



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 1 - Spring 1

Main Themes: Materials/Toys

Cultural Capital/Enrichment: Grosvenor Museum

End Points

By the end of this half term, in RE, pupils will be able to identify some of the people that encounter Jesus and recognise that he is special. They will know some of the stories from Jesus's early ministry and look in detail at the story of Zacchaeus and how his life was changed by his encounter with Jesus. Pupils will reflect on what the good news of Jesus's message might mean for them. In English, within our text of Sam and the Terrible Tiger, the children will have continued to learn about adjectives and will have used some to write tiger poems. They will have created wanted posters for a missing tiger and will also have explored non-fiction texts; using these to find out about tigers before creating their own fact files. They will have continued to develop their fluent reading and comprehension as well as how to recognise and spell high frequency words. They will also have begun to use capital letters for names and at the beginning of a sentence more consistently and will have been introduced to some common prefixes and suffixes e.g. -un, -ed, -ing. In phonics they will be able to use and apply split digraphs. In Maths the children will have continued to learn to read, write and interpret mathematical statements involving addition, subtraction and equals signs. They will know how to represent and use number bonds and related subtraction facts within 20 and will understand how to add and subtract one-digit and two-digit numbers to 20, including zero. They will recognise tens numbers as 1 ten and some ones, or "10-and-a-bit". In science, we will learn about the methods scientists use to build explanations about everyday materials, how and why they are used. They will learn that scientists make observations and collect and analyse data to test their ideas. They will develop an understanding of different types of enquiry such as identifying and classifying, comparative testing. We will also continue our work on seasonal changes and talk about different types of weather (rain, sun, wind, fog, snow, cloud) and how in the summer the sun seems higher in the sky than in the winter. We will also continue our work on the four seasons across the year and how each season has its own weather patterns and natural events, which happen each year. In Art the children will recognise that the primary colours are red, yellow and blue, and that primary colours can be mixed to make secondary colours. They will have created colourful artwork using this knowledge. Through the history unit 'Toys through History' the children will be able to explain how toys have changed over time. They will have been introduced to timelines and will know that we can



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	<p>find out about the recent past by asking people who have been there, and using photographs and artefacts to answer simple questions that we may have. Within computing they will have learned about ways technology is used in school and at home and will know how to stay safe on the internet. They will understand how to ask for help if unsure about online content. In PE the children will have explored how to be imaginative when performing and how to respond to art and music. They will have planned and performed a dance with a partner which includes shapes, balances and jumps. In RHE, 'Created to love others' the children will have explored their relationships with each other. They will have built on their understanding that we have been created out of love and also for love. Within this module they will also have explored how they take this calling into their family, friendships and relationships, and will know some strategies to help to keep themselves safe. During music, the children will make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p>	
<p>Religious Education Galilee to Jerusalem</p>	<p>In this Topic the children will be able to: Identify some of the people that encounter Jesus and recognise that he is special. Retell, in any form one of the stories they have heard Make simple connections between Jesus' announcement of his mission (Luke 4:16-19) and how Christians are called to tell people about God's love today. Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus. Recognising these are religious accounts from the Gospel of Luke:</p>	
<p>English</p>	<p>Talk 4 Writing genres: Tiger poems Sam and the Terrible Tiger – Warning story Tigress/Ice Bear - Information text</p>	<p>Class read for pleasure texts: Flip Flap Jungle, The Tiger Who Came to Tea, Elmer Giraffes Can't Dance, Rhino's Don't Eat Pancakes Superbat, There's a Lion in my Cornflakes, Lion at School The Emperor's Egg</p>
<p>English - Reading</p>	<p>To check that a text makes sense to them as they read and to self- correct. To discuss the significance of titles and events.</p>	



