



**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**

**Summer Term 2026 Curriculum Plan for Parents - Y1S & Y1K**

<p><b>Religious Education</b></p> 	<p><b>Pupils will study:</b></p> <p><b>Easter</b> - children will learn about the story of Jesus' resurrection, discuss how people responded to it and think about whether they would have believed. They will also focus on St. Peter and how he continued to do God's work afterwards.</p> <p><b>Pentecost</b> - children will look at what happened on Pentecost Day and the effect it has on us today.</p> <p><b>Sharing Jesus' Life</b> - Children will learn the stories of the call of the disciples and some information about them, which shows how the disciples shared in the life and work of Jesus. They will be able to identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives.</p> <p><b>Following Jesus Today</b> - Children will understand that they belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus. They will be able to describe signs of their belonging to the Church and ways in which they, and other members of the Church, follow Jesus and celebrate his life.</p>
<p><b>Maths Skills</b></p>	<ul style="list-style-type: none"> <li>• Counting in 2's, 5's and 10's.</li> <li>• Doubles.</li> <li>• Arrays</li> <li>• Recognising, making, adding and sharing equal groups.</li> <li>• Recognising and finding half of shapes and quantities.</li> <li>• Recognising and finding a quarter of a shape or quantity.</li> <li>• Describing turns and positions.</li> <li>• Ordinal numbers.</li> <li>• Counting forwards and backwards within 100.</li> <li>• Partitioning numbers.</li> <li>• Comparing/ordering numbers within 100.</li> <li>• Recognising and counting coins.</li> <li>• Telling time to the hour and half-hour.</li> </ul>
<p><b>English Skills</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Continue with daily phonics lessons to aid reading and recognition of the sounds.</li> <li>• Continue to apply phonics skills as the route to read words.</li> <li>• Read with pace and fluency</li> <li>• Re-read books, sounding out unfamiliar words to build up their fluency and confidence in word reading and re-tell some familiar stories.</li> <li>• Predict what might happen next in a text and answer questions about what has already happened.</li> <li>• Name and recognise the letters of the alphabet.</li> <li>• Read words with -es, -s, -ing, -ed, -er, -est endings.</li> <li>• Read words with contractions (I'm, I'll)</li> <li>• Checking that the text makes sense as they are reading it.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Correct formation of all the letters, finishing and starting in the correct place including capital letters.</li> <li>• Plan their writing by talking about it first.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Use sentence punctuation accurately.</li> <li>• Joining words and clauses using 'and'.</li> </ul>

	<ul style="list-style-type: none"> <li>• Read over their work to check for mistakes.</li> <li>• Self-assess their work against success criteria.</li> </ul> <p><u>Spelling, Punctuation and Grammar</u></p> <ul style="list-style-type: none"> <li>• Continue to use capital letters and full stops and begin to punctuate with questions marks and exclamation marks.</li> <li>• Understanding singular and plural words.</li> <li>• Plurals and suffixes (-es, -s, un-, -ing, -ed, -er).</li> </ul> <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> <li>• Take part in drama and role-play.</li> <li>• Listen to and discuss a range of fiction, non-fiction and poetry texts.</li> <li>• Recount experiences.</li> <li>• Give well-structured answers.</li> <li>• Ask relevant questions to extend their knowledge and understanding.</li> </ul>
<p><b>Homework</b></p>	<p>Reading books are sent home on <b>Friday</b>, along with spellings. Books are to be returned on <b>Monday</b>, and spellings are tested on the following <b>Friday</b> in their phonics groups. It will be spellings focused on the sounds they have learnt/reviewed that week in their phonics groups, and some Year 1 Common Exception Words. Please ensure that spellings are practised regularly, ready to be tested and only practise the spellings for the phonics group your child is in.</p> <p>The Read Write Inc. phonics home learning slides will continue to be sent out weekly, with the reading and spelling videos linked for each sound your child has been learning in their phonics groups that week.</p> <p>For Maths homework, work will be sent out on a <b>Monday</b>, to be completed and returned by the following <b>Monday</b>.</p> <p>Children have also been given their login details for the site 'Numbots' should they wish to use this at home. This is a website designed to improve children's understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating.</p> <p>Please be aware that the children's reading books may not be changed each time; this is due to curriculum guidelines that children should re-read texts to aid fluency and expression and re-read for understanding and comprehension.</p> <p>A selection of questions and tasks to enable the children to build comprehension and word reading skills are listed below:</p> <p>What is the story about? Retell the story. Can you find any words with ____ sound? (e.g. words with the <u>ay</u> sound) Do you see a word within a word? What kind of text is it? What are the features of this text? (e.g. contents page) Where and when did the story take place? Who are the main characters? What do you think the character is thinking and feeling? Which text did you enjoy the most? Why do you prefer it? Can you find the headings and sub-headings? How many different types of punctuation can you see on the page? Why have they been used? Why did the author choose this title for the text? Can you think of an alternative one?</p>

<p><b>PSHE</b></p>	<p>For the teaching and learning of PSHE, we use a Question-Based Model. The Programme of Study sets out learning opportunities in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.</p> <p>Through these themes we explore teaching children about a range of the 54 UNICEF articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights of a child.</p> <p>This term we focus on the themes</p> <ul style="list-style-type: none"> <li>• who helps to keep us safe?</li> <li>• How can we look after each other and the world?</li> </ul>
<p><b>Topic Work</b></p> 	<ul style="list-style-type: none"> <li>• Science - Seasonal changes, Plants (Trees, Gardens, Growth and Change).</li> <li>• Computing - Online safety, coding and making digital music.</li> <li>• History - Unit 1- 'Kings, Queens and Castles' &amp; Unit 2- 'Explorers'</li> <li>• DT - Structures: Constructing a windmill</li> <li>• Art - Painting &amp; Mixed Media: Colour splash</li> <li>• P.E - Tennis, Cricket and Athletics</li> </ul>
<p><b>How you can help your child</b></p>	<ul style="list-style-type: none"> <li>• Continue to read to your child, with your child and listen to her/him read to you. Your comments in the reading record book are welcome and will be acknowledged.</li> <li>• Please return reading books when asked in order to ensure that we can hear your child read regularly in school and so they can be checked and changed.</li> <li>• Continue to practise reading the special friends' sounds using resources provided such as the flashcard books, and the reading and spelling of the Y1 common exceptions words (red words).</li> <li>• Continue to use the Read Write Inc. videos which are sent weekly, covering the sounds your child has learnt in their phonics group that week.</li> <li>• Please encourage your child to practise their spellings list.</li> <li>• Our P.E lessons are on : 1S- <b><u>Tuesday and Thursday</u></b> 1K- <b><u>Monday and Thursday</u></b> However sometimes the PE day may need to change due to timetable changes.</li> <li>• PE Kit is encouraged to stay in school and will be returned at the end of each half term. If you would like to take it to be washed before this, please let us know and we will send it back for you. It must be returned the following day/start of a new week.</li> <li>• Please ensure that your child has a full P.E. kit and any water your child brings into school is in a bottle with a sports cap.</li> </ul> <p><b><u>Please make sure that all belongings are labelled to avoid any confusion.</u></b></p> <p>Thank you for your support, Mrs Shiels- Etheridge &amp; Mrs Korimbocus</p>

