

# CURRICULUM AWARENESS

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Academic Year 2025-2026

Miss Askham

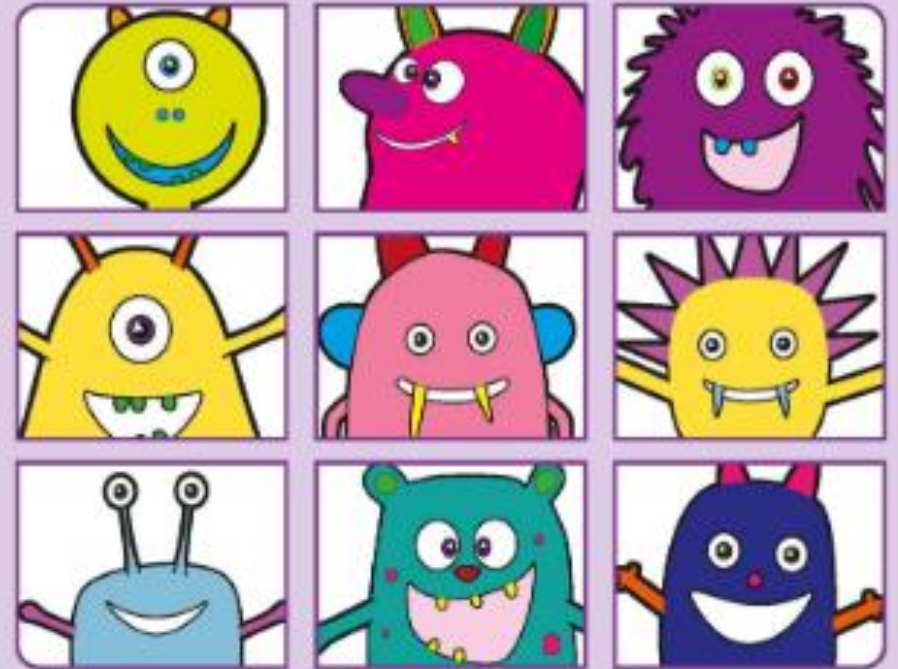
# Important Dates

- Y1 Phonics Screening Check : WC 08.06.26

## Key stage 1

### Phonics screening check

Pupils' materials



# Curriculum Coverage

Our Lady Star of the Sea RCVA Primary School: Long Term Curriculum Overview 2025-2026															
Year R/1: Cycle A															
1234567891011121314															
Autumn Term	English and Maths														
	RE: Families				Judaism	RE: Belonging				RE: Waiting					
	History: Toys from the past										Geography: Where I live				
	Science: Materials (Unit 1)										Science: Earth and Space (Unit 1)				
	Art & Design: Observational and Drawing Skills										D&T Cooking & Nutrition: Fruit Kebab				
	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	
	PE: Health Related Fitness and Tennis								PE: Health Related Fitness and Gymnastics						
	Computing: Information Technology: Basic Computer Skills								Computing: Computer Science: Algorithms						
RSHE: Module 1 Created and Loved by God / PSHE: Relationships															
Spring Term	English and Maths														
	RE: Special People				Islam	RE: Meals				RE: Change					
	Geography: Where I live						History: Women in History								
	Science: Earth and Space (Unit 1)				Science: Plants (Unit 1)										
	Art & Design: Sculpture- Recycling materials											D&T: Bug Mobiles			
	Music	Spanish: Greetings	Music	Spanish: Greetings	Music	Spanish: Greetings	Music	Spanish: Greetings	Music	Spanish: Greetings	Music	Spanish: Greetings	Music	Spanish: Greetings	
	PE: Dance and Attack vs. Defence							PE: Handball and Rounders							
	Computing: Computer Science: Parts of a Computer							Computing: Information Technology: Digital Art							
RSHE: Module 2 Created to Love Others / PSHE: Living in the Wider World															
Summer Term	English and Maths														
	RE: Holidays and Holydays				RE: Being Sorry				RE: Neighbours						
	History: Women in History				Geography: Wonderful Weather										
	Science: Animals Including Humans (Unit 1)						Science: Movement Forces and Magnets (Unit 1)								
	D&T: Bug Mobiles														
	Music	Spanish: Introductions	Music	Spanish: Introductions	Music	Spanish: Introductions	Music	Spanish: Introductions	Music	Spanish: Introductions	Music	Spanish: Introductions	Music	Spanish: Introductions	
	PE: Athletics and Football							PE: Athletics and OAA							
	Computing: Information Technology: Grouping Data							Computing: Revisit and Recap							
RSHE: Module 3 Created to Live in Community / PSHE: Health and Wellbeing															

