



**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, Pupils will know the events that led up to the last week of Jesus's life including when Jesus is in the desert. They will know that Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. 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. The children will continue to sequence sentences to form short narratives. They will have been introduced to joining two simple sentences using 'and'. 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, we will learn about the methods scientists use to build explanations about the natural world. They will learn that scientists make observations of different animals and compare them so that they can group, name, identify and classify them. We will continue to develop an understanding of types of enquiry including identifying and classifying things. 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 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



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	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. The music unit uses fairytales to introduce the children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	
<b>Religious Education</b>  <b>Desert to Garden</b>	<b>In this Topic the children will be able to:</b> Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels Sequence the accounts from the Annunciation through to the visit of the shepherds Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians. Match the first words of the Hail Mary with the words of the Angel Gabriel. Recognise that angels bring God's message and are a sign that Jesus is the Son of God. Talk about why the shepherds saw angels when Jesus was born. Think about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'. Explore artistic representations of the nativity story from around the world. (RVE)	
<b>English</b>	<u><b>Vehicle Text: Where the Wild Things Are</b></u>  Narrative: A Portal Story  Purpose: To narrate	<b>Class read for pleasure texts:</b> The Dinosaur Department Store, Captain Flinn and the Pirate Dinosaurs, Not Now Bernard, Looking for a Jumbie, Boo Stew Monsters at Bedtime Peace at Last, Can't You Sleep Little Bear, The Highway Rat, Room on the Broom



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<b>English – Reading Comprehension Skills/Word Reading</b>	<p><b><u>Focus on Reading from Little Wandle Programme:</u></b></p> <ul style="list-style-type: none"><li>To apply phonic knowledge and skills as the route to decode words.</li><li>To blend sounds in unfamiliar words using the GPCs that they have been taught.</li><li>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li><li>To read words containing taught GPCs.</li><li>To read words containing -s, -es, -ing, -ed and -est endings.</li><li>To read words with contractions, e.g. I'm, I'll and we'll.</li><li>To reread texts to build up fluency and confidence in word reading.</li><li>To check that a text makes sense to them as they read and to self- correct.</li><li>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.</li><li>To join in with discussions about a text, taking turns and listening to what others say.</li><li>To discuss the significance of titles and events.</li><li>To link what they have read or have read to them to their own experiences</li></ul>
<b>English- Spoken Language Skills</b>	<ul style="list-style-type: none"><li>To begin to ask questions that are linked to the topic being discussed.</li><li>To organise their thoughts into sentences before expressing them.</li><li>To answer questions on a wider range of topics (sometimes may only be one-word answers).</li><li>To listen to others in a range of situations and usually respond appropriately.</li><li>To speak clearly in a way that is easy to understand.</li><li>To retell simple stories and recounts aloud.</li><li>To speak in front of larger audiences eg class assembly</li><li>To know when it is their turn to speak in a small group or play performance.</li></ul>
<b>English - Handwriting Skills</b>	<ul style="list-style-type: none"><li>To sit correctly at a table holding a pencil comfortably and correctly.</li><li>To form lower and upper case letter and digits 0-9.</li><li>To understand which letters belong to which handwriting families and to practise these.</li></ul>



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<b>Grammar: Word</b>	Build on previous units & focus on: Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives.	
<b>Grammar: Sentence</b>	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	
<b>Grammar: Text</b>	Build on previous units & focus on: Sequencing sentences to form short narratives	
<b>Grammar: Punctuation</b>	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	
<b>Terminology for Pupils:</b>	Letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation	
<b>Mathematics Skills</b>	<div> <div> <b>Small steps</b> </div> <div> <b><u>Place Value</u></b>  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 </div> <div> <b><u>Length, Height, Mass and Volume</u></b>  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 </div> </div>	



