



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

**St Mary's Catholic Primary School Curriculum**  
**Year 1 Autumn Term 2**

**Main Themes:** Humans and Animals/Our Locality  
**Cultural Capital/Enrichment:** Dane Bank Avenue Walk

**End Points**

By the end of this half term, in RE, the children will have explored the theme 'Mary Our Mother'. They will have heard about the events leading up to the Birth of Jesus, including the Annunciation and the Visitation, and will know why Mary was chosen to be the mother of Jesus. They will understand their role in spreading the Good News of Jesus' birth.

In English, through the traditional tale 'The Little Red Hen', the children will have embedded the skills needed to compose and write a simple sentence using accurate phonics and a full stop. They will have been introduced to question marks and will have begun to consider vocabulary choices when writing. By the end of the unit, they will have written stories, fact files, questions and poems. Daily phonics lessons will have covered alternative spellings for some of the phase 3 phonemes as well as a wider range of 'tricky' words.

In maths the children will know how to add and subtract within 10. They will have explored a range of strategies such as using a number line and counting on or back in their heads. They will also be able to name and sort some common 2D and 3D shapes. In Science the children will be able to identify, name and compare a range of common animals. Much of this work will have been completed practically and lessons will have involved activities such as sorting animal figures, drawing and labelling. They will also have begun to learn how to ask and answer scientific enquiry questions.

In Design and Technology, the children will know how to create a design based on given criteria. They will have created a free-standing windmill with moving turbines and will have evaluated their product.

In Geography the children will be able to talk about some features of their locality. They will have watched drone footage



## St Mary's

Catholic Primary School and Nursery

	<p>and been for a walk around both the school and local area. They will also have evaluated our playground and created a map showing the improvements they would make. They will know that they live in England and that it is part of the UK. In computing the children will have created an e-book, which will include pictures, text, sound and simple animations.</p> <p>Our PE unit is Real Gym and, by the end of this unit, the children will have learned to perform simple rolls, copy stretching movements for different parts of the body and to balance using their hands, feet or seat. In RHE the children will have continued to explore themselves as individuals. They will understand what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating as well as the importance of sleep, rest and recreation for our health. Our Sing Up music unit is called 'The King is in the Castle'. Through this song the children will have explored the use of timbre, dynamics and pitch to tell a story. They will be able to change their voice to suit different characters, perform appropriate actions and play contrasting accompaniments.</p>	
<b>Religious Education</b>  <b>Mary, Mother of God</b>	<p>In this topic the children will</p> <p>Know that God sent the Angel Gabriel to ask Mary to be the Mother of Jesus</p> <ul style="list-style-type: none"> <li>• Reflect on Mary's response</li> <li>• Hear about Mary's visit to her cousin, Elizabeth.</li> <li>• Reflect on their good news</li> <li>• Know that angels are messengers from God</li> <li>• Recognise some of the ways Christians and others prepare for the birth of Jesus</li> <li>• Know the name of the liturgical season Advent &amp; Christmas</li> <li>• Recognise some signs and symbols of Advent and Christmas, e.g. wreath, nativity, tree, cards, candles, colour purple.</li> <li>• Knowledge of the story of the Annunciation</li> <li>• Knowledge of the story of the Birth of Jesus</li> <li>• Recognise some details of the Visitation and visit of the shepherds</li> <li>• Know that Catholics call Mary 'our mother' and reflect on ways Mary looks after us</li> </ul>	
<b>English</b>	<b>Talk 4 Writing genres:</b>	<b>Class Read for pleasure Texts:</b> Red Riding Hood, Goldilocks, Three Billy Goat's Gruff, The Magic



## St Mary's

Catholic Primary School and Nursery

	Farm animal poems The Little Red Hen – Journey Story Flip Flap Farm – Information	Porridge Pot, Jack and the Beanstalk, Anansi the Spider, Madam Panya's Pancakes, Jack and the Baked Bean Stalk, Pumpkin Soup Knuffle Bunny, Dogger
<b>English - Reading Comprehension Skills/Word Reading</b>	To apply phonic knowledge and skills as the route to decode words. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. To read words containing -s, -es, -ing, -ed endings. To reread texts to build up fluency and confidence in word reading. To link what they have read or have read to them to their own experiences.	
<b>English- Spoken Language Skills</b>	To listen to others in a range of situations and usually respond appropriately. To understand instructions with more than one point in many situations. To speak in front of larger audiences e.g. class assembly To know when it is their turn to speak in a small group or play performance. To use appropriate vocabulary to describe their immediate world and feelings. To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own ideas and opinions.	