# Learning in Maths

## Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you	Match, sort and compare FREE TRIAL	Talk about measure and patterns	It's me 1, 2, 3	Circles and triangles	1, 2, 3, 4, 5	Shapes with 4 sides					
Spring	Alive in 5	Mass and capacity	Growing 6, 7, 8	Length, height and time	Building 9 and 10	Explore 3-D shapes						
Summer	To 20 and beyond	How many now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connections	Consolidation					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10) FREE TRIAL					Number Addition and subtraction (within 10)					Geometry Shape	Consolidation
Spring	Number Place value (within 20)		Number Addition and subtraction (within 20)			Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume		
Summer	Number Multiplication and division		Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Measurement Time		Consolidation	

## Year 1



# Learning in Literacy/English

Autumn Term																	
Week	1	2	3	4	5	6	7	8	Half Term	9	10	11	12	13	14	15	
Class 1	Text theme: Family Adventure									Text Theme: Fantasy Journey							
	Fiction Whatever Next?		Fiction The Smeds and The Smoos		Non-Fiction Instructional Writing – How to make a rocket		Exploring words Autumn			Fiction Lost and Found		Non-Fiction Information Text – Emperor Penguins		'Christmas Bookshelf' and writing for a purpose			

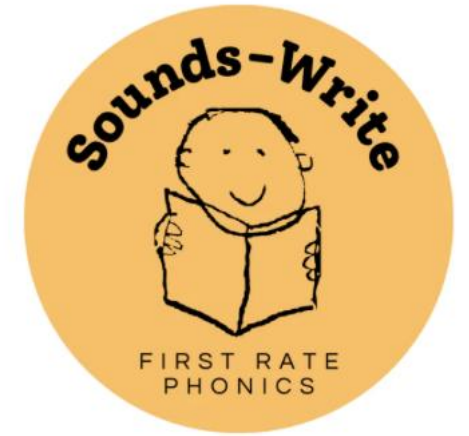
Spring Term														
Week	1	2	3	4	5	6	7	Half Term	9	10	11	12	13	
Class 1	Text Theme: Once Upon a Time								Text Theme: In the Garden					
	Exploring words - Winter		Fiction Jack and the Beanstalk			Non-Fiction Apology Letter			Fiction: Planting a Rainbow			Non-Fiction Mad about minibeasts		
	Exploring words – Spring/New Life													

Summer Term														
Week	1	2	3	4	5	Half Term	6	7	8	9	10	11	12	
Class 1	Text Theme: Moral Tale						Text Theme: Tale of the Night							
	Fiction The Smartest Giant in Town			Non-Fiction Discussion Clothing uses			Fiction The Owl Who Was Afraid of the Dark			Non-Fiction Day and Night		Recap/Review		

# Phonics - YR

## INITIAL CODE

- 1 Introduce the spellings a i m s t
- 2 Introduce the spellings n o p
- 3 Introduce the spellings b c g h
- 4 Introduce the spellings d e f v
- 5 Introduce the spellings k l r u
- 6 Introduce the spellings j w z
- 7 Introduce the spellings x y and two-letter spellings (digraphs) ff ll ss zz
- 8 Words with sound structure VCC and CVCC
- 9 Words with sound structure CCVC
- 10 Words with structure CCCVC, CCVCC and CVCCC
- 11 Introduce the two-letter spellings (digraphs) ch sh th ck ng wh, and <q> <u> for /k/ /w/



