



St. Michael Catholic Primary and Nursery School  
Yearly Overview  
Year group: 1



| English                                                                                                                                                                                                                                   |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                              |
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| Term 1                                                                                                                                                                                                                                    | Term 2                                                                                                                                                                                                             | Term 3                                                                                                                                                                                                                                                                                                                                                                             | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 5                                                                                                                                                                                                                                                                                                                                                                                    | Term 6                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RWI:</b><br>focus on letter formation<br><br><b>POR: Traction Man</b><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><br><u><b>Writing to entertain:</b></u><br>Character descriptions<br><br>Setting description | <b>The Jolly Postman</b><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><br><u><b>Writing to inform:</b></u><br>Letter writing<br><br>Responding to illustration<br><br>Discussion and Debate | <b>POR: Jonah and the Whale</b><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><br><u><b>Writing to entertain:</b></u><br><br>Write in role (Prayer to God to command that the whale to vomit Jonah out)<br><br>Role play (Whale & Jonah)<br><br>Stories: Retelling<br><br><u><b>Writing to inform:</b></u><br>Recount the event from inside the Whales belly | <b>POR: Zeraffa Giraffa</b><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><br><u><b>Writing to inform:</b></u><br>Creating a range of Information pages and posters<br><br>Letter writing<br><br><u><b>Writing to entertain:</b></u> Setting descriptions<br><br><b>POR: One day on our Blue planet- In the Savanah</b><br><br><u><b>Writing to entertain:</b></u><br>Setting description<br><br>Diary writing – In-character/role | <b>POR: Oliver Twist</b><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><br><u><b>Writing to entertain:</b></u><br>Main character description<br><br>Writing in role<br><br>How to form a question, what do you want to ask Oliver or Jack?<br><br>Drama and role-play<br><br><u><b>Writing to inform:</b></u><br>Write instructions for Gruel (Hot oats / porridge) | <b>POR: Man on the Moon</b><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><br><u><b>Writing to entertain:</b></u><br>Responding to illustration<br>Role on the wall<br><br>How to form a question What do you want to ask Bob?<br><br><u><b>Writing to inform:</b></u><br>Life in Space for an Astronaut<br>Digital presentation to inform and promote |



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|                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                      | Write instructions on how Jonah can be saved from the Whales belly                                                                                                                                                                                                                                                           | Stories: Narrative change (setting, characters, plot)                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                           | Free verse Poetry<br><br>Narrative – The Alien’s story<br><br>Letter writing                                                                                                                                                                                                                                                                            |
| Spelling                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                         |
| Term 1                                                                                                                                                                                                                                                                                          | Term 2                                                                                                                                                                                                                                                                                                                                                               | Term 3                                                                                                                                                                                                                                                                                                                       | Term 4                                                                                                                                                                                                                                                                                                                                  | Term 5                                                                                                                                                                                                                                                                                                                                    | Term 6                                                                                                                                                                                                                                                                                                                                                  |
| <b>Week 1-</b><br>no spellings<br><br><b>Week 2-</b><br>sh and th<br><br><b>Week 3-</b><br>ch and qu<br><br><b>Week 4-</b><br>ay-may I play?<br>ee-what can you see?<br><br><b>Week 5-</b><br>igh-fly high<br>ow-blow the snow<br><br><b>Week 6-</b><br>oo-poo at the zoo<br>oo- look at a book | <b>Week 1 –</b><br>air- that’s not fair<br>ir-whirl and twirl<br><br><b>Week 2 –</b><br>ou-shout it out<br>oy-toy for the boy<br><br><b>Week 3 –</b><br>ea-cup of tea<br>oi-spoil the boy<br><br><b>Week 4 –</b><br>a-e-make a cake<br>i-e-nice smile<br><br><b>Week 5 –</b><br>o-e-phone home<br>u-e-huge brute<br><br><b>Week 6 –</b><br>Y1 common exception words | <b>Week 1 –</b><br>aw-yawn at dawn<br>are-share and care<br><br><b>Week 2 -</b><br>ur-purse with a nurse<br>er-better letter<br><br><b>Week 3-</b><br>ow-brown cow<br>ai-snail in the rain<br><br><b>Week 4-</b><br>oa-goat in a boat<br>ew-chew the stew<br><br><b>Week 5 –</b><br>ire-fire fire!<br>ear-hear with your ear | <b>Week 1 –</b><br>The n sound spelt n before k and using k for the k sound<br><br><b>Week 2 -</b><br>Compound words<br><br><b>Week 3-</b><br>au-Paul the astronaut<br><br><b>Week 4-</b><br>New constant spelling ph and wh<br><br><b>Week 5 –</b><br>Words ending in y and the e-e diagraph making the l sound<br><br><b>Week 6 -</b> | <b>Week 1 –</b><br>Adding the prefix un<br><br><b>Week 2 -</b><br>tch words<br><br><b>Week 3-</b><br>the v sound at the end of words<br><br><b>Week 4-</b><br>adding s and es to words<br><br><b>Week 5 –</b><br>adding ing/ed/er to verbs where no change is needed to the root word<br><br><b>Week 6 -</b><br>Y1 common exception words | <b>Week 1 –</b><br>adding er and est to adjectives where no change is needed to the root word<br><br><b>Week 2 -</b><br>compound words<br><br><b>Week 3-</b><br>Division of words into syllables<br><br><b>Week 4-</b><br>Days of the week<br><br><b>Week 5 –</b><br>Year 1 common exception words<br><br><b>Week 6 -</b><br>review of year’s spellings |



