



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 1 - Summer 1

Main Themes: Plants and Seasons/Explorers

Cultural Capital/Enrichment: Forest School Day

End Points

By the end of this half term the children will have continued to develop into increasingly confident, resilient and independent learners. In RE the children will complete narrative cycle of the life, death, and Resurrection of Jesus Christ and encounter the inspiration of the Holy Spirit in the lives of the Apostles and then the early Church. In Maths, the children will be able to count in 2s, 5s and 10s and will have explored making equal groups and writing statements such as 'there are 5 groups of 2.' They will have used objects, pictures and arrays to develop their understanding of multiplication and division problems. They will also be able to find a half or quarter of both numbers and shapes. In reading the children will have continued to develop their comprehension and fluency. They will have begun to use their growing phonic knowledge to make more accurate choices when writing words. In their written English work the children will have focused on sequencing sentences to form short narratives. They will know how to use full stops, question marks and exclamation marks accurately. They will understand when capital letters are needed within a sentence (names, places, days, I). Using our focus text 'The Last Wolf' as a stimulus the children will have read, discussed and recited verses from poems before creating their own poems about daffodils. They will also have written thought bubbles, descriptive sentences and comparisons, as well as their own version of the story. In science they will be able to identify and describe the basic structure of a variety of common plants and trees. They will have taken part in lots of outdoor learning and will have painted and labelled pictures of plants and trees.

In Computing the children will know how to create a pictogram and will also have explored spreadsheets. They will have continued to develop their understanding of coding using both BeeBots and Purple Mash 2code. In art will have explored a range of drawing tools and will know that they can be used in a variety of ways to create different lines and effects. They will understand that texture means 'what something feels like'. They will have used careful observation to draw and shade a still life picture of their own. Through our History unit 'Explorers' the children will have discovered how people travelled in the past and compared it to travelling today. They will know about some explorers from before living memory and will be able to talk about their accomplishments and why they are significant. They will be able to sequence these explorers on a timeline



St Mary's

Catholic Primary School and Nursery

	<p>Within our Real PE unit the children will have developed the skills of throwing, catching, reaction and response. They will be able to roll, throw and catch a tennis ball. Within RHE the children will have been introduced to the Holy Trinity. They will understand what a community is, and that God calls us to live in community with one another. In music, this unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	
<p>Religious Education</p> <p>To the Ends of the Earth</p>	<p>In this topic the children will:</p> <ul style="list-style-type: none"> • Retell with increasing detail one of the following accounts: The Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4). • Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1). • Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). (See branch 3.) • Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays. 	
<p>English</p>	<p>Talk 4 Writing genres:</p> <p>Daffodil poems The Last Wolf – Journey story Jasper's Beanstalk – Diary/recount</p>	<p>Class Read for pleasure texts:</p> <p>The Very Busy Spider, Slowly, Slowly said the Sloth, The Angry Ladybird, The Very Lonely Firefly Three by the Sea, The Pea and the Princess, Egg Drop, Biscuit Bear, Space Dog , Toys in Space, The Adventures of the Dish and the Spoon, Diary of a Wombat</p>
<p>English - Reading 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> <p>To reread texts to build up fluency and confidence in word reading.</p>	



St Mary's

Catholic Primary School and Nursery

	<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 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 spell days of the week 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> <p>To use the prefix -un accurately.</p>
English - Writing Composition Skills	<p>To sequence sentences to form short narratives.</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>



