

YEAR 1 CURRICULUM 2025-2026

Autumn Term – Religious Education	Rationale
RE- Creation and Covenant (Autumn 1) The children will hear about the story of Creation and talk about its meaning. They will be aware of the beauty of God's world and explore and respond to wonders of creation. Prophecy and Promise (Autumn 2) The children will learn that God chose Mary to be the mother of His Son. Children will learn about Mary visiting her cousin Elizabeth. They will reflect upon the mystery of the Incarnation and will learn that Advent is a time to prepare to celebrate the birth of Jesus. Children will know about the birth of Jesus and that the wise men came to visit.	The children know that they are part of God's wonderful world and begin to learn why we need to respect and look after the world around us. Children will be aware of the responsibilities they have to look after God's world. Pupils at St Bernard's will develop their understanding of scripture and will reflect upon how this is still relevant in daily life. They will have a stronger knowledge of key figures within Christianity. Pupils will understand how they can prepare for Advent and will understand the importance of reaching out to others during this time.
Autumn Term – Topic	Rationale
Science- Marvellous Materials (Autumn 1) During this project, children learn that objects are made from a range of different materials, each with its own characteristics. They identify a variety of everyday materials and explore where these materials come from. Seeing, Smelling, Sensing (Autumn 2) During this project, children learn that humans are a type of animal known as a mammal. They name and count body parts and identify similarities and differences. They learn about the	Children will have opportunities to explore the materials they encounter in everyday life, helping them make meaningful connections between science and their local community in Bolton. Through practical investigations, children will develop curiosity, observation and questioning skills while learning how different materials are chosen for specific purposes. The project also encourages children to appreciate the world around them and reflect on how we use and care for the resources God has given us. Our children will develop an understanding of their bodies and recognise that humans are a type of animal called a mammal. Through practical and engaging activities, children will identify and count body parts, explore similarities and

senses, the body parts associated with each sense and their role in keeping us safe.	differences between themselves and others, and investigate their five senses. The topic encourages children to develop curiosity about themselves and the world around them while building confidence in using scientific vocabulary. In our Catholic school, children will also be encouraged to appreciate their bodies as part of God's creation and recognise the importance of caring for themselves and others.
History- Helen Keller: A Life Without Limits During this project, children will learn the story of Helen Keller and explore how she learned to communicate. They will also learn about the story of her good friend, Alexander Graham Bell, whose inventions and ideas helped Helen communicate, before understanding how Helen became an important campaigner for people's rights. They will then learn more about Louis Braille, the inventor of the reading and writing system that was so important to Helen, before using Braille to make their classroom more accessible for visually impaired people.	This project introduces children to the inspiring life of Helen Keller and the people whose ideas and inventions helped her overcome barriers to communication. Through learning about Helen Keller, Alexander Graham Bell and Louis Braille, children will develop an understanding of perseverance, friendship, inclusion and the importance of standing up for the rights of others. The topic encourages children to recognise that people with disabilities can make a significant difference in the world. In our Catholic school, children will be encouraged to value every person as unique and special, showing compassion, dignity and respect while considering how they can make their own school community more inclusive.
Geography- Local Explorers During this project, children will learn what geography is and how it helps us understand the world around us. They will begin by identifying physical and human features and exploring simple maps, including one with a key. They will then use positional and directional language, including the cardinal compass points, to describe locations, give directions and follow routes. Finally, they will investigate local human and physical features through simple fieldwork, using their observations and data to build a clearer picture of their environment.	This project helps children develop an understanding of the world around them, beginning with their own local environment in Bolton. Through exploring maps, physical and human features, positional language and simple fieldwork, children will develop curiosity and confidence in describing and investigating the places they know. Practical activities will encourage children to observe carefully, ask questions, follow directions and collect information about their surroundings. In our Catholic school, the project provides opportunities for children to appreciate the beauty and diversity of God's creation and recognise their