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Comprehension Skills/Word Reading	<ul style="list-style-type: none">To predict what might happen on the basis of what has been read so far.To discuss word meaning and link new meanings to those already knownTo reread texts to build up fluency and confidence in word readingTo link what they have read or have read to them to their own experiences.
English-Spoken Language Skills	<ul style="list-style-type: none">To begin to ask questions that are linked to the topic being discussed.To answer questions on a wider range of topics (sometimes may only be one-word answers).To listen to others in a range of situations and usually respond appropriately.To speak clearly in a way that is easy to understand.To retell simple stories and recounts aloud.To take part in a simple role play of a known story.
English - Handwriting Skills	<ul style="list-style-type: none">To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.To sit correctly at a table, holding a pencil comfortably and correctly.To form digits 0-9.To understand which letters belong to which handwriting families and to practise these.
English - Writing Spelling Skills	<ul style="list-style-type: none">To accurately spell most words containing the 40+ previously taught phonemes and GPCs.To spell some words in a phonically plausible way, even if sometimes incorrect.To apply Y1 spelling rules and guidanceTo recognise vowel digraphs which have been taught and the sounds which they represent.To recognise words with adjacent consonants.To use -s and -es to form regular plurals correctly.
English - Writing Composition Skills	<ul style="list-style-type: none">To compose a sentence orally before writing it.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.



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<p>English - Writing VGP Skills</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. To use simple sentence structures. To begin to form simple compound sentences. To use the joining words 'and' to link ideas and sentences.</p>	
<p>Mathematics Skills Small steps</p>	<p><u>Place Value</u> Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20</p>	<p><u>Addition and Subtraction</u> Step 1 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20 Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction – counting back Step 8 Subtraction – finding the difference Step 9 Related facts Step 10 Missing number problems</p>
<p>Science Knowledge Properties and Uses of Materials</p>	<ul style="list-style-type: none"> • To distinguish between an object and the material from which it is made • To describe the 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. 	



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Working Scientifically Skills	<ul style="list-style-type: none"> • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Gathering and recording data to help in answering questions.
Seasonal changes	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.
Working scientifically skills	<ul style="list-style-type: none"> • Observing closely [using simple equipment]. • Identifying and classifying.
Computing Knowledge Purple Mash Unit Technology Outside School	<ul style="list-style-type: none"> • To know some of the different uses of technology within the home and the wider community. • To know how to stay safe on the internet. (keep personal information private and passwords private when logging on)
Computing Skills	<ul style="list-style-type: none"> • To recognise common uses of information technology beyond school • 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.
PE Knowledge	Real Dance <ul style="list-style-type: none"> • To keep tummy tight, arms helping with balance. • When jumping, land through the balls of your feet and bend your knees to absorb impact. • To count out loud or in your head to the beat of the music to help. • To think how to use arms to help with balancing but also to create the most interesting shapes. • To know how to work with partner by talking. • To keep muscles tight to make sure you are in control. • To not rush movements.



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<p>PE Skills</p>	<p>Real Dance</p> <p>Artistry</p> <ul style="list-style-type: none"> • Create 2 ways of moving linked to the silk - using both hands at the same time - connected to standing shapes • Create shapes and movements to express how the music makes me feel - following 1 instrument - following a story with movement. • Create a sequence of 4 moves with some being different to my partner's. <p>Partnering</p> <ul style="list-style-type: none"> • Create standing and floor shapes in contrast to partner's - with our body parts crossing over. • Travel between shapes in unison. • Turn forwards and backwards through horizontal large arm circle and finish away/unison/canon. • Create, in unison, jumps with rotation from a static position. • Create partner balances - with hand on shoulder contact. - facing partner. Create and support jumps - with hand to elbow contact with hands on waist and shoulders in contact. <p>Circles</p> <ul style="list-style-type: none"> • Create movements led by large horizontal single arm circles and semi-circles leading into - stepping. - turning. • Jump from a static position, arms up and down. <p>Shapes</p> <ul style="list-style-type: none"> • Create multiple standing and floor shapes, balanced on both feet. • Travel between shapes including jumping. 	
<p>Music Knowledge and Skills</p> <p>Unit: Dynamics (Seaside).</p>	<p><u>Listening and evaluating:</u></p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. 	<p>To know that:</p> <ul style="list-style-type: none"> • Sections of music can be described as loud, quiet or silent and the meaning of these terms. • Notation is read from left to right.



