



Religious Education

St. Mary's Catholic Primary School, Chiswick Year 1 – Miss Johnson and Mrs Laljee Autumn Term 2026

Creation and Covenant:

The focus of this branch is Revelation. Children will consider how the world exists and how all that is came to be. They will learn about the Christian belief that all that exists comes from God, the Creator, and that this belief is found in Scripture and the prayers of the Catholic Church. The Church teaches that with this belief come responsibilities to take care of the world God has gifted to humanity. We will explore this through the Catholic Social Teaching (CST) principles of stewardship, human dignity, and solidarity, which Pope Francis expresses in his encyclical 'Laudato Si''. Children will also hear the opening words of the Nicene Creed as they express the belief that all that is comes from God, who created all that is seen, and all that is unseen. They will also come to know the words of the 'Our Father', which express God's love for all people and his presence in our daily lives. All pupils will be invited to reflect on what prayer means for them in their lives.

Understand:

- Recognise that the story of Creation in Genesis 1:1 -4,24-26, is an ancient, prayerful, poetic reflection on God's world and retell this story in any form. (RVE)
- Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth. (RVE)
- Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation.
- Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.
- Know that Pope Francis wrote a letter, called Laudato Si', about the gift of Creation and the importance of taking care of the world as it is everyone's home.
- Recognise that prayer is a way of drawing closer to God.

Discern:

- Talk about how God's gift of Creation is expressed through the scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about their responses.
- Talk about why caring for God's world matters for them and their local community. (RVE)

Living & Learning, Inspired by our faith

How you can help...

Reading

- Please make sure your child reads every night for at least fifteen 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.
- Please continue to sign your child's reading record every day and read lots of stories together at home. Listening to stories is still very important for children in KS1, it supports their vocabulary development.
- Go to the library and borrow poetry books. Look at the language used; help your child identify adventurous vocabulary.
- Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.

Respond:

- Reflect on what the words of the Our Father and the opening words of the Creed say to them.
- Reflect on different ways to pray.
- Listen to stories from different communities and their experiences about how they care for the world. (RVE)
- Talk about how they can care for God's world. (RVE)

Prophecy and Promise:

The focus of this branch is for children to develop an early understanding of the Christian belief that God showed us the full depth of his love by sending Jesus his Son. We will journey through the life of Jesus, following the Gospel of St Luke. The focus of learning is on the narrative sequence of the story, the importance of Mary's 'Yes' to God and the presence of angels who are God's messengers. Children will experience Advent traditions, participate in nativity plays, see the Christmas crib, and learn Christmas carols. Children will begin to understand the role of the Blessed Virgin Mary and her importance to Christians. Through the Angel Gabriel, God's messenger, Mary says 'Yes' to being the mother of Jesus. Children will understand that Mary has a special closeness to Jesus, and when Catholics say the 'Hail Mary' prayer, they draw closer to Jesus. In Catholic Social Teaching we will explore the preferential option for the poor through charity work during Advent.

Understand:

- Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.
- Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.
- Sequence the accounts from the Annunciation through to the visit of the shepherds.
- Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians.
- Match the first words of the Hail Mary with the words of the Angel Gabriel.
- Recognise that angels bring God's message and are a sign that Jesus is the Son of God.

Discern:

	• Talk about why the shepherds saw angels when Jesus was born. • Think about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'. • Explore artistic representations of the nativity story from around the world. (RVE) Respond; • Hear and begin to join in with the words of the Hail Mary. • Sing or say the first words of the Gloria. • Talk about how Christians in their local community celebrate the birth of Jesus. Nativity Performance: In the lead up to Christmas, we will be preparing our EYFS and KS1 Nativity performances. More information to follow soon.	
PSHE/RSE	PSHE and RSE: We will follow our lessons from TenTen: Living Life to the Full Plus. We will begin with our first module, Created and Loved by God. Within this module, children will explore the individual. They will understand that we are made in the image and likeness of God and develop an understanding of the importance of valuing themselves as the basis for personal relationships. Unit 1 Religious Understanding Unit 2 Me, My Body, My Health Unit 3 Emotional Well-Being Unit 4 Life Cycles Individual lessons and content can be viewed on the parent portal. Details of how you can do this can be found on our website in the curriculum section under Relationships Education.	<u>Writing</u> • Encourage your child to use new vocabulary they have found in their reading books into their written work. • Please encourage your child to read over their work to ensure they can read what they have written. • Encourage your child to write things using their phonics independently. • Remind children to check the spelling of key words, particularly words which have been set as homework. • Encourage your child to try their best with their handwriting. • Please learn the spellings which are sent home every week and practice writing them. <u>Maths</u> • Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer. • Encourage them to persevere
Reading	<u>Our core texts for the Autumn term are:</u> Aaaarrgghh Spider! by Lydia Monks is a delightful children's picture book by Lydia Monks, which teaches us about acceptance and making friends. It follows a lonely, talented spider who dreams of becoming a beloved family pet. Unfortunately, the family is terrified of her, and no matter how hard she tries to impress them, they just scream, "Aaaarrgghh, Spider!" and put her outside. Puffin Book of Poetry is a fun and exciting collection of children's poetry, we will be learning about rhythm, language, and creativity while making poetry enjoyable, accessible, and great for reading aloud. We will look at a mixture of new and classic poems.	