**St Mary's**

Catholic Primary School and Nursery

<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> <p>To understand which letters belong to which handwriting families and to practise.</p>
<b>English - Writing Spelling Skills</b>	<p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance</p> <p>To add -s and -es to words (plural of nouns and the third person singular of verbs);</p> <p>To add the endings -ing, -ed to verbs where no change is needed to the root word (e.g. buzzer, jumping);</p> <p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those</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 read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p> <p>To start to engage readers by using 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 begin to use question marks.</p> <p>To use simple sentence structures.</p>



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

<p><b>Mathematics Skills</b></p> <p><b>Small steps</b></p>	<p><b><u>Addition and Subtraction</u></b></p> <p>Step 7 Number bonds to 10</p> <p>Step 8 Addition – add together</p> <p>Step 9 Addition – add more</p> <p>Step 10 Addition problems</p> <p>Step 11 Find a part</p> <p>Step 12 Subtraction – find a part</p> <p>Step 13 Fact families – the eight facts</p> <p>Step 14 Subtraction – take away/cross out</p> <p>Step 15 Take away (How many left?)</p> <p>Step 16 Subtraction on a number line</p> <p>Step 17 Add or subtract 1</p>	<p><b><u>Shape</u></b></p> <p>Step 1 Recognise and name 3-D shapes</p> <p>Step 2 Sort 3-D shapes</p> <p>Step 3 Recognise and name 2-D shapes</p> <p>Step 4 Sort 2-D shapes</p> <p>Step 5 Patterns with 2-D and 3-D shapes</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>	
<p><b>Working Scientifically Skills</b></p>	<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>	



St Mary's

Catholic Primary School and Nursery

<b>Computing Knowledge</b> <b>Purple Mash Unit</b> Animated Story Books	<ul style="list-style-type: none"><li>• To understand the differences between traditional books and eBooks.</li><li>• To know the features of eBooks</li></ul>
<b>Computing Skills</b>	<ul style="list-style-type: none"><li>• To save the page they have created.</li><li>• To add animation to a picture.</li><li>• To play the pages created so far.</li><li>• To save the additional changes and overwrite the file.</li><li>• To add a sound effect to a picture.</li><li>• To add a voice recording to the picture.</li><li>• To add created music to the picture.</li><li>• To add a background to the story.</li><li>• To use the copy and paste feature to create additional pages</li></ul>
<b>PE Knowledge</b>	<p><b>Real Gym Unit 2</b></p> <p><b>Flight</b></p> <ul style="list-style-type: none"><li>• To decide before jumping which technique/footwork pattern to use.</li><li>• To squeeze body muscles during flight to make clear shape.</li><li>• To land through balls of feet with soft knees to absorb impact.</li><li>• To know different types of jumps (flight) and landing- straight jump, feet to 2 feet, hop, cat leap, jete, scissor.</li><li>• To know how to get on and off apparatus safely.</li><li>• To carry apparatus safely- 4 to a mat.</li></ul> <p><b>Rotation</b></p> <ul style="list-style-type: none"><li>• Pencil Straight Roll – To use straight shape, keeping hands and feet together.</li><li>• Dish and Arch Roll - To roll keeping hands, feet and head off the floor, chin on chest and lift arms and legs as high as possible.</li><li>• Patter Turn – To stand on toes and take multiple small steps to turn body around vertical axis.</li></ul>



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

	<ul style="list-style-type: none"> <li>Spin on Bottom – To sit, use hands to start rotation and lift legs and arms.</li> </ul>
<b>PE Skills</b>	<p><b>Real Gym Unit 2</b></p> <p><b>Flight</b></p> <ul style="list-style-type: none"> <li>Explore shape, balance, travel, flight, rotation skills.</li> <li>Learn different types of jumps (flight) and landing- straight jump, feet to 2 feet, hop, cat leap, jete, scissor.</li> <li>Explore different jumps using low apparatus.</li> <li>Explore different jumps using large apparatus.</li> </ul> <p><b>Rotation</b></p> <ul style="list-style-type: none"> <li>Learn different rotations, rolls and spins- pencil roll, dish, arch, rotate on bottom, patter turn on 2 feet.</li> <li>Explore different rotations using low apparatus.</li> <li>Explore different rotations using large apparatus.</li> </ul>
<p><b>Music Knowledge</b></p> <p><b>Unit:</b> The King is in the Castle</p>	<p>Know how to:</p> <ul style="list-style-type: none"> <li>Explore using timbre, dynamics and pitch to tell a story.</li> <li>Change voice to suit different characters while performing appropriate actions.</li> <li>Play contrasting accompaniments to reinforce the verse structure.</li> <li>Identify a simple song structure and rhyme pattern.</li> </ul>
<b>Music Skills</b>	<ul style="list-style-type: none"> <li>Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</li> <li>Listen to recorded performances.</li> <li>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.</li> <li>Respond to the pulse in recorded/live music through movement and dance.</li> <li>Perform word-pattern chants; create, retain and perform their own rhythm patterns.</li> </ul>



