



# 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 2 2026 Curriculum Overview

### English

#### **Traditional Rhymes- Poetry (continued for one week).**

##### **Key Vocabulary**

**Repetition, rhyming, common nouns, proper nouns, nursery rhymes**

##### **Key Learning**

- Recognise and join in with language patterns and repetition.
- Use patterns and repetition to support oral retelling.
- Write phrases/sentences that can be read by themselves and others.
- Use capital letters for names of people.
- Spell words using the 40+ phonemes already taught, including making phonetically plausible attempts at more complex words.
- Read aloud their writing audibly to adults and peers.

#### **Traditional Tales- Narrative**

##### **Key Vocabulary**

**Full stop, capital letter, finger space, exclamation mark, question mark, character, setting, fiction, nouns, adjectives, sequence, innovate, conjunctions, events**

##### **Key Learning**

- Listen to and discuss a range of traditional tales and identify the main events and characters in stories.
- Retell familiar stories in a range of contexts e.g. small world and role play.

- Make predictions and basic inferences.
- Sequence a narrative.
- Say, and hold in memory whilst writing simple sentences that make sense.
- Plan and write an innovative story.
- Use full stops, capital letters, finger spaces and exclamation marks.
- Join words and clauses using and, but and or.

### **Non-fiction text- Information Booklets**

#### **Key Vocabulary**

**Full stop, capital letter, finger space, and, but, or, because, question mark, exclamation mark, non-fiction, information, facts**

#### **Key Learning**

- Write simple sentences that can be read by themselves and others.
- Use punctuation to demarcate simple sentences (capital letters and full stops)
- Re-read sentences to ensure they make sense.
- Extend range of joining words to link words and clauses (and, but , or, because)
- Identify and use question marks and exclamation marks.
- Write in different forms with simple text type features.
- Compose and sequence their own sentences to write short non-fiction texts.

## **Maths**

### **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.

### **Place Value to 50**

#### **Key Vocabulary**

**tens, ones, multiples, even, odd, ascending, descending, numeral, word, number sentence**

#### **Key Learning**

- Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers from 1-50 in numerals and words.
- Identify and represent numbers using objects and pictorial representations including the number line.
- Use the language of: equal to, more than, less than, most and least to compare and order numbers within 50.
- Identify one more and one less than numbers to 50.
- Count in 2s and 5s.

## **Religious Education (RE)**

### **What do you think is the most important part of the Easter Story?**

#### **Key Vocabulary**

**disciples, Jesus, God, Easter, resurrection, Holy Week, Lent, miracles, tomb, Mary**

#### **Key Learning**

- To retell the events of the Easter story.

- To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.
- To reflect upon the miracles of nature and new life during springtime.
- To talk about their own experiences of Easter and Springtime.

## Science

### **Materials and their properties 2**

#### **Key Vocabulary**

wood, glass, fabric, leather, stone, plastic, metal, water, wool, rubber, paper, absorbent, waterproof, structure, properties, test, observe, explore, investigate, results, record

#### **Key Learning**

- To test different materials absorbances and record results in a table.
- To understand how to build and test a structure strong enough to withstand wind.
- To understand how to build and test a waterproof structure.
- To understand the properties of glass and its uses
- To understand that materials are used to create a variety of furniture
- To explore a variety of fabrics and understand their different properties
- To explain the uses of materials and why they are suitable.
- To carry out a variety of simple tests and make sensible observations.

## History

### **How have toys changed?**

**Key Vocabulary:** artefact, century, decade, different, evidence, historian, living memory, memory, modern, now, past, present, remember, sequence, similar, source, special

#### **Key Learning**

- To discuss a favourite toy using language related to the past.

- To ask questions about toys in the past.
- To make comparisons between toys in the past and present.
- To know that everyday objects have changed as new materials have been invented.
- To know some inventions that still influence their own lives today.
- To sequence artefacts from different periods of time.
- To identify changes between teddy bears today and those from 100 years ago.
- To describe how toys have changed over time.

## Design and Technology

### **Food Technology- Making a Healthy Breakfast Pot**

#### **Key Vocabulary**

**healthy foods, breakfast, food groups, taste, texture, smell, preference, evaluate, measure, variety, origin, cut, peel, grate, chop, ingredients, hygiene, food safety, utensils, fruit, vegetables**

#### **Key Learning**

- Develop a food vocabulary using taste, smell, texture and feel.
- Group familiar food products e.g. fruit and vegetables.
- Explain where food comes from.
- Cut, peel, grate, chop a range of ingredients.
- Work safely and hygienically.
- Understand the need for a variety of foods in a diet.
- Measure and weigh food items, non-statutory measures e.g. spoons, cups.