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| <b>Week 7-</b><br>ar-start the car<br>or-shut the door<br><br><b>Week 8-</b><br>the sounds f/l/s/z/k<br>spelt ff,ll,ss,zz and ck                                    |                                                                                                                                                           | <b>Week 6 –</b><br>ure-sure it's pure<br>Y1 common<br>exception words                                                                                                     | Y1 common<br>exception words                                                                                                                            |                                                                                                                                                                          |                                                                                                                            |
| <b>Writing (Transcription/Handwriting and Presentation/Composition/Vocabulary, Grammar and Punctuation)</b>                                                         |                                                                                                                                                           |                                                                                                                                                                           |                                                                                                                                                         |                                                                                                                                                                          |                                                                                                                            |
| <b>Term 1</b>                                                                                                                                                       | <b>Term 2</b>                                                                                                                                             | <b>Term 3</b>                                                                                                                                                             | <b>Term 4</b>                                                                                                                                           | <b>Term 5</b>                                                                                                                                                            | <b>Term 6</b>                                                                                                              |
| Capital and<br>Lowercase Letters<br>Verbs<br>Suffixes -ing<br>Finger Spaces<br>Writing<br>Sentences/hold a<br>sentence                                              | Personal Pronouns<br>I<br>Noun Suffixes –s<br>Prefixes un-<br>Capital Letters and<br>Full Stops<br>Past and Present<br>Verbs<br>Adjectives?               | Singular Nouns<br>Past and Present<br>Verbs<br>Suffixes –ed<br>Capital Letters for<br>the Days of the<br>Week<br>Writing Sentences                                        | Plural Nouns<br>Noun Suffixes –es<br>Compound Words<br>Question Marks<br>Sequencing<br>Sentences                                                        | Punctuating<br>Sentences<br>Nouns Suffixes –es<br>Exclamation Marks<br>Capital Letters for<br>Names of People<br>and Places<br>Writing Question                          | Joining Words and<br>Clauses Using 'and'<br>Suffixes –er<br>Punctuating<br>Sentences                                       |
| <b>Reading</b>                                                                                                                                                      |                                                                                                                                                           |                                                                                                                                                                           |                                                                                                                                                         |                                                                                                                                                                          |                                                                                                                            |
| <b>Term 1</b>                                                                                                                                                       | <b>Term 2</b>                                                                                                                                             | <b>Term 3</b>                                                                                                                                                             | <b>Term 4</b>                                                                                                                                           | <b>Term 5</b>                                                                                                                                                            | <b>Term 6</b>                                                                                                              |
| <u><b>RWI</b></u><br>Recap set 1<br>and 2 sounds<br>Alien words<br><br><u><b>Reading Skill:</b></u><br>- Vocabulary<br>- Draw upon<br>knowledge of<br>vocabulary in | <u><b>RWI</b></u><br>Set 3 start One<br>sound a week<br>Alien words<br><br><u><b>Reading Skill:</b></u><br>- Infer<br>- Make inferences<br>from the text. | <u><b>RWI</b></u><br>Set 3 continued ea -<br>i-e<br>Alien words<br><br><u><b>Reading Skill:</b></u><br>-Predict<br>-Predict what you<br>think will happen<br>based on the | <u><b>RWI</b></u><br>Set 3 – o-e to er<br>Alien words<br><br><u><b>Reading Skill:</b></u><br>-Explain<br>-Retrieve<br><br>-Explain your<br>preferences, | <u><b>RWI</b></u><br>Set 3 continued<br>Spellings not in RWI<br>+tion <sup>SEP</sup> +e +tious<br>+cious<br>Alien words<br><br><u><b>Reading Skill:</b></u><br>-Sequence | <u><b>RWI</b></u><br>Recap all sounds –<br>speed reading<br>Alien words<br><br><u><b>Reading Skill:</b></u><br>-All skills |