	responsibility to care for and respect the world and the communities in which they live.
Art & Design- Colour Creators During this project, children will learn about basic colour theory by studying the colour wheel and colour mixing. They explore primary and secondary colours and how artists use colour in their artwork.	This project introduces children to the basics of colour theory through practical and creative exploration. By investigating the colour wheel, primary and secondary colours and colour mixing, children will develop their understanding of how colours can be combined and used to create different effects. Exploring how artists use colour will encourage children to look closely at artwork, share their ideas and develop their own creative choices. In our Catholic school, the project also provides an opportunity for children to appreciate the beauty and variety of God's creation, while developing confidence, creativity and a sense of joy through artistic expression.
Design and technology- Den Designers During this project, children will learn about the purpose of shelters and the materials used to make them. They name and describe different types of shelters before designing and making their own shelter prototypes. Working as a group, children then design and build a play den and evaluate the effectiveness of their finished product.	This project gives children the opportunity to explore how shelters meet our basic needs for safety, warmth and protection. Through investigating different types of shelters and the materials used to construct them, children will develop their understanding of design, construction and problem-solving. Designing and building their own shelters encourages creativity, teamwork, communication and resilience as children test and improve their ideas. In our Catholic school, the project provides opportunities to consider the importance of caring for and supporting others, recognising that everyone deserves a safe place to live. Children will develop pride in working collaboratively and evaluating their creations.
Music- Move to the beat This project teaches is children to learn about the differences	Children will develop a strong sense of pulse, rhythm, and movement through

between pulse and rhythm. Children will learn to recognise pulse, matching movements to music. They will explore percussion instruments and perform simple instrumental accompaniments to familiar songs.	practical and engaging musical experiences. By singing, moving, clapping, and playing percussion instruments, children will build confidence in keeping a steady beat and responding to music creatively. They will begin to copy and create simple rhythm patterns and use basic graphic notation to represent sounds, supporting early musical understanding and creativity. Throughout the term, children will listen to and respond to a range of music, this will encourage children to appreciate different musical styles and cultures while developing coordination, listening skills, and enjoyment of music-making.
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Autumn Term – Computing	Rationale
Computing- Digital Citizenship (Autumn 1) In this unit of work children will use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Digital literacy (Autumn 2) In this unit children will learn to use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Children need to examine the consequences of their online activity– both good and bad. When teaching Digital Citizenship it is vital that we thoroughly embed the principles of staying safe online and then move onto web content and how they interact with it. It is important to use real world examples with our children to ensure that their learning is relevant to their life experiences. Children will gain a deep understanding of the ability to work collaboratively with others, with strong interpersonal and team-related skills. They will be able to weigh up opportunities in an entrepreneurial manner and ask the right questions to generate new ideas. They will become critical thinkers being able to evaluate information and arguments, identify patterns and connections, and construct meaningful knowledge and apply it in the real world. They will consider issues and solve complex problems based on a deep understanding of diverse values and a worldview. They will learn how to