## Physical Education (PE)

### **Gymnastics (continued) taught by a Specialist**

### Key Vocabulary

**Egg roll, pencil roll, tuck jump, star jump, travel, hop, skip, run, jump, crawl, sequence, perform, apparatus, balance, movement**

### Key Learning:

To demonstrate travelling actions.

To demonstrate different types of jumps.

To demonstrate different types of rolls.

To create and perform a sequence.

To use apparatus to perform a sequence.

### Rolling a Ball

### Key Vocabulary

**throw, run, turn, leap, jump, two-footed, one-footed,**

### Key Learning

- To demonstrate rolling a ball with some accuracy
- To demonstrate rolling different equipment with some accuracy
- To show the skill of rolling equipment in different ways.
- To demonstrate simple tactics in a game

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

### Valuing Difference

### Key Vocabulary

**kind, unkind, fair, unfair, family, friends, qualities, special, important.**

### Key Learning

- Pupils will recognise and explain what is fair and unfair, kind and unkind;
- Pupils will suggest ways they can show kindness to others.
- Pupils will recognise that they belong to various groups and communities such as their family and explain how these people

help us.

- Pupils will identify some of the people who are special to them and recognise and name some of the qualities that make a person special to them.

## Computing

### **Lite Level 1 iCreate –iMove**

#### **Key Vocabulary**

**Stop Motion, animation, 2D/Hand drawn, frame, quality control, movement.**

#### **Key Learning**

- Learn about stop motion creation, what it is, how it is created and how to create one ourselves.
- Learn how to move two objects in one animation scene.
- Learn about frames and how to move multiple objects to create the illusion of dancing.
- Learn what 2D animation is and how to create a self-drawn animation.
- Learn how to build up our animation to give the illusion of magic.
- Learn how to put together all of the skills to create a stop motion animation.

## Music

### **Ukulele Lite Level 1**

#### **Key Vocabulary**

**Ukelele, Hawaii, stings, fretboard, pitch, rhythm, strumming, ensemble, soloist.**

#### **Key Learning:**

- Learn about the ukulele and where it comes from.
- Learn what strumming is and how to strum different rhythms.
- Learn how to change the pitch of a string on a ukulele.
- Learn how to create a rhythmic and pitch pattern.

- Learn how to use rhythm and pitch to play a song on a ukulele.
- Learn how to perform with a ukulele as a soloist.

## French

### L1 - KS1- Food, Drink & Giving Preferences

#### Key Vocabulary

la pomme, la poire, la banane, le citron, l'orange, la pêche, la fraise, les raisins, la coco, les cerises, la pastèque, la mangue, l'ananas, l'œuf, la soupe, le riz, le pain, la tomate, le poisson, le jambon, la salade, les saucisses, les frites, le brocoli, le fromage, le poulet, le gâteau, le pain grillé, le sandwich, la glace, la chou-fleur, la burger, le yaourt, 'Aimes-tu ...?', J'aime, Je n'aime pas, Je déteste, J'adore, le café, le chocolat chaud, le soda, l'eau, le thé, la lait, le jus d'orange, la limonade, le milkshake à la fraise, 'C'est combien?', 'C'e/ ... euro(s)', le menu, les boissons, les entrées, les plats principaux, les desserts.

#### Key Learning

- Pupils will learn to give basic opinions on food and drink, gaining confidence in giving opinions that they have been introduced to in previous units.
- Pupils will be introduced to new food words, as well as more ways of giving their opinion.
- Pupils will practise reading, writing and speaking, roleplaying and transactional conversations with new vocabulary.

## Reminders and Homework

### Homework

- 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 that the children can read 'at a glance.'
- It is highly beneficial for children to be practising accurate spelling of the Year 1 common exception words (tricky words). By the end of Year 1, children are expected to be able to read and spell all of these words correctly.
- It is also beneficial for your children to practise their 2s, 5s and 10 times tables at home. Purple Mash and Numbots can be used to support your children with this. The children's logins for Purple Mash and Numbots were sent home. If you have



misplaced this, please ask for the details to be resent.

**Other Reminders:**

- PE days are **Monday** and **Wednesday**.
- Banded books will be changed on **Monday** and **Wednesday**. Library books will be changed on a **Wednesday only**.
- Children require a simple clear water bottle. Our school rule is for the bottle to be filled with a clear liquid (water or flavoured water only).