



**St Mary's**  
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**  
**Year 1 Autumn Term 1**

**Main Themes:** Humans and Animals/Personal History

**Cultural Capital/Enrichment:** Birds of Prey Visit

**End Points**

By the end of this half term the children will have had the opportunity to explore and settle into their new environment. In RE the children will recognise the beauty of God's world and understand the story of creation. They will have considered their responsibility to look after our world. The children will also have explored the story of Noah's Ark and the significance of the rainbow as a sign of God's promise.

In English, the children will have learnt the model text 'Billy's Bucket' and will have consolidated their ability to say and write a simple sentence, using finger spaces and a full stop. They will have written captions, sentences, information texts and wanted posters. In phonics the children will have revisited their learning from phase 3 and 4 before being introduced to the first few Phase 5 digraphs. They will have continued to read their phonically decodable books with increased confidence and fluency.

Within Maths lessons the children will have deepened their understanding of numbers to 10. They will also know about part whole models and will be able to use these to support addition and subtraction within 10. In science the children will be able to identify and name parts of the human body. Within this unit they will also have tested and explored their senses in a range of practical ways such as taste tests, smell tests, feely bags, firework displays and listening walks.

In computing the children will know how to log in to Purple Mash and will have explored grouping and sorting using 2DIY. They will know the importance of keeping their password safe and how to do this. By the end of the first Real PE unit of Year 1 the children will be able to balance on one leg, sidestep, hop, skip and pivot. Within history lessons they will have thought about their own personal history by sequencing events from their own life, and will have explored how we remember these special events. They will also be able to talk about similarities and differences between childhood today and in the past and will recognise how they, personally, have changed over time. In art lessons they will have explored techniques for shaping



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	<p>paper and will use these to create a giant spider sculpture. In RHE the children will have discovered that we are created by God and are all unique. They will have celebrated our similarities and differences and will know that we can give thanks to God in many ways. In music they will have learnt to sing a cumulative song and play classroom instruments to mark the beat.</p>	
<b>Religious Education</b> God's Great Plan	<p>In this topic the children will</p> <ul style="list-style-type: none"> <li>• Have an awareness of the beauty of God's world</li> <li>• Explore and respond to the wonders of creation e.g. the seasons</li> <li>• Knowledge and some understanding of the story of Creation from Genesis 1</li> <li>• Knowledge of the story of Creation of man and woman from Genesis 2</li> <li>• Know that God made us because He loves us but the first people, Adam and Eve, made some wrong choices.</li> <li>• Think of how we can show our love for God.</li> <li>• Understanding of choices that are good for the world and choices that are bad for the world</li> <li>• Know they have a responsibility to look after the world</li> <li>• Knowledge of the story of Noah &amp; the Flood</li> <li>• Know that the rainbow is important in the story of the Flood</li> <li>• Think about its promise and hope.</li> </ul>	
<b>English</b>	<b>Talk 4 Writing genres:</b> Sea poems Billy's Bucket - Cinderella Story Dolphins model text - Captions	<b>Class Read for pleasure Texts:</b> Oi Frog, Super Daisy, Mum and Dad Glue, You're Called What? How Many Legs? The Snail and the Whale, The Storm Whale Harry and the Jaggedy Daggers, The Funnybones Collection
<b>English - Reading Comprehension Skills/Word Reading</b>	<p>To retell familiar stories in increasing detail.            To check that a text makes sense to them as they read aloud.            To apply phonic knowledge and skills as the route to decode words.</p>	



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	<p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To link what they have read or have read to them to their own experiences.</p>
<b>English-Spoken Language Skills</b>	<p>To listen to others in a range of situations and usually respond appropriately.</p> <p>To understand instructions with more than one point in many situations.</p> <p>To think of alternatives for simple vocabulary choices.</p> <p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that these are as valuable as their own ideas and opinions.</p>
<b>English - Handwriting Skills</b>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p>
<b>English - Writing Spelling Skills</b>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p>
<b>English - Writing Composition Skills</b>	<p>To compose a sentence orally before writing it.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To use adjectives to describe.</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p>
<b>English - Writing VGP Skills</b>	<p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To use simple sentence structures.</p>