St Mary's

Catholic Primary School and Nursery

	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.	
English - Writing VGP Skills	<p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To begin to form simple compound sentences.</p> <p>To use the joining words 'and' to link ideas and sentences.</p>	
Mathematics Skills	<p><u>Multiplication and Division</u></p> <p>Step 1 Count in 2s</p> <p>Step 2 Count in 10s</p> <p>Step 3 Count in 5s</p> <p>Step 4 Recognise equal groups</p> <p>Step 5 Add equal groups</p> <p>Step 6 Make arrays</p> <p>Step 7 Make doubles</p> <p>Step 8 Make equal groups – grouping</p> <p>Step 9 Make equal groups – sharing</p>	
Small steps	<p><u>Fractions</u></p> <p>Step 1 Recognise a half of an object or a shape</p> <p>Step 2 Find a half of an object or a shape</p> <p>Step 3 Recognise a half of a quantity</p> <p>Step 4 Find a half of a quantity</p> <p>Step 5 Recognise a quarter of an object or a shape</p> <p>Step 6 Find a quarter of an object or a shape</p> <p>Step 7 Recognise a quarter of a quantity</p> <p>Step 8 Find a quarter of a quantity</p>	
Science Knowledge	<ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees. 	
Identifying Plants and their Parts		
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 	



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none">gathering and recording data to help in answering questions
Computing Knowledge Purple Mash Unit Spreadsheets & Maze Explorers	<ul style="list-style-type: none">To know that data can be represented in picture formatTo Create a pictogram using purple mash.To Explain what rows and columns are.To Know how to use a simple spreadsheet – save, input data, make changes.To Use tools such as ‘move’ and ‘lock’ in a spreadsheet Use direction keys to move characters along a maze.Understand what an algorithm is and how to debug an algorithm to make changes to a maze when mistakes occur.To know how to use the direction keys to move forwards, backwards, left and right within a maze program.To know how to add a unit of measurement to the direction in a maze program
Computing Skills	<ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content.To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
PE Knowledge <i>Unit 5- Physical</i>	Sending and Receiving <ul style="list-style-type: none">Know to explore and experiment with the speed you send the ball.Know to move feet to get in line with the ball when receiving.To have ‘soft hands’ when catching.To keep eyes focused on the ball. Reaction and Response <ul style="list-style-type: none">To start quickly and accelerate by pushing off hard with feet.To take up ready position with knees bent and feet apart (front to back).To bend knees to help you slow down.



St Mary's

Catholic Primary School and Nursery

<p>PE Skills</p> <p><i>Unit 5- Physical</i></p>	<p>Sending and Receiving</p> <ul style="list-style-type: none">• Throw tennis ball, catch rebound with same hand after 1 bounce.• Throw tennis ball, catch rebound with same hand without a bounce.• Throw tennis ball, catch rebound with other hand after 1 bounce with.• Throw tennis ball, catch rebound with other hand without a bounce.• Strike large, soft ball along ground with hand 5 times in a rally.• With accuracy when sending, appropriate power/weight when sending, a good position when receiving. <p>Reaction and Response</p> <ul style="list-style-type: none">• From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce.• With quick reaction, quick and controlled movement, control when slowing down after catch.	
<p>Music Knowledge and Skills</p> <p>Unit: Pitch (Theme: Superheroes).</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.• 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).	<p><u>To know that:</u></p> <ul style="list-style-type: none">• Sounds within music can be described as high or low sounds and the meaning of these terms.• In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.



St Mary's

Catholic Primary School and Nursery

- Recognising simple patterns and repetition in pitch (e.g. do-re-mi).
- Talking about the tempo of music using the vocabulary fast and slow.
- Talking about the pitch of music, using the vocabulary high and low.
- Stating what they enjoyed about their peers' performances.

Creating sound:

- Using instruments imaginatively to create soundscapes which convey a sense of place.
- Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

Notation:

- Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs.
- Recognising pitch patterns using dots.

Composing and improvising:

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



St Mary's

Catholic Primary School and Nursery

	<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. • Playing and combining sounds under the direction of a leader (the teacher). <p>Performing:</p> <ul style="list-style-type: none"> • Offering positive feedback on others' performances. • Keeping instruments still until their part in the performance. • Showing awareness of the leader, particularly when starting or ending a piece. 	
	<p>National Curriculum End of key Stage 1/2 Pupils should be able to:</p>	<p>Progression Statements Taken from Schemes of Work e.g. Kapow</p>
<p>How have explorers changed the world?</p>		
<p>Key Concepts: Chronological awareness, Similarities and differences, Historical significance, Historical Interpretations, Change and Continuity, Cause and consequence, Achievements and follies of mankind</p>		
<p>History Knowledge</p> <p>Explorers</p>	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<ul style="list-style-type: none"> • To know that a timeline shows the order events in the past happened. • To know that we start by looking at 'now' on a timeline then look back.