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		Step 5 Compare volume Step 6 Measure capacity Step 7 Compare capacity
<b>Science Knowledge</b>  Animals (vertebrates)	<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> </ul>	
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"> <li>Observing closely, using simple equipment.</li> <li>Using their observations and ideas to suggest answers to questions</li> </ul>	
Seasonal changes	<ul style="list-style-type: none"> <li>To observe changes across the four seasons</li> <li>To observe and describe weather associated with the seasons and how day length varies.</li> </ul>	
Working scientifically skills	<ul style="list-style-type: none"> <li>Observing closely [using simple equipment].</li> <li>Identifying and classifying.</li> </ul>	
<b>Computing Knowledge</b> <b>Purple Mash Unit</b> Coding	<ul style="list-style-type: none"> <li>To understand what instructions are and predict what will happen when instructions are followed.</li> <li>To understand that computer programs work by following instructions called code.</li> <li>To use code to make a computer program.</li> <li>To understand what objects and actions are.</li> <li>To understand what an event is and use an event to control an object.</li> <li>To begin to understand how code executes when a program is run.</li> <li>To understand what backgrounds and objects are.</li> <li>To understand how to use the scale property.</li> <li>To plan and make a computer program.</li> </ul>	
<b>Computing Skills</b>	<ul style="list-style-type: none"> <li>Children can give and follow instructions.</li> <li>Children can create a program using code blocks.</li> <li>Children can use event, object and action code blocks.</li> <li>Children can notice when their code executes when their program is run.</li> </ul>	



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	<ul style="list-style-type: none"> <li>Children can edit a scene by adding, deleting and moving objects.</li> <li>Children can change the size of objects using the properties table.</li> <li>Children can create a design plan for their Free Code Scene program and use code to make it work.</li> </ul>	
<b>PE Knowledge</b>  <i>Unit 3 - Cognitive</i>	<b>Stance</b> <ul style="list-style-type: none"> <li>Know to walk off the balls of feet.</li> <li>Know to keep head still and look forward.</li> <li>Know to use arms to help move and balance when walking (opposite arm and leg).</li> </ul> <b>Balance on a line</b> <ul style="list-style-type: none"> <li>Know that both feet facing forwards.</li> <li>Know to keep feet still.</li> <li>To wobble minimal (control).</li> </ul>	
<b>PE Skills</b>  <i>Unit 3 - Cognitive</i>	<b>Stance</b> <ul style="list-style-type: none"> <li>Walk fluidly, lifting knees to 90°.</li> <li>Walk fluidly, lifting heels to bottom.</li> <li>With smooth, controlled movements and minimum wobble, balance maintained on the line, opposite arm and leg moving forwards.</li> </ul> <b>Balance on a line</b> <ul style="list-style-type: none"> <li>Stand on low beam with good stance for 10 seconds.</li> </ul>	
<b>Music Knowledge and Skills</b>	<b><u>Listening and evaluating:</u></b> <ul style="list-style-type: none"> <li>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> </ul>	<b>To know that:</b> <ul style="list-style-type: none"> <li>Sections of music can be described as loud, quiet or silent and the meaning of these terms.</li> </ul>



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<b>Unit: Sound Patterns (Fairytale).</b>	<ul style="list-style-type: none"><li>• Engaging with and responding to longer pieces of music.</li><li>• 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).</li><li>• Identifying some common instruments when listening to music.</li><li>• Relating sounds in music to real-world experiences (e.g., "It sounds like squelching mud").</li><li>• Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).</li><li>• Stating what they enjoyed about their peers' performances.</li></ul> <p><b><u>Creating sound:</u></b></p> <ul style="list-style-type: none"><li>• Developing an awareness of how dynamics are affected by the force with which an instrument is played.</li><li>• Using instruments imaginatively to create soundscapes which convey a sense of place.</li><li>• Using bilateral and hand-eye coordination to play/hold instruments using both hands.</li></ul>	
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	<ul style="list-style-type: none"><li>• Starting to understand how to produce different sounds on pitched instruments.</li><li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li></ul> <p><b><u>Composing and improvising:</u></b></p> <ul style="list-style-type: none"><li>• Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</li><li>• Selecting objects and/or instruments to create sounds to represent a given idea or character.</li><li>• Playing and combining sounds under the direction of a leader (the teacher).</li></ul> <p><b><u>Performing:</u></b></p> <ul style="list-style-type: none"><li>• Offering positive feedback on others' performances.</li><li>• Keeping instruments still until their part in the performance.</li></ul>	
	<b>National Curriculum End of key Stage 1</b>	<b>Progression Statements Taken from Schemes of Work e.g. Kapow</b>



