

## The Cathedral School of St Mary Foundation/Year 1 - Spring Term 1 2025 Why is our world wonderful?

Foundation	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	WB: 06.01.25	WB: 13.01.25	WB: 20.01.2025	WB: 27.01.25	WB: 03.02.2025	WB: 10.02.2025
Key Dates/Info	06.01.25 - Start back	National Child Measurement Programme			07.02.25 - School photos	
Educational Visits/ Experiences			22.01.25 - EYFS to go to Mass		05.02.25 - EYFS to go to Mass	
					Local Area Walk - linked with Understanding the world	
Weekly Theme	What's wonderful about the UK?	What's wonderful about our world?	Where are our oceans?	What's amazing about where we live?	Let's investigate special natural habitats.	How can we look after habitats?
Vocabulary	Location, Human Geography, Physical Geography, Country, City, Landmark	Location, Human Geography, Physical Geography, Country, Continent, City, Landmark	Human Geography, Physical Geography, Country, Continent, City, Landmark, Land, Sea, River, Ocean, Lake	Map, Sketch, Key, North, South, East, West, Symbol, Location, Human Geography, Physical Geography	Habitat, Sketch, Map, Human Geography, Physical Geography, Fieldwork, Data Collection, Vegetation.	Habitat, Sample, Vegetation, Fieldwork, Animals, Minibeasts, Map
Key Text For Drawing Club	First Poetry Book by Pie Corbett and Gaby Morgan	Barbara Throws a Wobbler by Nadia Shireen	Tiddler by Julia Donaldson	Hidden World - Oceans by Libby Walden	The Big Red Umbrella by Amy and Juniper Bates	Maddi's Fridge by Lois Brandt
Literacy EYFS	I know the individual letters taught so far. I can orally blend and segment simple words.	I know the individual letters taught so far. I can orally blend and segment simple words.	I know the individual letters taught so far. I can orally blend and segment simple words.	I know the individual letters taught so far. I can orally blend and segment simple words.	I know the individual letters taught so far. I can orally blend and segment simple words.	I know the individual letters taught so far. I can orally blend and segment simple words.

Kutut	I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.	I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.	I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.	I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.	I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.	I know how to read simple words with sounds that I am familiar with. I know how to write simple words using sounds that I am familiar with.
Key Text For Bookwrites	First Poetry Book by Pie Corbett and Gaby Morgan	First Poetry Book by Pie Corbett and Gaby Morgan	First Poetry Book by Pie Corbett and Gaby Morgan	Hidden World – Oceans by Libby Walden	Hidden World – Oceans by Libby Walden	Hidden World - Oceans by Libby Walden
Literacy Yr1	To perform a poem as part of a class/group using intonation, rhythm and rhyme to entertain an audience. To write a poem using ideas from the models provided showing word choice for effect on the reader and rhythm appropriate to the particular poem	To perform a poem as part of a class/group using intonation, rhythm and rhyme to entertain an audience. To write a poem using ideas from the models provided showing word choice for effect on the reader and rhythm appropriate to the particular poem	To perform a poem as part of a class/group using intonation, rhythm and rhyme to entertain an audience. To write a poem using ideas from the models provided showing word choice for effect on the reader and rhythm appropriate to the particular poem	To contribute sentences/pages to a class lift the flap book about animals or plants of a particular environment/habitat e.g rainforest, pond, local area	To contribute sentences/pages to a class lift the flap book about animals or plants of a particular environment/habitat e.g rainforest, pond, local area	To contribute sentences/pages to a class lift the flap book about animals or plants of a particular environment/habitat e.g rainforest, pond, local area
Maths EYFS (Mastering Number)	Counting, ordinality and cardinality: Focus on counting skills	Comparison: Comparison of sets by matching	Composition: Explore the concept of part and whole	Composition: Focus on the composition of 3, 4 and 5	Counting, ordinality and cardinality: Practice object counting skills	Subitising: Subitise within 5 focusing on die patterns
Maths Year 1 (Powermaths)	Unit 6: Numbers to 20: Counting and understanding numbers to 20	Unit 6: Numbers to 20: Using number lines	Unit 6: Numbers to 20: Comparing and ordering numbers to 20	Unit 7: Addition and subtraction within 20: Addition using different strategies	Unit 7: Addition and subtraction within 20: Subtraction using different strategies	Unit 7: Addition and subtraction within 20: Fact families and missing number problems
RE	Galilee to Jerusalem: I know that the wise men visited Jesus	Galilee to Jerusalem: I know that the wise men gave gifts to baby Jesus	Galilee to Jerusalem: I know that Jesus welcomes everyone	Galilee to Jerusalem: I know that Jesus takes care of everyone	Galilee to Jerusalem: I know that Jesus wants us to take care of everyone	Galilee to Jerusalem: Jesus teaches us that we should share what we have with others
PSED/ Gospel Values	Created to love others: Role model - Why is the Bible special?	Created to love others: Role model - How can we follow the role	Created to love others: Who's who? - Who are our special people in our lives?	Created to love others: You've got a friend in me – Looking at what makes a good friend.	Created to love others: You've got a friend in meHpw can we help someone who is	Created to love others: Forever friends – exploring giving and receiving forgiveness

		model of Jesus in living others?			struggling to be a good friend?	
Understanding the World	Can we remember the difference between human and physical geography? Identify some of the different UK landmarks and split them into human and physical geographical features.	Sing the continents song. Look at the world map and see where different people in our class have families. Look at famous landmarks and see if they are human or physical geographical features.	Sing the oceans song. Where have people been swimming, which ocean might it have been in? Think about all the animals that live in the oceans.	Talk about where they might have walked in their local area and what they might have seen on their walks. Make a map based on photos from around the area.	Explore the flora and fauna on a local area walk. Can the children identify any of the plants we see. Explore what plants need to grow and plant bulbs.	Match the different animals with their habitats. Can we create a map of Victoria Park with pictures of the different areas, plants and animals we could see.
Year 1 Understanding the world outcome.	Match the landmark and capital city with the 4 different countries in the UK	Identify the 7 continents and some of the famous landmarks in each.	Identify and locate the 5 oceans using atlas's and google earth to help.	Sketch a map of the local area and use at least 3 symbols from the key	Create a tally chart showing the amount of times you can identify different plants and animals on our local area walk.	Using the data collected from the previous lesson, create a bar chart to show your findings.
Science	Identify and explain some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition.	Explain the difference between things that are living, dead, and things that have never been alive, using some of the life processes.	Name a variety of habitats, including woodland, ocean, rainforest and seashore.	Name a variety of habitats, including woodland, ocean, rainforest and seashore.	Name a variety of habitats, including woodland, ocean, rainforest and seashore.	Explain that a food chain can be used to show how animals obtain food from eating either plants and/or other animals.
Expressive Arts and Design	Exploring puppets		Designing your puppets		Making and joining your puppets	
Physical Development	Fine and Gross motor skills PE Passport: Invasion Games	Fine and Gross motor skills PE Passport: Invasion Games	Fine and Gross motor skills PE Passport: Invasion Games	Fine and Gross motor skills PE Passport: Invasion Games	Fine and Gross motor skills PE Passport: Invasion Games	Fine and Gross motor skills PE Passport: Invasion Games