



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 1 - Spring 2
Main Themes: Materials/Weather and the UK
Cultural Capital/Enrichment: Library visit

End Points

By the end of this term, the children will have experienced many different learning opportunities. In RE, the children will know how Jesus chose some of the first Disciples and will have considered how we choose friends. They will have heard the story of the Good Samaritan and reflected on the message it has for us as followers of Jesus. In English, the children will have learned new vocabulary from our geography and music work. They will have continued to develop their reading comprehension skills and will be able to recognise and spell many of the Year 1 high frequency words. Through the story 'Where the Wild Things Are' they will have consolidated their learning around punctuating sentences using a capital letter and a full stop, question mark or exclamation mark. They will have been introduced to joining two simple sentences using 'and'. Within these lessons they will have written thought bubbles, instructions, stories and warning signs.

The children's learning in Maths will have moved onto numbers to 50. They will be able to count forwards and backwards to 50, and will know how to count in groups of 10. They will also be able to use and understand the language of length such as long, longer, short, shorter, tall, taller. In Science the children will have continued learning about materials. They will know how to conduct simple tests to determine which materials are waterproof. In Design and Technology, the children will know that materials can be joined in different ways and will have made their own puppet using staples and safety pins. They will have used glue to add embellishments to their design. In Geography, the children will be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They will have learned to identify seasonal weather and relate this to different areas of the World. Within computing the children will have used Purple Mash to plan and make a simple computer programme. They will understand that computer programs work by following instructions called code and will have created their own design. In Real PE they will have learned how to balance and hold themselves so that they can rotate safely. In RHE, 'Created to love others' the children will recognise how to keep themselves safe. They will also have discussed secrets and if they are good or bad to keep. They will understand the need to speak up when they are not happy. In music the children will have learned and performed a clapping game, exploring different rhythms and pitches.



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<p>Religious Education</p> <p>Following Jesus</p>	<p>In this topic the children will</p> <p>Hear how Jesus chose some of the first disciples and consider how we choose friends</p> <ul style="list-style-type: none"> • Know how Jesus taught his disciples to pray (Mt. 6) • Reflect on how we pray • Hear the story of the Good Samaritan and reflect on the message it has for us as followers of Jesus • Hear the story of Jesus and his followers going into Jerusalem and think of how we can show that we welcome Jesus • Know that Jesus died on Good Friday and God raised him from the dead three days later and explore the hope this gives us 	
<p>English</p>	<p>Talk 4 Writing genres:</p> <p>Jungle poems</p> <p>Where the Wild Things Are – Fantasy story</p> <p>How to Catch a Stone Giant - Instructions</p>	<p>Class read for pleasure texts:</p> <p>The Dinosaur Department Store, Captain Flinn and the Pirate Dinosaurs, Not Now Bernard, Looking for a Jumbie, Boo Stew Monsters at Bedtime</p> <p>Peace at Last, Can't You Sleep Little Bear, The Highway Rat, Room on the Broom</p>
<p>English - Reading Comprehension Skills/Word Reading</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <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 read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To check that a text makes sense to them as they read and to self- correct.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	



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	To link what they have read or have read to them to their own experiences
English- Spoken Language Skills	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To organise their thoughts into sentences before expressing them.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p> <p>To listen to others in a range of situations and usually respond appropriately.</p> <p>To speak clearly in a way that is easy to understand.</p> <p>To retell simple stories and recounts aloud.</p> <p>To speak in front of larger audiences eg class assembly</p> <p>To know when it is their turn to speak in a small group or play performance.</p>
English - Handwriting Skills	<p>To sit correctly at a table holding a pencil comfortably and correctly.</p> <p>To form lower and upper case letter and digits 0-9.</p> <p>To understand which letters belong to which handwriting families and to practise these.</p>
English - Writing Spelling Skills	<p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <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 recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p>
English - Writing Composition Skills	<p>Sequence sentences to form short narratives.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</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>



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English - Writing VGP Skills	To begin to use question marks and exclamation marks To begin to form simple compound sentences. To use the joining words 'and' to link ideas and sentences. To use capital letters for names, places the days of the week and the pronoun I	
Mathematics Skills Small steps	<u>Place Value</u> Step 1 Count from 20 to 50 Step 2 20, 30, 40 and 50 Step 3 Count by making groups of tens Step 4 Groups of tens and ones Step 5 Partition into tens and ones Step 6 The number line to 50 Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less	<u>Length, Height, Mass and Volume</u> Step 1 Compare lengths and heights Step 2 Measure length using objects Step 3 Measure length in centimetres Step 1 Heavier and lighter Step 2 Measure mass Step 3 Compare mass Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity
Science Knowledge Materials	<ul style="list-style-type: none"> • To distinguish between an object and the material from which it is made. • To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • To describe the simple physical properties of a variety of everyday materials. • To compare and group together a variety of everyday materials on the basis of their simple physical properties. 	
Working Scientifically Skills	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	



