## CARDINAL NEWMAN CATHOLIC PRIMARY SCHOOL YEAR 1 TERMLY OVERVIEW – SPRING 2025



| Week    | Events     | R.E.            | PSHE                    | English            | Maths       | Science   | History /<br>Geography | Art/ DT       | Computing    | PE         | Music    |
|---------|------------|-----------------|-------------------------|--------------------|-------------|-----------|------------------------|---------------|--------------|------------|----------|
| 06/1/25 |            | Calilanta       |                         |                    |             |           | History:               | Art           |              |            |          |
|         |            | Galilee to      |                         |                    |             |           | When were              | To be able to |              |            |          |
|         |            | Jerusalem The   |                         | Review of          |             |           | Mary                   | draw an       |              |            |          |
|         |            | presentation    |                         | capital letters    |             |           | Seacole and            | outline of a  | Programming  |            | Music    |
|         |            | of Jesus at the |                         | and full stops     |             | Seasonal  | Florence               | face          | a Robot-     | Dance/Ball | Tech     |
|         | Epiphany   | temple          | Identifying             | and cold write     | Place value | Changes   | Nightingale            | including key | Beebot       | Skills     | rhythm   |
|         | Mass (6th) | ·               | special people          | Little Charlie     | within 20   |           | alive?                 | features      | Buttons      |            | ŕ        |
| 13/1/25 |            |                 |                         |                    |             |           |                        | To be able to |              |            |          |
|         |            |                 | Treat others            | Little Cleania     |             |           |                        | use a range   |              |            |          |
|         |            |                 | well -                  | Little Charlie     |             |           |                        | of tools to   |              |            |          |
|         |            |                 | appropriate             | imitate phase      |             |           |                        | make          | Programming  |            | Music    |
|         |            | Finding Jesus   | and                     | (acting/story      |             | Seasonal  | Who is                 | coloured      | a Robot-     | Dance/Ball | Tech     |
|         | Science    | in temple and   | inappropriate           | map/actions)       | Place value | Changes   | Florence               | marks on      | Beebot       | Skills     | Dynamics |
|         | Dome       | His hidden life | behaviour               |                    | within 20   |           | Nightingale?           | paper.        | Directions   |            |          |
| 20/1/25 |            |                 |                         |                    |             | То        |                        |               |              |            |          |
|         |            |                 |                         | LC innovate -      |             | identify  |                        |               | Programming  |            |          |
|         |            | Jesus           |                         | box up             |             | and name  | What impact            | To be able to | a Robot-     |            | Music    |
|         |            | announces his   |                         | text/change        |             | parts of  | did Florence           | mix primary   | Beebot       | Dance/Ball | Tech     |
|         |            | mission         | Treat others            | settings/SPAG      | Place value | the body  | Nightingale            | colours to    | Forwards and | Skills     | Pitch    |
|         |            |                 | well                    | 0.,                | within 20   | ,         | have?                  | secondary.    | Backwards    |            |          |
| 27/1/25 |            |                 |                         |                    |             | The       |                        |               |              |            |          |
|         |            |                 |                         | LC independent     |             | senses in |                        |               |              |            |          |
|         |            |                 | Docognising             | write - retell the |             | relation  |                        | To be able to |              |            |          |
|         |            |                 | Recognising when to say | story with         |             | to the    |                        | explore       |              |            |          |
|         |            |                 | sorry                   | changes. Start     |             | body      |                        | landscapes    | Programming  |            | Music    |
|         |            |                 | 3311,                   | innovation         |             | parts.    |                        | in colour     | a Robot-     | Dance/Ball | Tech     |
|         |            | The call of the |                         | phase              | Addition    | Sound     | Who is Mary            | through the   | Beebot Four  | Skills     | Tone     |
