



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 1 - Summer 2

Main Themes: Plants & Seasons/Compare Crewe to Shanghai

Cultural Capital/Enrichment: Theatre Trip

End Points

By the end of this half term, children will be ready to move on to their new year group. Our RE topic is 'Miracles'. In this topic the children will have explored the role of miracles in the life of Jesus. They will know that Jesus had the power to perform miracles and that he performed miracles to show his love and care for others. They will have heard the stories of the Calming of the Storm and the healing of the paralysed and blind man. They will have reflected on the message of the miracle stories and on how they act towards others. This half term our Talk for Writing text is 'How to catch a star' by Oliver Jeffers. The children will have used this text, alongside the video clip 'La Luna', to create poems, narratives, pieces of descriptive writing, information texts and instructions. Within this work they will have continued to develop their use of capital letters for names of people, places, the personal pronoun I and at the beginning of a sentence. They will also have embedded their understanding of prefixes and suffixes (un-, -est, -ed, -ing and -er). They will have revisited the rules which apply to plural endings (-s and -es). Finally, the children will have sequenced sentences to form short narratives. In Maths, the children will have built on their previous learning of numbers to 50. They will have continued building their ability to group in 10s to make counting quicker and more efficient. Children will also have been introduced to the hundred square and will have used it to count forwards and backwards within 100. As part of their work on money they will know the value of different denominations of coins. They will be able to use their knowledge of place value to match coins with equivalent values. For example, ten 1 penny coins is equivalent to one 10 pence coin. They will be able to describe position, directions and movements (half, quarter and three-quarter turns). Finally, the children will have been introduced to telling the time to the hour and half past using an analogue clock. In science the children will have compared data from our weather station to observe and describe changes across the four seasons. They will know that the day length varies over the year. In Geography the children will have considered what it is like to live in Shanghai and will have compared it to life in England. They will know the name of the two continents (Europe and Asia) and that a continent is a group of countries. They will understand



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	<p>that physical features means- any feature of an area that is on the Earth naturally and human features means- any feature of an area that was made or built by humans. In Design and Technology they will have planned and prepared a delicious smoothie. This will have included designing the packaging, chopping the fruit and vegetables and tasting and evaluating their product. In PE the children will be able to push (dribble) a ball with a racket. They will also have explored using a racket to hit and push a ball towards a target. Finally, they will be able to hit a ball with increased accuracy and power. Through our work in RHE the children will be able to explain that God is love: Father, Son and Holy Spirit. They will understand that being made in His image means being called to be loved and to love others. In Music they will have copied call-and-response rhythm and pitch patterns and chants with voices and instruments, sung either part of a call-and-response song, and played the response sections on tuned percussion.</p>	
<p>Religious Education</p> <p>Miracles</p>	<p>In this topic the children explore the role of miracles in the life of Jesus.</p> <ul style="list-style-type: none"> • The children will learn that Jesus had the power to perform miracles and that he performed miracles to show his love and care for others. • They will hear the stories of the Calming of the Storm, the healing of the paralysed and blind man. • They will reflect on the message of the miracle stories and on how they act towards others. 	
<p>English</p>	<p>Talk 4 Writing genres:</p> <p>Moon & Stars poem How to Catch a Star – Wishing Story & Instructions</p>	<p>Class Read for pleasure Texts:</p> <p>Lost and Found, The Way Back Home, Up and Down, The Great Paper Caper, Meanwhile Back on Earth, This Moose Belongs to Me, The Darkest Dark, Katie and the Starry Night, Beegu, Cops and Robbers</p>
<p>English - Reading</p> <p>Comprehension Skills/Word Reading</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p>	



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	<p>To reread texts to build up fluency and confidence in word reading.</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 recite simple poems by heart.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To check that a text makes sense to them as they read and to self- correct.</p> <p>To discuss the significance of titles and events.</p> <p>To begin to make simple inferences.</p> <p>To link what they have read or have read to them to their own experiences.</p>
English- Spoken Language Skills	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p> <p>To understand instructions with more than one point in many situations.</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>
English - Handwriting Skills	<p>Sit correctly at a table holding a pencil comfortably and correctly</p> <p>Form lower- and upper-case letters and digits 0 to 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 all Y1 common exception words correctly.</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> <p>To recognise words with adjacent consonants.</p>