	communicate effectively through a variety of methods and tools to a range of different audiences.
Spring Term – Religious education	Rationale
RE- Galilee to Jerusalem (Spring 1) Children will develop an understanding of Christian beliefs about Jesus and how his life and actions revealed God's love to others. Through stories from Gospel of Luke, children will explore key events from Jesus' childhood, learning about the people he met and the impact he had on their lives. Desert to Garden (Spring 2) Children will explore the final part of Jesus' life through the Christian season of Lent and the events leading up to Easter. Children learn that Lent is a special time when Christians prepare for Easter through reflection, prayer, and acts of kindness. Children are introduced to key parts of the Easter story, including Jesus' final week, his death, and the message of hope found in the resurrection. The unit ends with the women meeting the angel at the empty tomb, helping children make links to earlier learning about angels.	This unit encourages children to reflect on themes such as kindness, forgiveness, friendship, and compassion through the experiences of figures including Simeon, Anna, Peter the Apostle and Zacchaeus. Through discussion, storytelling, and reflection, children will begin to understand how Christians believe Jesus brought the Good News of God's love and how these teachings can influence the way people treat one another today. This unit supports pupils in developing an understanding of why Easter is such an important celebration for Christians. It introduces the idea of Jesus as a saviour and encourages children to reflect on how kindness and helping others can make a difference. Through storytelling and discussion, pupils begin to understand themes of sacrifice, forgiveness, and hope, building a foundation for deeper learning about the resurrection in later units. This also supports children's moral and spiritual development by helping them consider how Christians show love and care for others during Lent and beyond.
Spring Term – Topic	Rationale
Science- Weather Quest (Spring 1) During this project, children learn about the seasons, seasonal changes and typical weather and events throughout the year. They learn how to measure the weather and explore the role of a meteorologist. Children also begin to understand the science behind day and night and recognise that the seasons have different day lengths in the UK.	This project helps children develop an understanding of the changing world around them by exploring the seasons, weather and the patterns they observe throughout the year. Through practical activities, children will learn to observe, measure and record weather, developing curiosity and confidence in using simple scientific language. Exploring the role of a meteorologist will help children understand how weather is studied and predicted. The project

	also introduces children to day and night and changing day lengths. In our Catholic school, children will be encouraged to appreciate the wonder and order of God's creation and develop a sense of responsibility for caring for our environment.
Roots, Shoots and Fruits (Spring 2) During this project, children learn about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and observe how these parts change over time. Through hands on investigation, children begin to develop a clear understanding of how plants grow and function.	Children will have opportunities to explore the natural world through familiar wild and garden plants. Using the school grounds and local environment makes learning meaningful and encourages curiosity about the world around them. Through practical investigations, children identify and describe basic plant parts and observe how plants change as they grow. They develop key scientific skills including observing, comparing, describing and recording. The project also encourages children to care for living things and appreciate the natural world as part of God's creation, providing a strong foundation for future learning about plants, habitats and living things.
History- Great Fire of London This project will help children to answer the question: Why was the Great Fire of London a significant event? Children will learn what London was like in the 1600s when the Great Fire of London began. Children will then use a timeline to sequence the main events. They will also learn why the fire spread so quickly and look at historical sources to find out how Londoners fought the fire. In addition, children will learn about Samuel Pepys and listen to extracts from his diary. Finally, they will learn how the Great Fire changed London forever.	Children develop an understanding of the past through a significant historical event. Learning about the Great Fire of London will encourage children to ask questions, sequence events, and compare life in the past with life today. Through stories, timelines, artefacts, and role play, children will build their historical vocabulary and develop curiosity about how London changed after the fire.
Geography- City Explorers During this project, children will learn what a landmark is and why certain places become important to people and	This project develops children's understanding of landmarks and why places are important to people and communities. Children explore local and

communities. They will begin by sorting famous landmarks from around the world, then study a local landmark, learning about its location, form and story. Next, they will explore famous London landmarks, aerial photographs and simple picture maps to identify features, follow routes and locate places. Finally, they will create visitor information about London's landmarks.	national landmarks, making connections between their own surroundings and the wider world. Through aerial photographs, maps and practical activities, they develop early geographical skills including locating places, identifying features and following routes. Studying London provides an introduction to a significant UK city and its landmarks, while creating visitor information encourages children to communicate their geographical knowledge. The project builds curiosity about places and communities and provides a strong foundation for future geographical learning.
Art and design- Press, Print and Pattern During this project, children learn about collagraph printing, including how to develop a motif and use it to create single and repeated prints. They explore a range of textures and materials to build their printing plates and experiment with different effects before producing their own finished collagraph artwork.	This project introduces children to printing through the practical and creative process of collagraphy. Children explore texture, pattern and materials, developing their ability to experiment and make creative choices. By designing motifs and creating single and repeated prints, they learn how images and patterns can be developed and adapted. The hands-on nature of the project supports children in developing confidence with tools and materials while encouraging creativity, observation and attention to detail. The project provides a strong foundation for future learning about printing, pattern and artistic techniques.
Design Technology- On the Move During this project, children learn about wheels, axles and chassis, and how these components work together to make a vehicle move. They explore and test simple mechanisms before designing and building their own model vehicle to apply their understanding of how movement is created.	This project introduces children to the basic mechanisms that enable vehicles to move. Through practical exploration, children investigate how wheels, axles and chassis work together and develop an understanding of how simple mechanisms can be used for a purpose. Designing and building their own model vehicle encourages creativity, problem-solving and perseverance while developing practical skills in making and testing. Children have opportunities to evaluate and improve their designs,