St Mary's

Catholic Primary School and Nursery

	<p><i>Events beyond living memory that are significant nationally or globally</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></p> <p><i>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</i></p>	<ul style="list-style-type: none"> • To know that 'the past' is events that have already happened. • To know that 'the present' is time happening now. • To know that within living memory is 100 years • To know that there are similarities and differences between their lives today and their lives in the past. • To know some similarities and differences between the past and their own lives. • To know that some people and events are considered more 'special' or significant than others. • To know that photographs can tell us about the past. • To know some inventions that still influence their own lives today. • To know some achievements and discoveries of significant individuals
<p>History Skills</p>	<p><i>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</i></p> <p><i>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</i></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) • Placing events on a simple timeline • Recording on a timeline a sequence of historical stories heard orally • 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. • 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).



St Mary's

Catholic Primary School and Nursery

structured accounts, including written narratives and analyses

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.

- Beginning to identify different ways to represent the past (e.g. photos, stories).
- Asking how and why questions based on stories, events and people. Posing historical questions
- Asking questions about sources of evidence (e.g. artefacts).
- Using sources of information, such as artefacts, to answer questions. Gathering, organising and evaluating evidence
- Drawing out information from sources.
- Making simple observations about the past from a source.
- Interpreting evidence by making simple deductions.
- Interpreting findings, analysing and making connections
- Making simple inferences and deductions from sources of evidence.
- Describing the main features of concrete evidence of the past or historical evidence.
- Drawing simple conclusions to answer a question. Evaluating and drawing conclusions
- Communicating findings through discussion and timelines with physical objects/ pictures.
- Communicating findings- Using vocabulary such as - old, new, long time ago.
- Discussing and writing about past events or stories in narrative or dramatic forms.
- Expressing a personal response to a historical story or event.



St Mary's

Catholic Primary School and Nursery

<p>Art Knowledge</p> <p>Drawing – Making Your Mark</p>	<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. 	<ul style="list-style-type: none"> Know a range of 2D shapes and confidently draw these. Know that drawing tools can be used in a variety of ways to create different lines. Know lines can represent movement in drawings. Know that texture means ‘what something feels like’. Know different marks can be used to represent the textures of objects. Know different drawing tools make different marks.
<p>Art Skills</p>	<ul style="list-style-type: none"> 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"> Explore their own ideas using a range of media. Use sketchbooks to explore ideas in an open-ended way. Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark making. To explore mark making using a range of tools, being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. Describe similarities and differences between practises in Art and Design e.g. between painting and sculpture and link these to their own work. Describe and compare features of their own and other’s art work.
<p>RHE/PHSE/SMSC (Relationships and Health Education)</p>	<p>Module 2 Created to Love Others -Keeping Safe</p> <ul style="list-style-type: none"> About what is and isn’t an emergency <p>That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade.</p> <ul style="list-style-type: none"> Some basic principles of First Aid. <p>Module 3 Created to Live in Community</p> <ul style="list-style-type: none"> God is love: Father, Son and Holy Spirit 	



St Mary's

Catholic Primary School and Nursery

	<p>Being made in His image means being called to be loved and to love others</p> <ul style="list-style-type: none">• To know what a community is, and that God calls us to live in community with one another. <p>A scripture illustrating the importance of living in community as a consequence of this.</p> <p>Jesus' teaching on neighbours.</p> <ul style="list-style-type: none">• That they belong to various communities such as home, school, parish, the wider local community, nation and global community. <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</p> <p>About what harms and what improves the world in which we live.</p> <ul style="list-style-type: none">• British Values lessons
<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>Safeguarding links:</p> <p>Relationships (including different types and in different settings, including online).</p> <p>A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).</p>



St Mary's
Catholic Primary School and Nursery