# Phonics – Y1

## EXTENDED CODE

- 1 First spellings of sound /æ/ - ai ay ea a-e
- 2 First spellings of sound /ee/ - ee ea y e
- 3 Spelling <ea> representing /æ/ & /ee/
- 4 First spellings of sound /oe/ - o oa ow oe o-e
- 5 Spelling <o> representing /o/ & /oe/
- 6 First spellings of sound /er/ - er ir or ur
- 7 First spellings of sound /e/ - e ea ai
- 8 First spellings of sound /ow/ - ou ow
- 9 Spelling <ow> representing /oe/ & /ow/
- 10 First spellings of sound m/oo/n - oo ew ue u-e o
- 11 Sound /ie/ by spellings i igh ie i-e y
- 12 Sound b/oo/k by spellings oo u oul
- 13 Spelling <oo> representing m/oo/n & b/oo/k
- 14 Sound /u/ by spellings u o ou
- 15 Spelling <ou> representing /ow/ /u/ m/oo/n
- 16 Sound /s/ by spellings s sc se ss c ce
- 17 Spelling <s> representing /s/ & /z/
- 18 Sound /l/ by spellings l le ll el al il



- 19 First spellings of sound /or/ - or aw a au ar
- 20 Sound /air/ by spellings air are ear eir ere (< ayer > as in 'prayer' and < ayor > as in 'mayor')
- 21 Sound /ue/ by spellings ue u-e u ew eu
- 22 Spelling <ew> representing m/oo/n & /ue/
- 23 Sound /oy/ by spellings oi oy
- 24 Sound /ar/ by spellings ar a al au
- 25 Sound /o/ by spellings o a



