



Religious Education

St. Mary's Catholic Primary School, Chiswick

Year 1 – Mrs Appleton and Mrs Lasek

Spring Term 2026

Families and Celebrations:

Knowledge:

The children will learn what it means to belong to a family and the school community. The topic also gives opportunities for the children to know that God is our Father in heaven and about special celebrations that take place in Church. The children will learn about the Presentation of Jesus in the Temple and that the title 'Jesus, light of the world' comes from this story.

Skills:

- Reflect on what it means to be a member of a family
- Understand what it means to belong to our Church family
- Know that God is our Father in heaven and think about why it is important
- Hear how Jesus' family took Him to the Temple and think about why this is a special occasion
- Know about some of the celebrations in the Church and why we celebrate them
- Think about what it means to be a member of the school community
- Think about how we can love and help each other
- Reflect on how Mary and Joseph felt when Jesus was lost and then found.

Following Jesus:

Knowledge:

The children will learn about Jesus' choice of his first disciples or friends – the fishermen. The children will hear the Parable of the Good Samaritan and reflect on its meaning. They will listen to the story of Jesus' entry into Jerusalem and think about how they can welcome Jesus. They will learn that Jesus died on Good Friday and that God raised him from the dead on Easter Sunday.

Living & Learning, Inspired by our faith

How you can help...

Reading

- Please make sure your child reads every night for at least twenty minutes and that the adult who listens to them signs their reading record. Each child will be given a reading day and will be expected to bring in their book on that day. They will also be given the opportunity to change their book once they have read.
- Please use the bookband guide which is in your child's Reading Record to support your child with reading at home.
- Go to the library and borrow a variety of books. Look at the language used; help your child identify adventurous vocabulary such as adjectives and similes.
- Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.
- Continue to read to your child so they can hear a variety of texts for pleasure.
- Continue to work on phonemes, so that they are familiar with these when they encounter them in words in their reading. Reinforce the Phonics homework that is sent home.

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| | <p>Skills:</p> <ul style="list-style-type: none"> -Reflect on how we choose our friends -Think of how we can show that we 'welcome' Jesus - Reflect on how we pray -Reflect on the time of waiting before Easter Sunday. | |
| PSHE/RSE | <p>PSHE and RSE:</p> <p>Emotional Well-Being</p> <p>In these sessions, children will meet presenters Zoe, Joey and Super Susie. They learn to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.</p> <p>Life Cycles</p> <p>This unit returns to Gospel stories to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about specifics of the human life cycle, including the end of life.</p> | <p>Writing</p> <ul style="list-style-type: none"> • Ensure your child focuses on forming lower-case letters using Kinetic Letters handwriting when completing their homework. The children should be using the style of handwriting which we have been teaching in school. You can find examples of the style we use on our class page on the website. • Praise your child for using their phonics and writing independently and confidently. We do not expect them to be able to spell every word correctly. • Encourage your child to use new vocabulary they have found in their reading books in their written work. • Please encourage your child to read over their work with you, providing them with the ownership to check for any spelling errors or omitted words. • Remind children to check the spelling of key words, particularly words which have been set as homework. • The same level of quality and presentation is expected of homework as school work. |
| Reading | <p>Our core text for the Spring Term is:</p> <ul style="list-style-type: none"> • Traction Man Is Here by Mini Grey: A supreme action hero, always ready for adventure with his specialized outfits, from space suits to jungle gear. He's rarely alone, joined by his trusty companion, Scrubbing Brush, ready for any mission. A witty story about finding bravery and heroism in unexpected places and outfits. <p>Knowledge:</p> <p>We will be using Traction Man is Here to learn about character development, familiar settings and plot. The children will explore the story through its illustrations, drama and role-play in order to identify and develop connections with key characters.</p> <p>Please do not read this book with your child at home, we will be learning about inference and prediction which the children cannot do if they have already read the book.</p> | |