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Computing Knowledge Purple Mash Unit Coding	<ul style="list-style-type: none">• To understand what instructions are and predict what will happen when instructions are followed.• To understand that computer programs work by following instructions called code.• To use code to make a computer program.• To understand what objects and actions are.• To understand what an event is and use an event to control an object.• To begin to understand how code executes when a program is run.• To understand what backgrounds and objects are.• To understand how to use the scale property.• To plan and make a computer program.
Computing Skills	<ul style="list-style-type: none">• Children can give and follow instructions.• Children can create a program using code blocks.• Children can use event, object and action code blocks.• Children can notice when their code executes when their program is run.• Children can edit a scene by adding, deleting and moving objects.• Children can change the size of objects using the properties table.• Children can create a design plan for their Free Code Scene program and use code to make it work.
PE Knowledge <i>Unit 3 - Cognitive</i>	<p>Stance</p> <ul style="list-style-type: none">• Know to walk off the balls of feet.• Know to keep head still and look forward.• Know to use arms to help move and balance when walking (opposite arm and leg). <p>Balance on a line</p> <ul style="list-style-type: none">• Know that both feet facing forwards.• Know to keep feet still.• To wobble minimal (control).



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<p>PE Skills</p> <p><i>Unit 3 - Cognitive</i></p>	<p>Stance</p> <ul style="list-style-type: none"> • Walk fluidly, lifting knees to 90°. • Walk fluidly, lifting heels to bottom. • With smooth, controlled movements and minimum wobble, balance maintained on the line, opposite arm and leg moving forwards. <p>Balance on a line</p> <ul style="list-style-type: none"> • Stand on low beam with good stance for 10 seconds.
<p>Music Knowledge</p> <p>Unit: Who Stole my chickens and my hens?</p>	<p>Know how to:</p> <ul style="list-style-type: none"> • Make up new lyrics and create short body percussion patterns to accompany the song. • Sing familiar songs in low and high voices, recognising higher and lower. • Play a partner clapping game while singing a song. • Copy short rhythm patterns by ear.
<p>Music Skills</p>	<ul style="list-style-type: none"> • 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. • Listen to recorded performances. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology to capture, change and combine sounds. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns while keeping in time with a steady beat. • Sing familiar songs in low and high voices and talk about the difference in sound.



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	National Curriculum End of key Stage 1 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Geography Knowledge <u>What is the weather like in the UK?</u>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and Physical:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map.
Geography Skills		<ul style="list-style-type: none"> Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area.



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| | <ul style="list-style-type: none">• Beginning to locate the capital cities of the four countries of the UK on a map of this area.• Showing on a map which country they live in and locating its capital city.• Describing how the weather changes with each season in the UK.• Describing the daily weather patterns in their locality.• Confidently using the vocabulary 'season' and 'weather'.• Recognising some physical features in their locality.• Using an atlas to locate the UK.• Using directional language to describe the location of objects in the classroom and playground.• Using directional language to describe features on a map in relation to other features (real or imaginary).• Responding to instructions using directional language to follow routes.• Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.• Using simple picture maps and plans to move around the school.• Commenting on the features they see in their school and school grounds on a walk around the respective places.• Asking and answering simple questions about the features of their school and school grounds.• Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.• Using an atlas to locate the four countries in the UK.• Responding to instructions using directional language to follow routes.• Recognising local landmarks on aerial photographs.• Asking questions about the world around them. |
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<p style="text-align: center;">D & T</p> <p style="text-align: center;">Textiles - Puppets</p> <p style="text-align: center;">Knowledge</p>	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<ul style="list-style-type: none"> • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples, glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look.
<p style="text-align: center;">D & T Skills</p>	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> • Using a template to create a design for a puppet. • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing the steps taken during construction. • Reflecting on a finished product, explaining likes and dislikes.
<p style="text-align: center;">RHE/PHSE/SMSC (Relationships and Health Education)</p>	<p>Module 2 Created to Love Others -Keeping Safe Life Online</p> <ul style="list-style-type: none"> • Real Life online • That the internet connects us to others and helps us in lots of ways. • Our feelings matter – both online and offline. 	



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	<ul style="list-style-type: none">• That Jesus cares about our feelings and gives us peace.• Rules to Help us• Understand safe and unsafe situations, including online.• Ask for adult help with anything that worries them or makes them feel unsafe. <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them.</p> <p>How to resist pressure when feeling unsafe.</p> <ul style="list-style-type: none">• Privates are private. <p>Always remember your body belongs to you.</p> <p>No means no.</p> <p>Talk about secrets that upset you.</p> <p>Speak up, someone can help.</p> <ul style="list-style-type: none">• Medicines are drugs, but not all drugs are good for us. <p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and be careful about what we consume</p>
Mental Health and Wellbeing Safeguarding Curriculum Links	<p>Safeguarding links:</p> <ul style="list-style-type: none">• Keeping safe- good and bad secrets.• Physical contact- pants are private. Harmful substances• Can you help me? 999



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