We will be using our class books **Aaaaarrgghh Spider!** and **The Puffin Book of Poetry** to develop our inference and prediction skills, using images and clues in both the illustrations and written language of the text to provide evidence for our answers, as well as to discuss the sequence of events in books.

Please do not read these books with your child at home before they have covered it in class. We will be learning how to predict, which is more effective when the children do not know the text.

Skills:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words.
- Demonstrate understanding when talking with others
- Discuss the sequence of events in books
- Answer and ask questions
- Predict what might happen based on what has been read
- Draw inferences on the basis of what is being said and done
- Link what they read or hear to their own experiences
- Discuss and form own opinions about what has been read.

Phonics:

Knowledge:

The children will be revisiting Phase 4 phonics, consolidating and applying previously learned letter sounds to read more complex, longer words. They will also be focusing on the Phase 5 sounds and tricky words.

Phase 5 Sounds – ay ou ie ea oy ur ue aw wh ph ew oe au ey a_e
e_e i_e o_e u_e

- Reinforce the meaning of the = symbol meaning 'same value: different appearance'
- Practice number bonds to 10, then to 20 – $6+4=10$, $4+6=10$, $10-6=4$, $10-4=6$, $16+4=20$, $4+16=20$, $20-16=4$, $20-4=16$
- Give your child some sums with digits missing; can they work out the missing digits? For example $2 + _ = 10$.
- Allow the children to use objects to work out simple addition and subtraction.

Practice KIRFs with your child every day to build number fluency. These will be available on the homework page every half-term.

Dates for the Diary:

Season of Creation – 1st September – 4th October

Week beginning Monday 14th September – Clubs begin (Breakfast Club and After School Care begins Thursday 3rd September)

Jeans for Genes Mufti Day – Friday 18th September

PTA Community Cultural Celebration – Sunday 20th September – Parish Centre

Fairtrade Fortnight – Monday 21st September

	Phase 5 Tricky Words – oh, Mr, Mrs, could, asked, called, their, people, looked <u>Skills:</u> To identify and independently use all Phase 5 sounds and tricky words.	RSE Consultation for parents – Thursday 24th September – 2.30pm KS1 Meet the Teacher Meeting and Online Safety Talk – Thursday 17th September – 2.45pm Black History Month – October – Thursday 1st October
Writing	<u>Knowledge:</u> Our class books Aargh Spider! and The Puffin Book of Poetry will be used as a stimulus for writing, focusing on transcription skills including handwriting, letter formation and simple sentence construction. <u>Skills:</u> • Use their developing phonics knowledge to write for a variety of reasons including, speech bubbles, thought bubbles, descriptive sentences, letters to characters, giving ideas, thought and predictions. • Reread what they have written to check that it makes sense and make simple revision. • Independently use the increasing phonic knowledge independently when reading and writing. • To confidently “have a go” and use their sounds to spell and read unknown words. • To ensure that their writing can be read by themselves and others. • To use finger spaces, capital letters and full stops with increasing accuracy. • To develop the accuracy of their handwriting. • To be able to spell a growing number of high frequency words correctly. To know how each letter is formed using the Kinetic Letters programme. The children will learn to control direction and placement of taught	National Poetry Day – Thursday 1st October October Rosary – Tuesdays throughout October Flu Vaccinations – Friday 9th October KS1 Reading Workshop – Thursday 8th October – 2.45pm KS1 Performance Poetry – Wednesday 14th October – 2.45pm Online Parents' Evening – Tuesday 20th October – 1.30pm onwards RISE Theatre Treasures Within Day – Thursday 22nd October Half Term – week beginning Monday 26th October – Friday 30th October PTA Autumn Festival – Saturday 31st October – 12.00-3.00pm

Handwriting	movements in combined movements to correctly form letters that are consistent in size.	Children In Need MUFTI Day Friday 13 th November
Spelling Punctuation and Grammar	The children will be learning to • Work on handwriting – leaving spaces between words, form letters correctly and of a consistent size • Write in sentences and understand what a sentence is • Punctuate sentences using capital letters and full stops • Use capital letters	Anti-Bullying Week – week beginning Monday 16th November EYFS and KS1 Nativities – Wednesday 9th and Thursday 10th December – 9.15am
Mathematics	<u>Knowledge:</u> The children will develop their mathematical understanding and ability so they can practically and mentally solve mathematic problems with increasing confidence. <u>Skills:</u> Number and Place Value To 10 • To be able to sort objects • To count objects accurately and count objects from a larger group • Represent objects • Recognise numbers as words • Count on from any from any given number • Say what is one more than a given number • Count backwards within 10 • Say what is one less than a given number • Understand quantity using the vocabulary fewer, more, same, less than, greater than, equal to • Compare numbers and order them Addition and Subtraction To 10 • Use a part whole model • Write number sentences • Use addition facts • Know number bonds within and to 10	Class Christmas Parties – Thursday 17th December End of term – Friday 18th December – 1.15pm