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| | <p>Skills:</p> <ul style="list-style-type: none"> - increase familiarity with a range of books -explain and discuss understanding of books -discuss the sequence of events in books -answer and ask questions -predict what might happen on the basis of what has been read -draw inferences on the basis of what is being said and done -express views and opinions about reading. | <p><u>Spelling, Punctuation and Grammar</u></p> <ul style="list-style-type: none"> • When reading, ask your child if they know about proper nouns, adjectives and connectives there are in a paragraph. • Write down some unpunctuated sentences for your child to punctuate correctly. • Dictate a sentence, made up or read from a book, for your child to write down. Can they include the correct punctuation and spelling? Encourage them to look over their work to check for capital letters and missing punctuation. • Look over words which have been sent as spellings. Discuss ways in which your child can remember the spelling. |
| <p>Phonics</p> | <p>Phonics:</p> <p><u>Knowledge:</u></p> <p>-The children will be taught the Phase 5 sounds and tricky words.</p> <p>Phase 5 Sounds –</p> <p>ay ou ie ea oy ur ue aw wh ph ew oe au ey a_e e_e i_e o_e u_e</p> <p>Phase 5 Tricky Words – oh, Mr, Mrs, could, asked, called, their, people, looked</p> <p><u>Skills:</u></p> <p>To identify and independently use all Phase 5 sounds and tricky words.</p> <p><u>Knowledge:</u></p> <p>We will be using our class text Traction Man is Here as a stimulus to learn about a text within picture books and write in role in order to explore and develop empathy for characters. This book offers a good model for story writing and planning.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -draft and write by composing and rehearsing sentences orally -sequence sentences to form short narratives -create settings, characters and plot - write for different purposes including about a fictional experience and fictional narratives -re-read writing to check it makes sense and make simple revisions. | <p><u>Maths</u></p> <ul style="list-style-type: none"> • Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer. • Encourage them to persevere • Reinforce the meaning of the = symbol meaning 'same value: different appearance' • Give your child some sums with digits missing; can they work out the missing digits? For example $2 + \underline{\hspace{1cm}} = 10$. • Allow the children to use objects to work out simple addition, subtraction, multiplication and division. |
| <p>Writing</p> | | |

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| Handwriting | <p><u>Kinetic Letters</u></p> <ul style="list-style-type: none"> The children will continue to work on knowing how each letter is formed using the Kinetic Letters programme. The children will learn to control direction and placement of taught movements in combined movements to correctly form letters. They will work on handwriting – leaving spaces between words, forming letters correctly and of a consistent size. | <ul style="list-style-type: none"> Practice the weekly mental arithmetic task that has been set each week. Please refer to the half termly KIRF's (Key Instant Recall Facts) which will be found on the Year 2 page of the website. |
| Spelling Punctuation and Grammar | <p><u>Knowledge:</u> -The children will build on the knowledge that they have learned about parts of speech, sentence structure and punctuation from the previous half term.</p> <p><u>Skills:</u> -To continue use capital letters, full stops, and finger spaces to structure sentences - To use exclamation marks for sentences appropriately -To use 'and', 'but', 'so' and 'or' appropriately in a sentence as a conjunction - To use capital letters in a range of contexts accurately.</p> | <p>Dates for the Diary: *****</p> <p>Term begins – Tuesday 6th January – 8.45am</p> <p>Children's Mental Health Awareness Week – week beginning Monday 9th February</p> <p>Theatre Workshop in school – Thursday 12th February – 9.30am</p> <p>Perform Drama Workshop in school – Friday 13th February - pm</p> |
| Mathematics | <p><u>Addition and Subtraction to 20</u> -To add by counting on -To find and make number bonds -To add by making 10, and then 20 -To subtract, not crossing 10 -To subtract by crossing 10</p> <p><u>Place Value to 20 and then 50</u> - Recognise and write numbers to 20 and then 50 - Use a variety of resources to show tens and ones -Use a variety of resources and methods to represent numbers 20 and then 50 -To find one more and one less than a number to 20 and then 50 - To compare objects and numbers to 20 and then 50 -To order numbers within 50 -To count in 2's -To count in 5's.</p> | <p>Half Term – Monday 16th -Friday 20th February</p> <p>Safer Internet Day – Tuesday 10th February</p> <p>Other Faiths' Week – Hinduism – week beginning Monday 23rd February</p> <p>School Photos – Friday 27th February</p> <p>Book Week – week beginning Monday 2nd March</p> <p>Parents' Evening - Thursday 26th March from 1:30pm (appointments in school)</p> |

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| | <p>Measurement</p> <ul style="list-style-type: none"> -To be able to compare lengths and heights -To be able to use non-standard and standard units to measure -To compare weight and mass -To measure and compare capacity. | <p>End of term – Friday 27th March - 1:15 finish</p> <p>Summer Term begins – Monday 13th April – 8.45am. Children return to school wearing Summer uniform.</p> |
| <p>Science</p> | <p>Plants:</p> <p><u>Knowledge:</u></p> <p>The children will be taught key vocabulary including the names of plants, trees and parts of a variety of plants. The children will also be taught what plants needs to grow and survive.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -To be able to name a variety of plants and trees -To be able to name and label key parts of a plant -To be able to explain what a plant needs to grow -To be able to care for a plant. <p>Seasons – Spring and Summer:</p> <p><u>Knowledge:</u></p> <p>The children will be taught what the four seasons are and what months are in the seasons. They will also that weather patterns are different in each season, a weather forecast is a statement saying what the weather will be like today, the next day or for the next few days and that weather forecasts use different symbols which are helpful.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -To be able to name the seasons and the months which are in each season. -To be able to explain what a weather pattern is and how they are different. -To be able to explain what a weather forecast is. -To be able to describe the weather using the science vocabulary taught. -To use the weather symbols to create their own weather report. | |