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| | <ul style="list-style-type: none">• Coordinating the speed of their movements to match the speed of the music (not the beat).• Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)• Identifying some common instruments when listening to music.• Relating sounds in music to real-world experiences (eg. 'It sounds like squelching mud').• Talking about the tempo of music using the vocabulary fast and slow.• Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.• Talking about the pitch of music, using the vocabulary high and low.• To recognise and name the following instruments: up to three instruments from Group A and B.• Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. | |
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- Stating what they enjoyed about their peers' performances.
- Appreciating music from a wide variety of cultures and historical periods.

Creating sound:

- Developing an awareness of how sound is affected by the way an instrument is held. (Group A, B and C.)
- Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)
- Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

Notation:

- Reading different types of notation by moving eyes from left to right as sound occurs.

Composing and improvising:

- Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.



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	<ul style="list-style-type: none"> • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, soft, high and low sounds. • Selecting objects and/or instruments to create sounds to represent a given idea or character. <p>Performing:</p> <ul style="list-style-type: none"> • Offering positive feedback on others' performances. • Showing awareness of the leader, particularly when starting or ending a piece. 	
	<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>How have toys changed?</p>		
<p>Key Concepts: Chronological Awareness, Change and Continuity, Cause and Significance, Similarities and Differences, Sources of Evidence, Historical Interpretations</p>		
<p>History Knowledge</p>	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:</p>	<ul style="list-style-type: none"> • To know that throughout someone's lifetime, some things will change and some things will stay the same. • To know that everyday objects have changed over time. • To know that everyday objects have changed as new materials have been invented. • To know some similarities and differences between the past and their own lives.



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	<p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>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</p>	<ul style="list-style-type: none">• To know that everyday objects have similarities and differences with those used for the same purpose in the past• To know that we can find out about the past by asking people who were there.• To know that artefacts can tell us about the past.• To know that we remember some (but not all) of the events that we have lived through.• To know that the past can be represented in photographs.• To know some inventions that still influence their own lives today
History Skills	<p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<ul style="list-style-type: none">• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)• Sequencing three or four artefacts from different periods of time• Being aware that some things have changed and some have stayed the same in their own lives.• Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.• Asking why things happen and beginning to explain why with support. Beginning to look for similarities and differences over time in their own lives.• Recalling special events in their own lives.• Using artefacts, photographs and visits to museums to answer simple questions about the past.• Finding answers to simple questions about the past using sources (e.g. artefacts).• Sorting artefacts from then and now.



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		<ul style="list-style-type: none"> Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts
Art Knowledge Painting and mixed media- Colour Splash	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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. 	<ul style="list-style-type: none"> Know that the primary colours are red, yellow and blue. Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple Know a pattern is a design in which shapes, colours or lines are repeated. Know that there are many different shades (or 'hues') of the same colour. Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.
Art Skills		<ul style="list-style-type: none"> Explore their own ideas using a range of media. Use sketchbooks to explore ideas in an open – ended way. Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, e.g. soft, shiny. Describe similarities and differences between practices in Art and Design, e.g. between painting and sculpture, and link these to their own work.
RHE/PHSE/SMSC (Relationships and Health Education)	RHE Module 1 Created to be Loved by God Life Cycles <ul style="list-style-type: none"> Change is all around us –Change is a part of life. Managing our feelings about change helps to prepare us for future changes. 	



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	<ul style="list-style-type: none">• God is with us as we change and grow. <p>Module 2: Created to love others</p> <ul style="list-style-type: none">• We are part of God's family <p>Saying sorry is important and can mend friendships. Jesus cared for others and had expectations of them and how they should act. We should love other people in the same way God loves us.</p> <ul style="list-style-type: none">• To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special <p>The importance of nuclear and wider family.</p> <p>The importance of being close to and trusting special people and telling them if something is troubling them.</p> <ul style="list-style-type: none">• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour <p>The characteristics of positive and negative relationships</p> <p>About different types of teasing, and that all bullying is wrong and unacceptable.</p> <ul style="list-style-type: none">• To recognise when they have been unkind and say sorry.• To recognise when people are being unkind to them and others and how to respond. <p>That when we are unkind to others, we hurt God also and should say sorry to Him as well.</p> <p>That we should forgive like Jesus forgives.</p>
<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>Safer internet day</p>



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