|         |            | disciples       |                         |                    | within 20   |           | Seacole?               | seasons.      | Directions   |            |          |

| 3/2/25  |                           |   |                       |   |   | The   |   |                     |   |                           |   |
|---------|---------------------------|---|-----------------------|---|---|---|---|---------------------|---|---------------------------|---|
|         |                           |   |                       |   |   | senses in   |   |                     |   |                           |   |
|         |                           |   |                       |   |   | relation  |   |                     |   |                           |   |
|         |                           |   |                       |   |   |   |   |                     |   |                           | Music   |
|         | Children's                |   |                       |   |   | to body   |   |                     |   |                           |   |
|         | Mental                    | The Little  |                       |   |   | parts -   | What impact                                       | To be able to       | Programming   | D /D . II                 | Tech  |
|         | Health Week               | Children and  | Children's            |   | Addition  | sight and   | did Mary  | reflect upon        | a Robot-  | Dance/Ball                | Compos  |
|         | + Book Fair<br>(All week) | the story of Zacchaeus  | Mental Health<br>Week | Poetry  | within 20   | listening   | Seacole have?                                     | Van Gogh's<br>work. | Beebot<br>Getting there                             | Skills                    | g   |
| 10/2/25 | (All Week)                | Zaccilacus  | VVCCK                 | 1 octi y  | Within 20   | The   | nave:   | WOTK.               | detting there                                       |                           |   |
|         |                           |   |                       |   |   | senses in   | How has   | To be able to       |   |                           | Music   |
|         |                           |   |                       |   |   | relation  | history   | create a            |   |                           | Tech  |
|         |                           | The Little  |                       |   |   | to body   | treated   | landscape           |   |                           | Compos  |
|         | Down to                   | Children and  |                       |   |   | parts -   | Florence  | through the         |   |                           | g and   |
|         | Parents<br>Consulation    | the story of  |                       |   |   | smell and   | Nightingale and Mary                              | seasons in          | Programming   | Dance/Ball                | Improvi   |
|         | (11th and                 | Zacchaeus   | Internet              |   | Addition  | taste.  | Seacole   | colour.             | a Robot -   | Skills                    |   |
|         | 13th)                     | Laccilaeus  | Safety                | Poetry  | within 20   | נמטנב.  | differently?                                      | coloui.             | Routes  | SKIIIS                    | ng  |
|         | 1500)                     |   |                       |   | Half To   |   |   |                     |   |                           |   |
|         | 15(1)                     |   |                       |   | Half To   |   |   |                     |   |                           |   |
| 25/2/25 | 13(11)                    |   |                       |   |   |   |   |                     |   |                           |   |
| 25/2/25 | 15(11)                    |   |                       |   |   | lay 21st Fe   |   |                     |   |                           | Superhe   |
| 25/2/25 | 13(11)                    | Desert to   |                       |   |   | lay 21 <sup>st</sup> Fe   | bruary  |                     |   |                           | Superhe   |
| 25/2/25 | 15(11)                    | Desert to   |                       |   |   | lay 21 <sup>st</sup> Fe Identify and  | bruary<br>Geography                               |                     |   |                           | oes:  |
| 25/2/25 | 13(11)                    | <b>Garden</b> Jesus   |                       | Monda   |   | Identify and describe   | bruary  Geography LO: what is a                   |                     |   |                           | oes:<br>Descript  |
| 25/2/25 |                           |   |                       | Monda  Non-Fiction  |   | Identify and describe a variety   | bruary<br>Geography                               | DT                  | Data and  | Fitness/Tea               | oes:<br>Descript<br>e music   |
| 25/2/25 |                           | <b>Garden</b> Jesus is tempted in   |                       | Monda  Non-Fiction Writing Yuzzy  | y 17 <sup>th</sup> — Frid                             | Identify and describe a variety of  | bruary  Geography LO: what is a                   | Joining             | Data and information -                              | Fitness/Tea<br>m-Building | oes:<br>Descript<br>e music   |
| 25/2/25 |                           | Garden Jesus is tempted in the desert &   | Money                 | Monda  Non-Fiction Writing Yuzzy Monster  | y 17 <sup>th</sup> – Frid                             | Identify and describe a variety of common animals   | bruary  Geography LO: what is a                   |                     |   |                           | oes:<br>Descript<br>e music<br>compos<br>g                          |