# Curriculum Coverage in R.E.

<b>Autumn</b>	<b>Domestic Church</b> <b>3RD SEPTEMBER-27TH SEPTEMBER 2024</b>  <b>Early Years - MYSELF</b> - God knows and loves each one <b>Year 1 - FAMILIES</b> - God's love and care for every family <b>Year 2 - BEGINNINGS</b> - God is present in every beginning <b>Year 3 - HOMES</b> - God's vision for every family <b>Year 4 - PEOPLE</b> - The family of God in Scripture <b>Year 5 - OURSELVES</b> - Created in the image and likeness of God <b>Year 6 - LOVING</b> - God who never stops loving	<b>Judaism</b> <b>30TH SEPTEMBER-4TH OCTOBER 2024</b>  <b>Early Years - Hanukkah</b> <b>Year 1 - Abraham and Moses</b>  <b>Year 2 - Shabbat</b>  <b>Year 3 - Synagogue</b>  <b>Year 4 - Torah</b>  <b>Year 5 - Passover</b>  <b>Year 6 - Rosh Hashanah, Yom Kippur</b>	<b>Baptism/Confirmation</b> <b>7TH OCTOBER-8TH NOVEMBER 2024</b>  <b>Early Years - WELCOME</b> - Baptism: a welcome to God's family <b>Year 1 - BELONGING</b> - Baptism: an invitation to belong to God's family <b>Year 2 - SIGNS AND SYMBOLS</b> - Signs and symbols in Baptism <b>Year 3 - PROMISES</b> - Promises made at Baptism <b>Year 4 - CALLED</b> - Confirmation: a call to witness <b>Sacramental Preparation Class</b> Celebrating Reconciliation - What do Catholics Believe and Do? <b>Year 5 - LIFE CHOICES</b> - Marriage, commitment and service <b>Year 6 - VOCATION AND COMMITMENT</b> - The vocation of priesthood and religious life	<b>Advent/Christmas</b> <b>18TH NOVEMBER-13TH DECEMBER 2024</b>  <b>Early Years - BIRTHDAY</b> - Looking forward to Jesus' birthday <b>Year 1 - WAITING</b> - Advent: a time to look forward to Christmas <b>Year 2 - PREPARATIONS</b> - Advent: preparing to celebrate Christmas <b>Year 3 - VISITORS</b> - waiting for the coming of Jesus <b>Year 4 - GIFT</b> - God's gift of love and friendship in Jesus <b>Year 5 - HOPE</b> - Advent: waiting in the joyful hope for Jesus, the promised one <b>Year 6 - EXPECTATIONS</b> - Jesus born to show God to the world
<b>Spring</b>	<b>Local Church</b> <b>7TH JANUARY -31ST JANUARY 2025</b>  <b>Early Years - CELEBRATING</b> - People celebrate in Church <b>Year 1 - SPECIAL PEOPLE</b> - People in the parish family <b>Year 2 - BOOKS</b> - The books used in Church <b>Year 3 - JOURNEYS</b> - Christian family's journey with Christ <b>Year 4 - COMMUNITY</b> - Life in the local Christian community and ministries in the parish <b>Year 5 - MISSION</b> - Continuing Jesus' mission in diocese (ecumenism) <b>Year 6 - SOURCES</b> - The Bible, the special book for the Church	<b>Islam</b> <b>3RD FEBRUARY-7TH FEBRUARY 2025</b>  <b>Early Years - Prayer mats</b> <b>Year 1 - Muhammad</b>  <b>Year 2 - Prayer at home</b>  <b>Year 3 - The Mosque</b>  <b>Year 4 - Qur'an</b>  <b>Year 5 - Ramadan and Pilgrimage</b>  <b>Year 6 - Guidance for Muslims</b>	<b>Eucharist</b> <b>10TH FEBRUARY-14TH MARCH 2025</b>  <b>Early Years - GATHERING</b> - Parish family gathers to celebrate Eucharist <b>Year 1 - MEALS</b> - Mass, Jesus' special meal <b>Year 2 - THANKSGIVING</b> - Mass, a special time to thank God <b>Year 3 - LISTENING &amp; SHARING</b> - Jesus gives himself to us <b>Year 4 - GIVING &amp; RECEIVING</b> - Living in communion <b>Sacramental Preparation Class</b> Celebrating The Mass - What do Catholics Believe and Do? <b>Year 5 - MEMORIAL SACRIFICE</b> - Eucharist as the living memorial of Christ's sacrifice <b>Year 6 - UNITY</b> - Eucharist enabling people to live in communion	<b>Lent/Easter</b> <b>17TH MARCH-11TH APRIL 2025</b>  <b>Early Year - GROWING</b> - Looking forward to Easter <b>Year 1 - CHANGE</b> - Lent: a time for change <b>Year 2 - OPPORTUNITIES</b> - Lent: an opportunity to start anew <b>Year 3 - GIVING ALL</b> - Lent: remembering Jesus' total giving <b>Year 4 - SELF DISCIPLINE</b> - Celebrating growth to new life <b>Year 5 - SACRIFICE</b> - Lent: a time of aligning with the sacrifice made by Jesus <b>Year 6 - DEATH &amp; NEW LIFE</b> - Celebrating Jesus' death and resurrection



# Termly Parent Letters

- Newsletter is found on the class page of the school website

**Our Lady Star of the Sea  
Catholic Primary School**



**Class 1**

Newsletter

Autumn Term 2025-2026

# Online Safety Information

- Information about websites that may be helpful and advice on what you can do to keep children safe
- Digi Duck Stories



Clennell  
Education Solutions

## Parental Controls

MORE parents admit they are not regularly talking to children about online safety

Top tips

- Set up and make use of your home broadband parental controls
- Set controls on your search engine
- Use privacy settings on apps and devices
- Block pop-ups
- Monitor your child's devices
- Have open conversations with your child about online safety and reassure them that they can talk to you or a trusted adult whenever they need to

Around six out of ten parents admit they are concerned about issues including online grooming (58%), viewing sexual or violent content (58%).

