rehearse ideas.
- Write in different forms with simple text type features.
- Use capital letters for names of people.
- Separate words with spaces.

## **Maths**

### **Place Value to 20**

#### **Key Vocabulary**

**tens, ones, multiples, even, odd, order, ascending, descending, numeral, word, number sentence, greater than, more than, less than, fewer than, equal to, compare, forwards, backwards.**

#### **Key Learning**

- Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers from 1-20 in numerals and words.
- Identify and represent numbers to 20 using objects and pictorial representations.
- Find one more and one less than any given number to 20.
- Use a number line to 20.
- Estimate on a number line to 20.
- Compare and order numbers to 20.
- Use the language of: equal to, more than, less than, most and least to compare and order numbers within 20.

- Count in 2s and 5s.

### **Addition and Subtraction to 20**

#### **Key Vocabulary**

addition, add, subtraction, subtract, equal to, doubles, near doubles, number bond, two-digit, one-digit, difference, tens, ones, number sentence.

#### **Key Learning**

- To add within 20 by counting on.
- To add one digit and two digit numbers to 20, including 0.
- To find number bonds to 20.
- To find doubles within 20.
- To use near doubles to solve calculations that involve addition.
- Subtract one digit and two digit numbers to 20, including 0.
- To subtract within 20 by counting back.
- To subtract within 20 by finding the difference.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

## **Religious Education (RE)**

### **1.4 Jesus Was Special**

#### **Key Vocabulary**

disciples, miracles, Gospel, New Testament, Christian, Christianity, Jesus, God

#### **Key Learning**

- Retell stories of Jesus' miracles.
- Talk about my own experiences and feelings.
- Respond sensitively to questions about my own and others experiences and feelings.

- To relate the feelings and experiences of characters in stories with their own feelings and experiences.

## Science

### Materials and their properties

#### Key Vocabulary

wood, glass, fabric, leather, stone, plastic, metal, water, wool, rubber, paper, hard, soft, rough, smooth, shiny, dull, heavy, light, transparent, opaque, bendy, rigid, stretchy, stiff, absorbent, waterproof.

#### Key Learning

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Investigate the properties of some different materials.

## Geography

### Investigating the UK

#### Key Vocabulary

continent, country, city, capital city, town, countryside, seaside, human features, physical features.

#### Key Learning

- Locate the UK on a world map.
- Identify the four countries of the UK and label them.
- Recall the four capital cities of the UK.
- Describe some of the features of a capital city.
- Identify the nearest town to their school.
- Name some typical features of towns.
- Identify some typical features of the countryside and the seaside.

- Sort the features of countrysides and towns into their relevant groups.

## Art and Design

### **Painting and Mixed Media**

#### **Key Vocabulary**

**Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick.**

#### **Key Learning:**

- Explore their own ideas using a range of media.
- Use sketchbooks to explore ideas.
- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Make choices about which materials to use to create an effect.
- Describe and compare features of their own and others' artwork.
- Evaluate art with an understanding of how art can be varied and made in different ways by different people.

## Physical Education (PE)

### **Dance**

#### **Key Vocabulary**

**swing, turn, fall; whirl, float, pounce; gallop, twist, leap; crawl, slide, arch, movement, sequence**

#### **Key Learning**

To interpret words and perform them through physical actions.

To express ideas through physical actions.

To develop a dance with clear start, middle and end.

To observe and evaluate dances using the different action word movements/phrases.

To use the information above to improve performance should be included throughout the unit of work.

### **Underarm Throwing**

#### **Key Vocabulary**

**underarm, throwing, accuracy, aiming, balance, target, aim, tactics.**

#### **Key Learning**

- Demonstrate an underarm throw with some accuracy.
- Demonstrate an underarm throw with some accuracy at different targets.
- To keep going even when I find something difficult.

## **Personal, Social and Health Education (PSHE)**

### **Being my Best**

#### **Key Vocabulary**

**encourage, support, feedback, positive praise, learning, disease, germ, hygiene, prevent.**

#### **Key Learning**

- Pupils will recognise the importance of fruit and vegetables in their daily diet and know that eating at least five portions of vegetables and fruit a day helps to maintain health.
- Pupils will understand how diseases can spread and recognise and use simple strategies for preventing the spread of diseases.
- Pupils will recognise the importance of regular hygiene routines and sequence personal hygiene routines into a logical order.
- Pupils will recognise that learning a new skill requires practice and the opportunity to fail, safely.
- Pupils will suggest simple strategies for resolving conflict situations.
- Pupils will give and receive positive feedback, and experience how this makes them feel.

## **Computing**

### **Level 1 iAnimate**

#### **Key Vocabulary**

**E-Safety, cyberbullying, passwords, personal information, trust, pop ups, gaming, private/privacy, avatar.**

### **Key Learning**

- Understand the term 'E-Safety' and why it is important.
- Understand what personal information is.
- Learn about passwords and how they can keep information private.
- Learn about pop-ups and how to deal with them.
- Learn about what can be trusted on the internet.
- Learn about STOP and cyberbullying.
- Learn that actions online can affect people in real life.

## **Music**

### **Music Theory with Keyboards- Lite L1**

**Key Vocabulary: Instrument, Pitch, Timbre, Orchestra, Big Band, Melody, Rhythm, Beat,**

**Composer, Call and Response, Musical Ear, Crotchet, Minim, Quaver**

### **Key Learning**

- Pupils will be able to recognise a crotchet, minim and semibreve and give the notational value of each note.
- Pupils will be able to perform rhythmic patterns on the keyboards and by clapping.
- Pupils will become familiar with the instruments of an orchestra and a Jazz big band.

## **French**

### **L1- KS1- Days of the Week, Months, Seasons & Fruit**

#### **Key Vocabulary**

dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt- dix, cent, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, le jour, la semaine, la fin de semaine, la date, 'Quel jour est-il aujourd'hui?', 'Aujourd'hui c'est', 'Hier était', 'Demain sera', janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, au printemps, en été, en automne, en hiver, la pomme, la poire, la banane, le citron, l'orange, la pêche, la fraise, les raisins, l'ananas, la cerise, la mangue, la pastèque, le coco, 'Quel est ton fruit préféré?', 'Mon fruit préféré c'est', 'Aimes-tu \_\_\_?', 'Oui, j'aime, 'Non, je n'aime pas',

**'Combien?', 'Il y a', 'C'est quelle couleur?', 'C'est, 'C'est combien?', 'Quelle est la date de ton anniversaire?', 'Mon anniversaire est le \_\_\_\_\_ de \_\_\_\_\_',**

#### **Key Learning**

- Pupils will identify the days of the week, months, seasons, and names of fruits using songs and games to reinforce their learning.
- Pupils will hold basic conversations involving words, phrases and themes covered in this unit, as well as building on previously learnt vocabulary including practising giving preferences.

#### **Reminders and Homework**

- PE days are on **Mondays and Wednesdays**.
- Banded books will be changed on **Monday and Wednesday**. Library books will be changed on a **Wednesday only**.
- Children are expected to read a minimum of three times a week to support their developing phonic knowledge. Re-reading the same book is extremely beneficial as it gradually increases the number of words in it that the children can read 'at a glance.'
- Children are also expected to practise reading and learning to spell the Year 1 common exception words (tricky words) at home.
- It is also beneficial for your children to practise their 2s, 5s and 10 times tables at home. Purple Mash and TTRockstars can be used to support your children with this. Their logins for these websites have been sent to you via Class Dojo messenger.
- Children require a simple clear water bottle. Our school rule is for the bottle to be filled with water or flavoured water only. It should be a clear liquid.