|         |                           | Garden Jesus<br>is tempted in<br>the desert &<br>Ash                              |                       | Monda  Non-Fiction Writing Yuzzy Monster  | y 17 <sup>th</sup> – Frid                             | Identify and describe a variety of common animals   | bruary  Geography LO: what is a                   | Joining             | information -                                       |                           | Descript<br>e music<br>compos<br>g<br>Superhe                       |
|         |                           | Garden Jesus<br>is tempted in<br>the desert &<br>Ash                              |                       | Monda  Non-Fiction Writing Yuzzy Monster Handwriting                                    | y 17 <sup>th</sup> – Frid                             | Identify and describe a variety of common animals  To identify                              | bruary  Geography LO: what is a                   | Joining             | information -                                       |                           | oes: Descript e music compos g Superhe oes:                         |
|         |                           | Garden Jesus<br>is tempted in<br>the desert &<br>Ash                              |                       | Monda  Non-Fiction Writing Yuzzy Monster Handwriting  Non-Fiction                       | y 17 <sup>th</sup> – Frid                             | Identify and describe a variety of common animals  To identify animals                      | Geography LO: what is a map?                      | Joining             | information -<br>grouping data                      |                           | oes: Descript e music compos g Superhe oes: Compos                  |
|         |                           | Garden Jesus<br>is tempted in<br>the desert &<br>Ash<br>Wednesday                 |                       | Monda  Non-Fiction Writing Yuzzy Monster Handwriting  Non-Fiction Writing Yuzzy         | y 17 <sup>th</sup> — Frid<br>Place value<br>within 50 | Identify and describe a variety of common animals  To identify animals into the 5           | Geography LO: what is a map?                      | Joining             | information -<br>grouping data<br>Data and          | m-Building                | oes: Description e music composing Superheoes: Composing music      |
|         |                           | Garden Jesus is tempted in the desert & Ash Wednesday  Jesus enters Jerusalem and | Money                 | Monda  Non-Fiction Writing Yuzzy Monster Handwriting  Non-Fiction Writing Yuzzy Monster | y 17 <sup>th</sup> – Frid<br>Place value<br>within 50 | Identify and describe a variety of common animals  To identify animals into the 5 different | Geography LO: what is a map?  LO: what can we see | Joining<br>fabrics  | information - grouping data  Data and information - | m-Building Fitness/Tea    | oes: Descript e music compos g Superhe oes: Compos g music inspired |
| 3/3/25  |                           | Garden Jesus<br>is tempted in<br>the desert &<br>Ash<br>Wednesday                 |                       | Monda  Non-Fiction Writing Yuzzy Monster Handwriting  Non-Fiction Writing Yuzzy         | y 17 <sup>th</sup> — Frid<br>Place value<br>within 50 | Identify and describe a variety of common animals  To identify animals into the 5           | Geography LO: what is a map?                      | Joining             | information -<br>grouping data<br>Data and          | m-Building                | oes: Descrip e music compos g Superhe oes: Compos g music           |

| 10/3/25 | Inset Day<br>(14th)             | The widow's mite                            | Recognising entitlement to bodily privacy   | Non-Fiction<br>Writing Yuzzy<br>Monster<br>Handwriting | Length and<br>height | To identify and name common birds      | LO: identify features of the playground and areas of improvemen t | Desinging<br>my puppet                              | Data and information - grouping data       | Fitness/Tea<br>m-Building | Superher oes:<br>Create a soundsca pe              |
|---------|---------------------------------|---|---|--|----------------------|--|---|---|--|---------------------------|--|
| 17/3/25 | Mass for St<br>Joseph<br>(18th) | The Last<br>Supper                          | Recognising entitlement to bodily privacy   | Non-Fiction<br>Writing Yuzzy<br>Monster<br>Handwriting | Length and<br>height | To name common noctunral local animals | LO: to design improvemen ts to the playground                     | Making and joining my puppet                        | Data and information - grouping data       | Fitness/Tea<br>m-Building | Superher<br>oes:<br>Perform<br>as a class          |
| 25/3/25 |                                 | The<br>Crucifixion<br>and death of<br>Jesus | We can ask<br>trusted<br>people for<br>help | Poetry   | Mass and volume      | Seasonal<br>Changes                    | LO: to use<br>directional<br>language                             | Making and joining my puppet + Decorating my puppet | Data and<br>information -<br>grouping data | Fitness/Tea<br>m-Building | Superher oes: Composin g based on a theme          |
| 31/3/25 |                                 | The angel's<br>message                      | Harmful<br>substances                       | Poetry   | Mass and volume      | Seasonal<br>Changes                    | LO: What are compass directions?                                  | Decorating<br>my puppet                             | Data and<br>information -<br>grouping data | Fitness/Tea<br>m-Building | Superher oes: Compose and perform based on a theme |