Yet in the last six months alone, only a third of those parents have had any kind of conversation with them about it. The majority of parents (55%) admit they speak to their children less than once a month about the most pressing issues they face online.

Parental controls are a great tool to help better protect your children online. Find out how you can use them more effectively



## Parents Online Safety

You will be aware the Internet hosts many exciting opportunities for education. The online world is a wonderful place for young people to explore, with unprecedented opportunities for learning and creativity, but just like the real world there are risks and dangers they should be aware of and which we should all act to protect them from. As a school we encourage the use of technology as an important part of our students' development but always want them to spend their time online safely. As a parent/carer you can play a significant part in ensuring this.

### Top Tips for Parents:

1. Talk to your child, early and often
2. Explore online together
3. Know who your child is talking to online
4. Set rules and boundaries
5. Make sure content is age-appropriate
6. Use parental controls to filter, restrict, monitor and report content
7. Check they know how to use privacy settings and reporting tools

### Websites:

Childline  
[www.childline.org.uk](http://www.childline.org.uk)

Childnet  
[www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers)

CEOP (Child Exploitation & Online Protection Command) Think U Know Parents  
[www.thinkuknow.co.uk/parents/](http://www.thinkuknow.co.uk/parents/)

Internet Matters  
[www.internetmatters.org/](http://www.internetmatters.org/)

Net Aware  
[www.net-aware.org.uk](http://www.net-aware.org.uk)

NSPCC  
[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/)

PEGI (Pan-European Game Information)  
[www.pegi.info](http://www.pegi.info)

The Breck Foundation  
[www.breckfoundation.org](http://www.breckfoundation.org)

UK Safer Internet Centre  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

Have I Been Pwned?  
[haveibeenpwned.com/](http://haveibeenpwned.com/)

## Social networks made for children

Here is a list of child-friendly social media apps designed to help children learn how to interact with each other and share safely online.



Social media has continued to grow in popularity with both teens and tweens. According to a BBC survey, more than three quarters of younger children between 10 and 12 years old are using at least one social media network.

If your child is eager to start tweeting, posting or sharing but is not ready to use the likes of Facebook or Instagram, then there are a number of alternative social networks made for children that you can point them to.

These offer child-friendly features like games and contests but also give you a chance to use them as teaching tool to get them sharing safely. Ultimately, these social networks give children a safer environment where they can share their experiences and engage with friends they know.

**We strongly recommend that parents monitor the use of all social networking apps closely in order to keep your children safe.**

### 6-10 Years

Spotlite (formerly Kudos)  
PlayKids Talk  
GoBubble  
Kidzworld: Chat Room & Forums  
Grom Social

## Getting to grips with apps children use

Although child-friendly apps can make using the internet a more accessible and enjoyable experience, the thousands of apps available for different types of people mean it's important to make sure children use appropriate ones.

This guide maps some of the most common apps available and highlights those that might create risky situations for children, such as unintentionally revealing personal information, stranger danger and generating large bills through in-app purchasing.

It also features advice on apps that can be used to improve children learning and wellbeing to help them get the best experience out of the online world.



internet  
matters.org

The information within this leaflet  
has been taken from  
[www.internetmatters.org](http://www.internetmatters.org)

## At what age can my child start social networking?

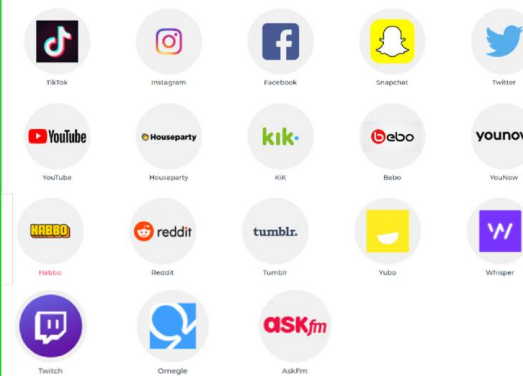
As a parent, it's important you know that all social networking platforms (or social networking apps, if on a smartphone) have age limits. Some social networks use technologies that may not be right for some ages or engage with communities that are made up of people much older than your child.