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	Pupils should be able to:	
<b>Geography Knowledge</b>  <u>What is the weather like in the UK?</u>	<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and Physical:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To know the name of two continents (Europe and Asia).</li> <li>To know that a continent is a group of countries.</li> <li>To know that they live in the continent of Europe.</li> <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 that the United Kingdom is made up of four countries and their names.</li> <li>To know the name of the country they live in.</li> <li>To know the four seasons of the UK.</li> <li>To know that 'weather' refers to the conditions outside at a particular time.</li> <li>To know that different parts of the UK often experience different weather.</li> <li>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</li> <li>To know that weather conditions can be measured and recorded.</li> <li>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</li> <li>To know that a compass is an instrument we can use to find which direction is north.</li> <li>To know which direction is N, S, E, W on a map.</li> </ul>
<b>Geography Skills</b>		<ul style="list-style-type: none"> <li>Showing on a map which continent they live in.</li> <li>Locating the four countries of the United Kingdom (UK) on a map of this area.</li> <li>Beginning to locate the capital cities of the four countries of the UK on a map of this area.</li> </ul>



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		<ul style="list-style-type: none"><li>• Showing on a map which country they live in and locating its capital city.</li><li>• Describing how the weather changes with each season in the UK.</li><li>• Describing the daily weather patterns in their locality.</li><li>• Confidently using the vocabulary 'season' and 'weather'.</li><li>• Recognising some physical 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>• Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</li><li>• Using simple picture maps and plans to move around the school.</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 an atlas to locate the four countries in the UK.</li><li>• Responding to instructions using directional language to follow routes.</li><li>• Recognising local landmarks on aerial photographs.</li><li>• Asking questions about the world around them.</li></ul>
<b>D &amp; T</b>	<ul style="list-style-type: none"><li>• Design purposeful, functional, appealing products for themselves</li></ul>	<ul style="list-style-type: none"><li>• To know that 'joining technique' means connecting two pieces of material together.</li></ul>



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<p><b>Textiles - Puppets</b></p> <p><b>Knowledge</b></p>	<p>and other users based on design criteria.</p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that there are various temporary methods of joining fabric by using staples, glue or pins.</li> <li>• To understand that different techniques for joining materials can be used for different purposes.</li> <li>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</li> <li>• To know that drawing a design idea is useful to see how an idea will look.</li> </ul>
<p><b>D &amp; T Skills</b></p>	<ul style="list-style-type: none"> <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>• Evaluate their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a template to create a design for a puppet.</li> <li>• Cutting fabric neatly with scissors.</li> <li>• Using joining methods to decorate a puppet.</li> <li>• Sequencing the steps taken during construction.</li> <li>• Reflecting on a finished product, explaining likes and dislikes.</li> </ul>
<p><b>RHE/PHSE/SMSC (Relationships and Health Education)</b></p>	<p><b>Module 2 Created to Love Others -Keeping Safe Life Online</b></p> <ul style="list-style-type: none"> <li>• Real Life online</li> <li>• That the internet connects us to others and helps us in lots of ways.</li> <li>• Our feelings matter – both online and offline.</li> <li>• That Jesus cares about our feelings and gives us peace.</li> <li>• Rules to Help us</li> </ul>	



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	<ul style="list-style-type: none"><li>• Understand safe and unsafe situations, including online.</li><li>• Ask for adult help with anything that worries them or makes them feel unsafe.</li></ul> <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"><li>• Privates are private.</li></ul> <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"><li>• Medicines are drugs, but not all drugs are good for us.</li></ul> <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>
<b>Mental Health and Wellbeing</b> <b>Safeguarding Curriculum Links</b>	<p>Safeguarding links:</p> <ul style="list-style-type: none"><li>• Keeping safe- good and bad secrets.</li><li>• Physical contact- pants are private. Harmful substances</li><li>• Can you help me? 999</li></ul>



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