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

	<ul style="list-style-type: none"> <li>• Explore percussion sounds to explore storytelling.</li> <li>• Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.</li> </ul>	
	<b>National Curriculum</b> <b>End of key Stage 1/2</b> Pupils should be able to:	<b>Progression Statements Taken from Schemes of Work e.g. Kapow</b>
<b>Geography Knowledge</b>  <u>What is it like here?</u>	<u>Human and Physical:</u> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the UK is short for 'United Kingdom'.</li> <li>• To know that a country is a land or nation with its own government.</li> <li>• To know the name of the country they live in.</li> <li>• To know that an aerial photograph is a photograph taken from the air above.</li> <li>• To know that atlases give information about the world and that a map tells us information about a place.</li> <li>• To know that a map is a picture of a place, usually drawn from above.</li> <li>• To know that symbols are often used on maps to represent features.</li> <li>• To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards).</li> </ul>
<b>Geography Skills</b>		<ul style="list-style-type: none"> <li>• Recognising some physical features in their locality.</li> <li>• Recognising some human features in their locality.</li> <li>• Using an atlas to locate the UK.</li> <li>• Using directional language to describe the location of objects in the classroom and playground.</li> <li>• Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>• Responding to instructions using directional language to follow routes.</li> <li>• Recognising local landmarks on aerial photographs.</li> </ul>





## St Mary's

Catholic Primary School and Nursery

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|  |  | <ul style="list-style-type: none"><li>• Recognising basic human features on aerial photographs.</li><li>• Recognising basic physical features on aerial photographs.</li><li>• Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</li><li>• Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li><li>• Using simple picture maps and plans to move around the school.</li><li>• Asking questions about the world around them.</li><li>• Commenting on the features they see in their school and school grounds on a walk around the respective places.</li><li>• Asking and answering simple questions about the features of their school and school grounds</li><li>• Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li><li>• Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</li></ul> |
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**St Mary's**  
Catholic Primary School and Nursery

<p><b>D &amp; T: Knowledge</b></p> <p><b>Structures –</b> Constructing a windmill</p>	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>• To understand that the shape of materials can be changed to improve the strength and stiffness of structures.</li> <li>• To understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses).</li> <li>• To understand that axles are used in structures and mechanisms to make parts turn in a circle.</li> <li>• To begin to understand that different structures are used for different purposes.</li> <li>• To know that a structure is something that has been made and put together.</li> </ul> <p><b>Additional</b></p> <ul style="list-style-type: none"> <li>• To know that a client is the person I am designing for.</li> <li>• To know that design criteria is a list of points to ensure the product meets the client’s needs and wants.</li> <li>• To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity.</li> <li>• To know that windmill turbines use wind to turn and make the machines inside work.</li> <li>• To know that a windmill is a structure with sails that are moved by the wind.</li> <li>• To know the three main parts of a windmill are the turbine, axle and structure.</li> </ul>
<p><b>D &amp; T Skills</b></p>	<ul style="list-style-type: none"> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the importance of a clear design criteria.</li> <li>• Including individual preferences and requirements in a design.</li> <li>• Making stable structures from card, tape and glue.</li> <li>• Learning how to turn 2D nets into 3D structures.</li> </ul>



**St Mary's**

Catholic Primary School and Nursery

	<ul style="list-style-type: none"> <li>Understand where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>Following instructions to cut and assemble the supporting structure of a windmill.</li> <li>Making functioning turbines and axles which are assembled into a main supporting structure.</li> <li>Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't</li> <li>Suggest points for improvements</li> </ul>
<b>RHE/PHSE/SMSC (Relationships and Health Education)</b>	<p><b>Module 1: Created and Loved by God</b></p> <p><b>Emotional wellbeing:</b></p> <ul style="list-style-type: none"> <li>Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> <li>Simple strategies for managing feelings and maintaining good behaviour</li> </ul> <p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes</p> <p>That Jesus died on the cross so that we would be forgiven</p> <p><b>Life Cycles</b></p> <ul style="list-style-type: none"> <li>Learn and appreciate that there are natural life stages from birth to death, and what these are</li> <li>What 'death' means</li> </ul> <p>About some feelings often connected with grief</p> <p>What the Christian faith says about death and eternal life</p> <p>Some ways to support themselves and others when they are grieving</p> <p>Remembrance day</p> <p>Anti-Bullying activities</p>	



**St Mary's**

Catholic Primary School and Nursery

<b>Mental Health and Wellbeing Safeguarding Curriculum Links</b>	Safe Guarding links Anti-bullying week- assemblies Science- the human body
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