This guide to the most common social networks your child might be on serves as a guide.

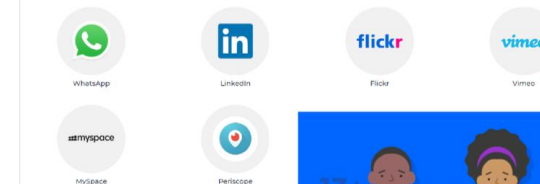
For more information, please visit:

<https://www.internetmatters.org/resources/what-age-can-my-child-start-social-networking/>

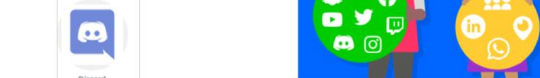
### 13 year olds and upwards



### 16 year olds and upwards



### 17 year old and upwards



What are the risks of an underage social networking account?

- Many sites include an instant message function that allows private conversations between site members.
- Most social networking sites have an app version available, meaning your child will have access to the social network from their smartphone or tablet. Some app versions of social networks use the location of the phone.
- Information shared between friends can be easily copied or screenshot and may spread.
- It isn't easy to take back information that has been posted – and can be impossible if it's already been shared.
- Not everyone your child meets online will be who they say they are. Chatrooms and forums can connect people who are complete strangers and can be unmoderated.
- Chatrooms and forums are some of the places online groomers go to connect with children. They can also be places where people use a lot of inappropriate language and engage in online flirting. This is sometimes done through video chat programs.



# ONLINE CONTENT

## 10 tips to keep your children safe online

The internet has transformed the ability to access content. Many apps that children use are dependent on user-generated content which can encourage freedom of expression, imagination and creativity. However, due to the sheer volume uploaded every day, it can be difficult for platforms to regulate and moderate everything, which means that disturbing or distressing images, videos or audio clips can slip through the net. That's why we've created this guide to provide parents and carers with some useful tips on keeping children safe online.



### 1. MONITOR VIEWING HABITS

Whilst most apps have moderation tools, inappropriate content can still slip through the net.



### 2. CHECK ONLINE CONTENT

Understand what's being shared or what seems to be 'trending' at the moment.



### 3. CHECK AGE-RATINGS

Make sure they are old enough to use the app and meet the recommended age-limit.



### 4. CHANGE PRIVACY SETTINGS

Make accounts private and set content filters and parental controls where possible.



### 5. SPEND TIME ON THE APP

Get used to how apps work, what content is available and what your child likes to watch.



### 6. LET CHILDREN KNOW YOU'RE THERE

Ensure they know that there is support and advice available to them if they need it.



### 7. ENCOURAGE CRITICAL THINKING

Talk about what people might post online and why some posts could cause distress.



### 8. LEARN HOW TO REPORT & BLOCK

Always make sure that children know how to use the reporting tools on social media apps.



### 9. KEEP AN OPEN DIALOGUE

If a child sees distressing material online; listen to their concerns, empathise and offer reassurance.



### 10. SEEK FURTHER SUPPORT

If a child has been affected by something they've seen online, seek support from your school's safeguarding lead.



# What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so entrails young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK – and knowing what to do about content that upsets them.