	building confidence in applying their knowledge to a real-world context. The project provides a strong foundation for future learning in mechanisms, structures and design technology.
Music- Exploring Sounds This project is designed to allow children to explore how sounds can be created in different ways using their voices and a range of instruments. They will listen to a variety of musical pieces, and begin to recognise how composers use dynamics, tempo, and timbre to create mood, character, and excitement in music.	This unit supports children in developing key early musical skills such as listening, singing, performing, composing, and responding to music. By exploring how sound can be changed and controlled, pupils build confidence in using their voices and instruments creatively. This term provides a strong foundation for musical learning by fostering creativity, enjoyment, and confidence in making and sharing music.
Spring Term – Computing	Rationale
Computer science- In this unit children will understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Children will have the opportunity to create and debug simple programs. They will also use logical reasoning to predict the behaviour of simple programs.	Computer science teaches students design, logical reasoning, problem solving and resilience - all valuable well beyond the computer science classroom. The ability to create and adapt new technologies distinguishes computer science from computer literacy; which focuses more on using existing technologies (e.g. word processing, spreadsheets)
Summer Term- Religious education	Rationale
RE- To the Ends of the Earth (Summer 1) This unit of work teaches children what happened after the resurrection of Jesus. Through stories from the Gospel of Luke and the Acts of the Apostles, children learn how Jesus' followers came together as a community and began to share his message with others. Children explore how the Apostles carried on Jesus' work and how the early Christian Church began and grew. They will also begin to understand how the Church continues	It is important that our children at St Bernard's will learn that it did not end with the Easter story, but continued through the actions of Jesus' followers. It supports pupils in learning about the importance of community, belonging, and sharing. By exploring the work of the Apostles and the early Church, children begin to recognise how faith can inspire people to work together and help others. This unit also encourages children to reflect on how we today continue to live out Jesus' teachings

today, both in the past and in the present.	through worship, kindness, and service in their communities.
Dialogue and Encounter (Summer 2) In this unit, Year 1 pupils explore the importance of talking, listening, and meeting others through the theme of Dialogue and Encounter. Through stories, role play, and discussion, pupils develop respect, kindness, and an appreciation of similarities and differences within their community and the wider world.	This unit encourages children to explore how people communicate, listen, and learn from one another within different faiths and communities. The children are aware of the church's social teaching including what scripture says, the church says and the Pope. They will develop empathy for the wider world and how our actions make a difference. Through stories, discussion, and shared experiences, children develop respect, empathy, and an understanding of diversity. This supports children in recognising similarities and differences between beliefs while promoting positive relationships, curiosity, and thoughtful questioning.
Summer Term- Topic	Rationale
Science- Fur, Feathers and Fins (Summer 1) During this project, children learn about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe the common body parts of these groups, explore their diets and learn how different animals should be cared for. Through this study, children develop a clearer understanding of the diversity of the animal kingdom. Planet Protectors (Summer 2) During this project, children recap on learning from the autumn term about materials and how they can be sorted based on their properties and origins.	This project develops children's understanding of the diversity of the animal kingdom. Children explore different animal groups, identifying common body parts and discovering how animals' diets and needs vary. Through practical activities and discussion, they develop key scientific skills including observing, sorting, comparing and describing. Learning about how animals should be cared for encourages children to show respect and responsibility towards living things. The project provides a strong foundation for future learning about habitats, food chains, life cycles and the characteristics of living things. This project builds on children's previous learning about materials and their properties, while introducing the important distinction between natural and man-made materials. Children