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| order to understand the text.                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                     | information that you have been given.                                                                                                                                                                                                                                                                  | thoughts and opinions about the text.<br><br>-Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.                                                  | -Sequence the key events in the story.                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                         |
| <b>Maths</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                         |
| <b>Term 1</b>                                                                                                                                                                                                                                                                                          | <b>Term 2</b>                                                                                                                                                                                                                       | <b>Term 3</b>                                                                                                                                                                                                                                                                                          | <b>Term 4</b>                                                                                                                                                                                                             | <b>Term 5</b>                                                                                                                                                                                                                                                                              | <b>Term 6</b>                                                                                                                                                                                                                           |
| <b>Number and Place Value within 10</b><br><br>- Sorting objects<br>- Counting Objects<br>- Counting forwards and backwards<br>- Representing numbers - Ordering and comparing objects and numbers<br>- Understanding of a number line<br>- Representing of tens and ones<br>- Order groups of numbers | <b>Addition and subtraction within 10</b><br><br>- Counting on from given numbers<br>- Finding and making number bonds<br>- Adding (involving making 10)<br>- Subtraction (including crossing 10)<br>-Using of number related facts | <b>Number and Place Value within 20</b><br><br>- Sorting objects<br>- Counting Objects<br>- Counting forwards and backwards<br>- Representing numbers - Ordering and comparing objects and numbers<br>- Understanding of a number line<br>- Representing of tens and ones<br>- Order groups of numbers | <b>Place Value within 50</b><br><br>- Understanding of tens and ones<br>- Representing numbers<br>- One more and less than given amounts<br>- Comparing objects and numbers<br><br><b>Measurement - Weight and Volume</b> | <b>Multiplication and Division</b><br><br>- Counting in groups of 2's<br>- Counting in groups of 5's<br>- Count in groups of 10 - Make Arrays<br>- Make equal groups, by grouping and sharing<br>- Make doubles<br><br><b>Fractions</b><br>- Making a whole<br>- Finding and making a half | <b>Place Value within 100</b><br><br>- Counting forwards and backwards within 100<br>- Understanding a 100 square<br>- Partitioning numbers - Compare and order numbers within 100<br>- To find 1 more and less than numbers within 100 |