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<p><b>Mathematics Skills</b></p> <p><b>Small steps</b></p>	<p><b><u>Place Value</u></b></p> <p>Step 1 Sort objects</p> <p>Step 2 Count objects</p> <p>Step 3 Count objects from a larger group</p> <p>Step 4 Represent objects</p> <p>Step 5 Recognise numbers as words</p> <p>Step 6 Count on from any number</p> <p>Step 7 1 more</p> <p>Step 8 Count backwards within 10</p> <p>Step 9 1 less</p> <p>Step 10 Compare groups by matching</p> <p>Step 11 Fewer, more, same</p> <p>Step 12 Less than, greater than, equal to</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 The number line</p>	<p><b><u>Addition and Subtraction</u></b></p> <p>Step 1 Introduce parts and wholes</p> <p>Step 2 Part-whole model</p> <p>Step 3 Write number sentences</p> <p>Step 4 Fact families – addition facts</p> <p>Step 5 Number bonds within 10</p> <p>Step 6 Systematic number bonds within 10</p>
<p><b>Science Knowledge</b></p> <p>Animals including Humans</p>	<ul style="list-style-type: none"> <li>• To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> <li>• To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	



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<b>Working Scientifically skills</b>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>
<b>Computing Knowledge</b> <b>Purple Mash Unit</b> Online Safety and Exploring Purple Mash	<ul style="list-style-type: none"> <li>• To know how to log on safely to Purple Mash and understand why that is important.</li> <li>• To know how to create an avatar on Purple Mash and to understand what it is and how it is used.</li> <li>• To know how to create a picture using purple Mash Paint Tools and add their own name to it.</li> <li>• To understand the idea of 'ownership' of creative work by saving work to the My Work area of purple mash and understand that this is private space.</li> <li>• To sort various items both offline and using the 'Grouping' activities in Purple Mash. using a variety of criteria.</li> </ul>
<b>Computing Skills</b>	<ul style="list-style-type: none"> <li>• To 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.</li> <li>• To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>
<b>PE Knowledge</b>  <i>Unit 1- social</i>	<b>Coordination- Footwork</b> <ul style="list-style-type: none"> <li>• To keep head up and back straight.</li> <li>• To work off balls of feet looking straight ahead.</li> <li>• To bend knees to push off and land.</li> </ul> <b>Static Balance- 1 leg</b> <ul style="list-style-type: none"> <li>• To keep head up and still.</li> <li>• To keep tummy (core muscles) tight and back straight.</li> <li>• To use arms to help balance.</li> </ul>



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<p><b>PE Skills</b></p> <p><i>Unit 1- social</i></p>	<p><b>Coordination- Footwork</b></p> <ul style="list-style-type: none"> <li>• Combine side-steps with 180° front pivots off either foot.</li> <li>• Combine side-steps with 180° reverse pivots off either foot.</li> <li>• Skip with knee and opposite elbow at 90° angle.</li> <li>• Hopscotch forwards and backwards, hopping on the same leg (right and left).</li> </ul> <p>With balance and control throughout/ fluent, smooth movements/ movements performed in both directions and both sides.</p> <p><b>Static Balance- 1 leg</b></p> <ul style="list-style-type: none"> <li>• Stand still for 30 seconds.</li> <li>• Complete 5 mini-squats.</li> </ul> <p>With minimum wobble (control)/ standing foot still/ non-standing foot off the floor.</p>	
<p><b>Music Knowledge</b></p> <p><b>Unit:</b> Menu Song</p>	<p>Know how to:</p> <ul style="list-style-type: none"> <li>• Create a dramatic group performance using kitchen-themed props.</li> <li>• Sing a cumulative song from memory, remembering the order of the verses and play classroom instruments to mark the beat.</li> <li>• Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mi-re-do.</li> <li>• Listen and move in time to the song.</li> </ul>	
<p><b>Music Skills</b></p>	<ul style="list-style-type: none"> <li>• Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>• Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. Combine to make a story using classroom instruments or sound-makers.</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Respond to the pulse in recorded/live music through movement and dance.</li> <li>• Explore percussion sounds to explore storytelling.</li> </ul>	
	<p><b>National Curriculum</b> <b>End of key Stage 1</b></p>	<p><b>Progression Statements Taken from Schemes of Work e.g. Kapow</b></p>