	• Explore addition by adding together and then adding more • Solving addition problems • Find a part of a number by exploring subtraction • Explore fact families • Explore subtraction by taking away, crossing out and using a number line Shapes • Recognise and name common 2D and 3D shapes • Be able to talk about 2D and 3D shapes using mathematical language. • To be able to sort shapes	
Science	Animals Including Humans: <u>Knowledge:</u> In developing their observation skills, the children will compare and contrast different animals. Students will use investigation skills to identify different textures, sounds and smells using their senses. They will also make charts and tables about the weather, looking at day length around the world as seasons change. <u>Skills:</u> • Identify, name, draw and label the basic parts of the human body • Recognise the different senses • Identify which part of the body is associated to which sense • Recognise different types of animals. • Compare and contrast different types of animals. • Recognise the difference between carnivores, omnivores and herbivores. Seasonal Changes: Over the course of the year, the children will	

	• observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies • Be able say which each season is, when it occurs and how they differ	
P.E.	<u>Knowledge:</u> The children will be taught about the importance of being active and describe how their bodies feel during different activities. The children will also understand the simple rules of games. <u>Skills:</u> - Develop teamwork skills and understanding how to best support team mates To enjoy creating and performing short dance sequences using travel, turn, jump, gesture and levels.	
Music	Junior Jam: <u>Knowledge:</u> The pupils will build on their technical music skills whilst learning to play a variety of instruments from Keyboards, Glockenspiels, Boomwhackers and African drums, through to a vast range of percussion. The class will learn how to play multiple popular songs as an ensemble, gaining performance confidence, along with developing their musicality and listening skills. <u>Knowledge:</u> The pupils will be able to confidently play different rhythms and pitches, with some pupils moving onto creating their own rhythmic and pitch patterns. Pupils will then be to perform a selection of nursery rhymes and popular songs as an ensemble or as soloists. <u>Skills Focus:</u> - Pupils know how to strum a Ukulele correctly. - Pupils understand that pitch means how high or low a musical sound is.	

	- Pupils can name the note lengths of a crotchet and a quaver. - Pupils know the difference between a rhythmic and pitch pattern. - Pupils can play a fretted note. - Pupils know the main parts of a Ukulele and what they are called <u>Skills focus:</u> Performing - Sing and follow the melody (tune). - Sing accurately at a given pitch. - Sing with others. - Play simple rhythmic patterns on an instrument. Sing/clap a pulse increasing or decreasing in tempo.	
Computing	<u>Knowledge:</u> The children will be taught what an algorithm is. They will also understand that computers and devices use inputs and outputs. The children will begin to understand what decomposition is and how to debug an algorithm. The children will develop mouse skills by learning how to log in and navigate around a computer while creating digital artwork. <u>Skills:</u> • The children will be able to explain what an algorithm is • To follow instructions precisely to carry out an action • Be able to explain what an input or output is. • Follow small steps to break down a process-Find errors in processes to debug. • Recognise devices that are connected to the internet. • Use a basic range of tools within graphic editing software. • Log in and out and save work to their own account. Learn where keys are located on the keyboard.	

**Foundation
Subjects**

History - How am I making History?

Knowledge:

The children will develop their understanding of past and present and that things change over time.

Skills:

- Sequence three photographs correctly on a simple timeline.
- Use the terms 'before' and 'after' when discussing their timelines.
- Talk about three memories and place one of them on a timeline.
- Explain why memories are special and name four events that they celebrate throughout the year.
- Know a similarity and a difference between childhood now and in the past.

Use key vocabulary to compare the present, the past and possible changes in the future.

Geography - What is it like here?

Knowledge:

To develop our geographical knowledge about the local environment starting with our school and then our local community.

Skills:

- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- Recognise four features in the school grounds using a map.
- Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.

Draw a design to improve three areas of the playground using the results from the survey

Art and Design:

Drawing

Knowledge:

The children will explore mark making and lines. They will work and experiment with different materials through observational and collaborative pieces.

Skills:

- Use language such as diagonal, vertical, horizontal and broken
- Create a variety of types of lines using different media
- To use 2D shapes to create an abstract piece of art
- To create an observational drawing

Painting

Knowledge:

Children will learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing.

Skills:

- Explore their own ideas using a range of media.
- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.