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| <b>Shape</b> <ul style="list-style-type: none"><li>- Recognise and name both 2D and 3D shapes</li><li>- Sort both 2D and 3D shapes</li><li>- Identify patterns with 2D and 3D shapes</li></ul> | <b>Measurement – Length and Height</b> <ul style="list-style-type: none"><li>- Comparing lengths and heights</li><li>- Measuring lengths and heights</li><li>- Solve addition and subtraction problems involving length /height</li></ul> | <b>Addition and subtraction within 20</b> <ul style="list-style-type: none"><li>- Counting on from given numbers</li><li>- Finding and making number bonds</li><li>- Adding (involving making 10)</li><li>- Subtraction (including crossing 10)</li><li>-Using of number related facts</li></ul> | <ul style="list-style-type: none"><li>- Understanding the concept of weight and mass</li><li>-Measure and compare masses</li><li>-Solve problems involving weight and mass</li><li>-Understand the concept of capacity and volume</li><li>-Measure and compare capacity</li><li>-Solve problems involving capacity</li></ul> | <ul style="list-style-type: none"><li>including of a quantity</li><li>- Finding and making a quarter including of a quantity</li></ul> <b>Geometry</b> <ul style="list-style-type: none"><li>-Describe turns and positions</li></ul> | <b>Measurement – Money</b> <ul style="list-style-type: none"><li>- Recognize coins and notes</li><li>- To count up in coins</li><li>- Apply addition and subtraction within 100 to money problems</li></ul> <p>Time -</p> <p>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p> <ul style="list-style-type: none"><li>- Days of the week</li><li>- Months of the year - Hours, minutes and seconds</li><li>-Tell the time to the hour</li></ul> |
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|                                                                                                                           |                      |                                                                                                                                |                  |                                                                                                          | - Tell the time to the half hour |
| Science                                                                                                                   |                      |                                                                                                                                |                  |                                                                                                          |                                  |
| Term 1                                                                                                                    | Term 2               | Term 3                                                                                                                         | Term 4           | Term 5                                                                                                   | Term 6                           |
| Seasonal Changes                                                                                                          |                      |                                                                                                                                |                  |                                                                                                          |                                  |
| - observe changes across the 4 seasons                                                                                    |                      |                                                                                                                                |                  |                                                                                                          |                                  |
| - observe and describe weather associated with the seasons and how day length varies                                      |                      |                                                                                                                                |                  |                                                                                                          |                                  |
| Everyday Materials                                                                                                        |                      | Animals including Humans                                                                                                       |                  | Plants                                                                                                   |                                  |
| To distinguish between an object and the material from which it is made                                                   |                      | To name and group, fish, amphibians, reptiles, birds and mammals.                                                              |                  | To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees |                                  |
| To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock              |                      | To identify and name a variety of common animals that are carnivores, herbivores and omnivores.                                |                  | To identify and describe the basic structure of a variety of common flowering plants, including trees    |                                  |
| To describe the simple physical properties of a variety of everyday materials                                             |                      | To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)           |                  |                                                                                                          |                                  |
| To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties |                      | To identify, name, draw and label the basic parts of the human body and say which part of the body associated with each sense. |                  |                                                                                                          |                                  |
| RE                                                                                                                        |                      |                                                                                                                                |                  |                                                                                                          |                                  |
| Term 1                                                                                                                    | Term 2               | Term 3                                                                                                                         | Term 4           | Term 5                                                                                                   | Term 6                           |
| Creation and Covenant                                                                                                     | Prophecy and Promise | Galilee to Jerusalem                                                                                                           | Desert to Garden | To the end of the Earth                                                                                  | Dialogue and Encounter           |



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| History and Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |                                                                                                                                                                                                                                                                                                                                  |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |
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| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Term 2 | Term 3                                                                                                                                                                                                                                                                                                                           | Term 4 | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 6 |
| <p>Changes within living memory:<br/>Marvellous Medway-Local study</p> <p>Our school environment/Chatham</p> <p>Simple fieldwork (school/grounds)<br/>Human/Physical features of Chatham</p> <p>Devise a simple map</p> <p>Use basic geographical vocabulary for<br/>human/physical geography</p> <p>Use of fieldwork</p> <p>BHM: Asquith Xavier<br/>Shona tribe</p> <p>The UK</p> <p>Country names and capital cities<br/>Important landmarks</p> <p>Map work</p> <p>Surrounding oceans</p> |        | <p>Events beyond living memory:<br/>Gods’ endangered world</p> <p>Transport within the UK and local area<br/>(Railways, Boats &amp; Aeroplanes)</p> <p>Significant individuals:<br/>George Stephenson (transport)<br/>Asquith Xavier</p> <p>Use of maps</p> <p>Use of fieldwork</p> <p>Linking local area to the wider world</p> |        | <p>Events that shaped the world:<br/>The lives of significant individuals in the<br/>past who have contributed to national<br/>and international achievements</p> <p>Inventors, Explorers and Engineers</p> <ul style="list-style-type: none"><li>- Isambard Kingdom Brunel</li><li>- Neil Armstrong</li><li>- Amy Johnson</li><li>- Ibn Battuta</li></ul> <p>Use atlas’ world maps, and globes to<br/>identify countries of the world, continents<br/>and oceans.</p> <p>Use of fieldwork</p> |        |
| The Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                                                                                                                                                                                                                                                                                                                  |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |
| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Term 2 | Term 3                                                                                                                                                                                                                                                                                                                           | Term 4 | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 6 |