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<p>English - Writing Composition Skills</p>	<p>To sequence sentences to form short narratives. To read their writing aloud clearly enough to be heard by their peers and the teacher. To reread their writing to check that it makes sense and to independently begin to make changes. To use adjectives to describe. To start to engage readers by using adjectives to describe. To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p>			
<p>English - Writing VGP Skills</p>	<p>To use full stops to end sentences. To use question marks and exclamation marks. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To begin to form simple compound sentences. To use the joining words 'and' to link ideas and sentences.</p>			
<p>Mathematics Skills</p> <p>Small steps</p>	<p><u>Position & Direction</u> Step 1 Describe turns Step 2 Describe position – left and right Step 3 Describe position – forwards and backwards Step 4 Describe position – above and below Step 5 Ordinal numbers</p>	<p><u>Place Value</u> Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers</p>	<p><u>Money</u> Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins</p>	<p><u>Time</u> Step 1 Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour</p>



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Science Knowledge Seasonal Changes	<ul style="list-style-type: none">• To observe changes across the four seasons.• To observe and describe weather associated with the seasons and how day length varies.
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
Computing Knowledge Purple Mash Unit Lego Builders	<ul style="list-style-type: none">• To know the importance of following instructions when making a Lego model• Complete a paint project to know that computers need precise instructions to follow.• To know that an algorithm written for a computer to follow is called a program• To know that the order of instructions affects the result when following a recipe on the computer for making a sandwich.
Computing Skills	<ul style="list-style-type: none">• understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions• create and debug simple programs• use logical reasoning to predict the behaviour of simple programs.
PE Knowledge	Rackets, bats and balls <ul style="list-style-type: none">• Where and why we need to push the ball into space.• Why we need to keep the ball close to us and under control.• How to use a racket safely• Why we need to aim at a target when sending (hitting or pushing) the ball• Why we need to be accurate when sending (hitting or pushing) a ball using a racket towards a target.



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<p>PE Skills</p>	<p>Rackets, bats and balls</p> <ul style="list-style-type: none"> • Develop pushing (dribbling) a ball with a racket: Introducing control. • Explore hitting and develop pushing a ball (with a racket) towards a target. • Explore hitting a ball (with a racket) with accuracy and power. 	
<p>Music Knowledge and Skills</p> <p>Unit: Come dance with me</p>	<p>Focus: Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest.</p> <ul style="list-style-type: none"> • Copy call-and-response patterns with voices and instruments. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. 	
<p>National Curriculum End of key Stage 1 Pupils should be able to:</p>		<p>Progression Statements Taken from Schemes of Work e.g. Kapow</p>
<p>Geography Knowledge</p> <p><u>What is it like to live in Shanghai (China)?</u></p>	<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting 	<ul style="list-style-type: none"> • To know the name of the 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 life elsewhere in the world is often different to ours. • To know that life elsewhere in the world often has similarities to ours. • To know that physical features means any feature of an area that is on the Earth naturally. • To know that human features means any feature of an area that was made or built by humans.
<p>Geography Skills</p>		<ul style="list-style-type: none"> • Locating two of the world's seven continents on a world map. • Showing on a map which continent they live in. • Naming some key similarities between their local area and a small area of a contrasting non-European country.



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	<p>non-European country</p> <p><u>Human and Physical:</u></p> <ul style="list-style-type: none"> • 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 • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • Naming some key differences between their local area and a small area of a contrasting non-European country. • Recognising some physical features in their locality. • Recognising some human features in their locality. • Using an atlas to locate the UK. • Using a world map and globe to locate four of the world's seven continents (Europe and Asia). • Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Recognising local landmarks on aerial photographs. • Recognising basic human features on aerial photographs. • Recognising basic physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. • Adding labels to sketch maps. • 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.
<p>Design & Technology Knowledge</p>	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas 	<ul style="list-style-type: none"> • Understanding the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are



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<p>Cooking & Nutrition - Fruit and Vegetables</p>	<p>through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology.</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. 	<p>actually fruits (e.g. cucumber).</p> <ul style="list-style-type: none"> • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). <ul style="list-style-type: none"> • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).
<p>D&T Skills</p>		<ul style="list-style-type: none"> • Chopping fruit and vegetables safely to make a smoothie. • Identifying if a food is a fruit or a vegetable. • Learning where and how fruits and vegetables grow. • Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. • Designing smoothie carton packaging by hand or on ICT software



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<p>RHE/PHSE/ SMSC (Relationships and Health Education)</p>	<p>RHE Module 3: Created to live in community</p> <ul style="list-style-type: none">• Who will I be – About some different types of jobs in the community <p>About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls</p> <ul style="list-style-type: none">• Work is a part of our purpose (vocation)• God has given us all strengths, gifts and talents to do His work•• Needs and wants –• That money is valuable and is used as an exchange for needs and wants.• That wants and needs are different.• About spending and saving choices.• That God’s love and the love we share with others is more valuable than anything.•• British Values lesson• Money Matters: <p>Think about where money comes from and how it can be used. Discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need.</p>
<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>Safeguarding links: Safety in school and outside school assemblies Transition</p>



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