### 1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

### 2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

### 3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

### 4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

### 5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

### 6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

### 7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound rings. Push notifications encourage people to open their apps and spend time on them, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

### 8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area of home designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

### 9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can reduce us to specific other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

### 10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but not the offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

### Meet Our Expert

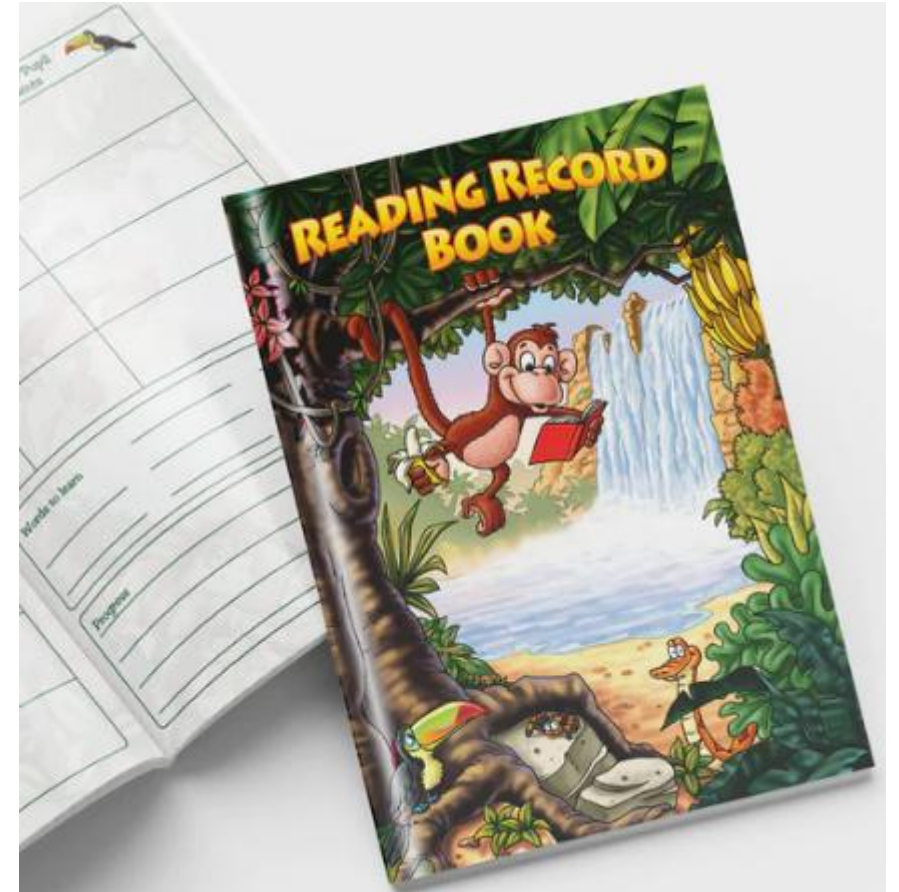
Shadia Sarwar-Asim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shadia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEND needs.





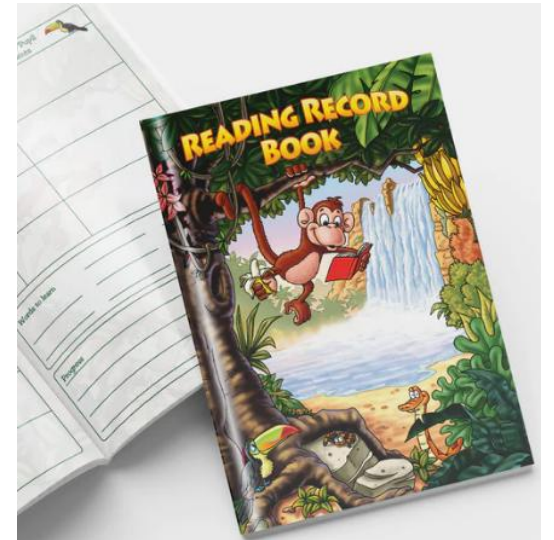
# Supporting Learning at Home

- Reading at home
- Completing the reading record
- Talking to the children about their learning
- Encouraging children to use online platforms



# Homework

- Reading books to be returned everyday
- Sounds Write Phonics App
- Numbots (Year 1) – from Autumn 2
- Phonics Homework linked to home reading books



# Helpful links



School  
Facebook



Sounds-  
Write  
Phonics  
Website