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| <b>Drawing and Collage</b><br>Self-portraits and portraits using a variety of media and tools<br><br><b>Inspired by Jean-Michel Basquiat</b><br><br><b>Music:</b><br>My favourite things- Keeping the pulse | <b>DT</b><br>Food technology<br>Fruit smoothies<br><br><b>Music:</b><br>Snail and Mouse-Tempo | <b>Printing</b><br>Use a variety of media to create a repeated pattern<br><br><b>Inspired by Althea McNish</b><br><br><b>Music:</b><br>Seaside- Dynamics | <b>DT</b><br>Creating a moving mechanism<br><br><b>Inspired by James Starley</b><br><br><b>Music:</b><br>Fairytale- Sound patterns | <b>Weaving</b><br>Weaving using fabrics<br><br><b>Inspired by Ani Albers</b><br><br><b>Music:</b><br>Superheroes- Pitch | <b>Painting</b><br>Recording observations and experiences<br><br><b>Inspired by Hilda af Klint</b><br><br><b>Music:</b><br>Under the sea- Musical symbols |
| <b>PE</b>                                                                                                                                                                                                   |                                                                                               |                                                                                                                                                          |                                                                                                                                    |                                                                                                                         |                                                                                                                                                           |
| <b>Term 1</b>                                                                                                                                                                                               | <b>Term 2</b>                                                                                 | <b>Term 3</b>                                                                                                                                            | <b>Term 4</b>                                                                                                                      | <b>Term 5</b>                                                                                                           | <b>Term 6</b>                                                                                                                                             |
| Fundamentals                                                                                                                                                                                                | Dance                                                                                         | Gymnastics                                                                                                                                               | Target Games                                                                                                                       | Ball Skills                                                                                                             | Athletics                                                                                                                                                 |
| <b>Computing</b>                                                                                                                                                                                            |                                                                                               |                                                                                                                                                          |                                                                                                                                    |                                                                                                                         |                                                                                                                                                           |
| <b>Term 1</b>                                                                                                                                                                                               | <b>Term 2</b>                                                                                 | <b>Term 3</b>                                                                                                                                            | <b>Term 4</b>                                                                                                                      | <b>Term 5</b>                                                                                                           | <b>Term 6</b>                                                                                                                                             |
| Getting to know the IZone/Coding                                                                                                                                                                            | Grouping and Sorting<br><br>Pictograms                                                        | Maze explorers                                                                                                                                           | Animated Stories                                                                                                                   | Lego Builders                                                                                                           | Tech outside school<br><br>Spreadsheets                                                                                                                   |
| <b>PSHE/RSHE</b>                                                                                                                                                                                            |                                                                                               |                                                                                                                                                          |                                                                                                                                    |                                                                                                                         |                                                                                                                                                           |
| <b>Term 1</b>                                                                                                                                                                                               | <b>Term 2</b>                                                                                 | <b>Term 3</b>                                                                                                                                            | <b>Term 4</b>                                                                                                                      | <b>Term 5</b>                                                                                                           | <b>Term 6</b>                                                                                                                                             |



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| <p>M1: Unit 3 Session 1/2 Feelings, likes and dislikes/ Feeling inside out</p> <p>M1: Unit 2 Session 1 I am unique Theme: Created and loved by God covered within CW</p> <p>M1: Unit 4 Session 1/2 The Cycle of Life! / Beginnings and Endings</p> <p>M1: Unit 1- Story session Let the children come</p> | <p>M2: Unit 2 Session 1 Special People</p> <p>M2: Unit 2 Session 2 Treat others well</p> <p>M2: Unit 2 Session 3 .... and say sorry</p> | <p>M2: Unit 3 Session 1 Real life online</p> <p>M2: Unit 3 Session 2 Rules to help us</p> <p>M2: Unit 4 Session 1 Good and bad secrets</p> | <p>M2: Unit 4 Session 2 Physical contact</p> <p>M2: Unit 4 Session 3 Harmful substances</p> <p>M2: Unit 4 Session 4 Can you help me ½</p> | <p>M1: Unit 2 Session 2 Girls and boys</p> <p>M1: Unit 2 Session 3 Clean and healthy (My body)</p> <p>M1: Unit 2 Session 3 Clean and healthy (My body)</p> | <p>M3: Unit 1 Session 1 Three in One</p> <p>M3: Unit 1 Session 2 Who is my Neighbour?</p> <p>M3: Unit 2 Session 1 Communities we live in</p> |
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