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| | <p>Materials:</p> <p><u>Knowledge:</u></p> <p>In developing their observation skills, the children will compare and contrast different materials through a range of experiments. They will know the difference between objects and materials.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Observe different materials (rocks, wood, plastic, metal) - Investigate what materials do (sink, float, absorb, freeze) | |
| <p>P.E.</p> | <p>PE will take place on Tuesdays and Wednesdays. Please ensure that your child wears a fully labelled PE kit on these days.</p> <p>Gymnastics:</p> <p><u>Knowledge:</u></p> <p>The children will be taught about the importance of being active and safe using a range of gymnastic equipment.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - use a range of gymnastic equipment with increasing confidence. - To jump safely from varying heights - To climb safely using different equipment -To land safely. <p>Dance:</p> <p><u>Knowledge:</u></p> <p>The children will continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Perform basic dance actions - Copy short motifs - Link two or more actions together. | |

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| Music | <p>Music Theory:</p> <p><u>Knowledge:</u></p> <p>This course provides an introduction into the understanding of music theory using keyboards. Pupils will explore key foundational skills such as composition and improvisation. Pupils will begin to learn to read and play music using western standard notation. They will use electronic keyboards to explore scales, rhythm, stepwise motion, expression and melodic structure. Pupils will then explore notation and the history of music further by performing a variety of different songs across the course.</p> <p>Keyboards:</p> <p><u>Knowledge:</u></p> <p>The children will be taught different musical symbols and music vocabulary such as a quaver or crotchet. They will begin to use keyboards and identify notes.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Copy and clap back rhythms - Clap the rhythm of their name - Make up their own rhythms - Use musical knowledge and apply it in practice. | |
| Computing | <p>Programmable Toys:</p> <p>Children will learn to understand the basic functions of a Bee-Bot and to know that you can use a camera or tablet to make simple videos. They will develop an understanding that algorithms move a Bee-Bot accurately to chosen destination.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Learning how to explore and tinker with hardware to find out how it works - Learning how to operate a camera to take photos and videos - Using decomposition to solve unplugged challenges - Using logical reasoning to predict the behaviour of simple programs - Developing the skills associated with sequencing in unplugged activities - Following a basic set of instructions - Assembling instructions into a simple algorithm - Programming a floor robot to follow a planned route | |

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| | <ul style="list-style-type: none"> -Learning to debug instructions when things go wrong -Using programming language to explain how a floor robot works -Learning to debug an algorithm in an unplugged scenario -Taking and editing photographs. | |
| Foundation Subjects | <p>History: How have toys changed?</p> <p><u>Knowledge:</u></p> <p>The children will learn how everyday objects have changed over time, how similar and different objects are from different time periods and see how artefacts can tell us about the past. They will also learn that the past can be represented in photographs.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Using common words and phrases for the passing of time (e.g. now, long ago, Then, before, after) -Sequencing three or four artefacts from different periods of time -Beginning to look for similarities and differences over time in their own lives -Describing simple changes and ideas/objects that remain the same. <p>Geography: What is the weather like in the UK?</p> <p><u>Knowledge:</u></p> <p>The children will learn information such as what a continent is and which one they live in. They will learn about what a country is and the country they live in, including how the United Kingdom is made of 4 countries.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> -Showing on a map which continent they live in -Locating the four countries of the United Kingdom (UK) on a map of this area -Beginning to locate the capital cities of the four countries of the UK on a map of this area -Showing on a map which country they live in and locating its capital city -Describing how the weather changes with each season in the UK -Describing the weather patterns in their locality. | |

Art and Design: Sculpture and 3D Paper PlayKnowledge:

This unit focuses on exploring how paper can change from 2D to 3D by folding, rolling and scrunching it. Children will learn that three-dimensional art is called sculpture. They will know that paper can be shaped by cutting and folding it.

Skills:

- Explore their own ideas using a range of media
- Use sketchbooks to explore ideas
- Develop some control when using a wider range of tools to draw, paint and create crafts and sculptures
- Explore and analyse a wider variety of ways to join and fix materials in place
- 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 and by different people.

Design and Technology: Make a Moving BookKnowledge:

The children will learn that a mechanism is parts of an object that move together. They will also know that a slider mechanism moves from side to side. The children will use this knowledge to create their own moving pictures.

Skills:

- To design a moving story book
- Follow the design to create moving models
- Test out a finish product and see if it moves
- Review the success and make changes if needed.