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	Pupils should be able to:	
<b>How am I making History?</b>		
<b>Key Disciplinary Concepts: Change and Continuity, Similarities and Differences, Historical Significance, Sources of Evidence, Historical Interpretations</b>		
<b>History Knowledge (Substantive)</b>	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Significant historical events, people and places in their own locality.</i></p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>	<ul style="list-style-type: none"> <li>To know that a timeline shows the order events in the past happened.</li> <li>To know that we start by looking at 'now' on a timeline then look back.</li> <li>To know that 'the past' is events that have already happened.</li> <li>To know that 'the present' is time happening now.</li> <li>To know that within living memory is 100 years.</li> <li>To know that people change as they grow older.</li> <li>To know that throughout someone's lifetime, some things will change and some things will stay the same.</li> <li>To know that there are similarities and differences between their lives today and their lives in the past.</li> <li>To know that people celebrate special events in different ways</li> <li>To know that some people and events are considered more 'special' or significant than others.</li> <li>To know that photographs can tell us about the past.</li> <li>To know that we can find out about the past by asking people who were there.</li> <li>To know that we remember some (but not all) of the events that we have lived through.</li> <li>To know that the past can be represented in photographs</li> </ul>
<b>History Skills (Disciplinary)</b>		<ul style="list-style-type: none"> <li>Sequencing three or four events in their own life</li> <li>Using common words and phrases for the passing of time (e.g.</li> </ul>



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		<p>now, long ago, then, before, after)</p> <ul style="list-style-type: none"> <li>• Placing events on a simple timeline.</li> <li>• Being aware that some things have changed and some have stayed the same in their own lives</li> <li>• Describing simple changes and ideas/objects that remain the same.</li> <li>• Understanding that some things change while other items remain the same and some are new.</li> <li>• Beginning to look for similarities and differences over time in their own lives.</li> <li>• Recalling special events in their own lives.</li> <li>• Using artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>• Beginning to identify different ways to represent the past (e.g. photos, stories).</li> <li>• Making simple observations about the past from a source</li> <li>• Interpreting evidence by making simple deductions. .</li> <li>• Describing the main features of concrete evidence of the past or historical evidence.</li> <li>• Communicating findings through discussion and timelines with physical objects/ pictures</li> <li>• Using vocabulary such as - old, new, long time ago</li> </ul>
<p><b>Sculpture and 3D –</b> Paper Play <b>Art Knowledge</b></p>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to</li> </ul>	<ul style="list-style-type: none"> <li>• To know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</li> <li>• To know that three dimensional art is called sculpture.</li> </ul>





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<b>Art Skills</b>	<div> <p>develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> </div> <div> <ul style="list-style-type: none"> <li>• Exploring their own ideas using a range of media.</li> <li>• Using sketchbooks to explore ideas in an open-ended way.</li> <li>• Using their hands to manipulate a range of modelling materials, including paper and card and exploring how to join and fix materials in place.</li> <li>• Creating 3D forms to make things from their imagination or recreate things they have seen.</li> <li>• Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.</li> <li>• Describing and comparing features of their own work and others' artwork</li> </ul> </div>
<b>RHE/PHSE/SMSC (Relationships and Health Education)</b>	<p><b>Module 1: Created and Loved by God</b></p> <p><b>Me, My body my health</b></p> <ul style="list-style-type: none"> <li>• We are unique, with individual gifts, talents and skills.</li> </ul> <p>Our bodies are good and made by God That our bodies are good</p> <ul style="list-style-type: none"> <li>• The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia)</li> </ul> <p>That girls and boys have been created by God to be both similar and different, together making up the richness of the human family</p> <ul style="list-style-type: none"> <li>• That our bodies are good and we need to look after them</li> </ul> <p>What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene</p> <p><b>Emotional Well being</b></p> <ul style="list-style-type: none"> <li>• We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> </ul> <p>It is natural for us to relate to and trust one another.</p>



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	<p><b>World Mental Health Day</b></p> <p><b>Black History</b></p> <ul style="list-style-type: none"><li>• Explaining to children what “Black history” means and what Black History Month is.</li><li>• Reading up on diversity.</li><li>• Watching history together.</li><li>• Inviting children to listen to inspiring Black musical artists.</li><li>• Teaching them about Black icons.</li></ul>
<p><b>Mental Health and Wellbeing</b></p> <p><b>Safeguarding</b></p> <p><b>Curriculum Links</b></p>	<p>Safeguarding links</p> <p>PHSE: Living in the wider world</p> <p>Start of year rules</p> <p>Mission statement assembly</p> <p>Peace Day assembly</p> <p>World mental health day</p> <p>Black history day</p> <p>2 x multicultural days</p>



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