They learn the difference between natural and manmade materials and explore which everyday materials can be recycled. Children investigate how their school currently manages waste and work together to create posters that encourage the whole community to recycle more effectively.	explore recycling in a familiar school context, helping them understand how everyday choices can affect the environment. Investigating the school's current waste management encourages children to observe, question and suggest practical improvements. Creating posters develops their ability to communicate ideas for a real audience, while promoting responsibility, teamwork and care for God's creation. The project provides a meaningful foundation for future learning about materials, sustainability and the environment.
History- School Then, Schools Now Children will learn about the history of their own school, before finding out what schools were like in Victorian times. They will study artefacts from Victorian schools to find out what they were used for and what they can tell us about the past. Children will 'meet' Samuel Wilderspin, the creator of infant school education, and experience what it was like to learn in a Victorian classroom. At the end of the project, they will compare schools in Victorian times with schools today.	This project introduces children to the history of their own school before exploring what education was like in Victorian times. Using artefacts and the experiences of Samuel Wilderspin, children develop early historical skills including questioning, observing evidence and making comparisons. Experiencing a Victorian-style classroom helps bring the past to life and encourages children to consider how people's experiences have changed over time. Comparing schools then and now enables children to identify similarities and differences and provides a strong foundation for understanding chronology, historical change and the lives of people in the past.
Art and Design- Bright and Busy Streets During this project, children learn about artwork that depicts streets and buildings, with a focus on the vibrant, playful style of American pop artist James Rizzi. Children explore his use of colour, pattern and exaggerated forms before creating their own 3-D mural inspired by his work.	This project introduces children to artwork depicting streets and buildings through the vibrant and playful work of James Rizzi. Children explore how artists use colour, pattern, shape and exaggerated forms to communicate ideas and create impact. Developing their own 3-D mural encourages creativity, experimentation and confidence in using different materials and techniques. The project also supports children in looking closely at their local environment and representing familiar places in

	imaginative ways. It provides a strong foundation for future learning about artists, architecture, colour, pattern and three-dimensional art.
Design technology- Chop, Peel and Grate During this project, children learn about different sources of food and are introduced to key preparatory skills, including peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and these techniques to design and make a supermarket sandwich according to specific design criteria.	This project introduces children to where food comes from and develops essential food preparation skills. Through practical activities, children learn and safely practise techniques including peeling, tearing, slicing, chopping, mashing and grating. Designing and making a sandwich for a specific purpose encourages children to follow design criteria, make choices and evaluate their finished product. The project supports independence, fine motor skills, creativity and confidence while developing an understanding of food and healthy choices. It provides a strong foundation for future learning about nutrition, food preparation and cooking.
Music- High and Low Children will focus on identifying and describing pitch in music. They will explore how different instruments and voices can create high and low sounds and will describe these using musical vocabulary such as pitch and timbre. Through listening games and a range of songs, children will begin to recognise simple pitch patterns and identify when sounds move higher or lower. Children will use tuned and untuned percussion instruments to create and perform simple musical ideas.	This unit supports children in developing essential musical skills, particularly listening carefully and recognising pitch changes. It helps children build confidence in exploring instruments and using their voices expressively. By composing and performing sound effects and pitch patterns, children develop creativity, teamwork, and communication skills.
Summer Term- Computing	Rationale
Information technology – In this unit children will recognise common uses of information technology beyond school	This is how we interface with technology using existing hardware. We need to teach children how to navigate around a variety of devices, type, save work, find and move files. Also they need to understand the internet and the web, use search engines, understand networks and generally be efficient and independent users of a range of technology.

