



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 1 - Autumn Term 2

Main Themes: Materials and Our Locality

Cultural Capital/Enrichment: Field Work around School Grounds

End Points

By the end of this half term, in RE, the children will have heard about the events leading up to the Birth of Jesus, including the Annunciation and the Visitation, and will know why Mary was chosen to be the mother of Jesus. They will understand their role in spreading the Good News of Jesus' birth. In English, through the traditional tale 'Rapunzel', the children will have embedded the skills needed to compose and write a simple sentence using accurate phonics and a full stop. They will have been introduced to writing a set of instructions and will have begun to consider vocabulary choices when writing. By the end of the unit, they will have written stories, instructions and character descriptions. Daily phonics lessons will have covered alternative spellings for some of the phase 3 phonemes as well as a wider range of 'tricky' words. In maths the children will know how to add and subtract within 10. They will have explored a range of strategies such as using a number line and counting on or back in their heads. They will also be able to name and sort some common 2D and 3D shapes. In Science the children will be able to identify, and name a variety of everyday materials. They will also have begun to learn how to ask and answer scientific enquiry questions. In Design and Technology, the children will be investigating stable shapes and using an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures. know how to create a design based on given criteria. They will have created a stable pencil pot and will have evaluated their product. In Geography the children will be able to talk about some features of their locality. They will have watched drone footage and been for a walk around both the school and local area. They will also have evaluated our playground and created a map showing the improvements they would make. They will know that they live in England and that it is part of the UK. In Computing, the children will develop their mouse, keyboard and basic computing skills by creating digital art and simple games, while also learning how to collect, sort and group data using 2Quiz. In Online Safety, children will learn that information can stay online and be copied, know what not to share without asking a trusted adult, and understand how to



St Mary's

Catholic Primary School and Nursery

	behave kindly online. Our PE unit is Real Gym and, by the end of this unit, the children will have learned to perform simple rolls, copy stretching movements for different parts of the body and to balance using their hands, feet or seat. In RHE the children will have continued to explore themselves as individuals. They will understand what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating as well as the importance of sleep, rest and recreation for our health. Our Sing Up music unit is called 'The King is in the Castle'. Through this song the children will have explored the use of timbre, dynamics and pitch to tell a story. They will be able to change their voice to suit different characters, perform appropriate actions and play contrasting accompaniments.	
Religious Education Prophecy and Promise	In this topic the children will • Know that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. • Understand that the Bible as a special book and the Good News of Jesus is celebrated in the gospels. • 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. • Sequence the accounts from the Annunciation through to the visit of the shepherds. • Know that angels bring God's message.	
English Writing outcome: Purpose:	Vehicle text: Rapunzel Narrative- A traditional Tale Purpose: To Narrate Instructions- How to catch a witch Purpose: To instruct	Class Read for pleasure Texts: Red Riding Hood, Goldilocks, Three Billy Goat's Gruff, The Magic Porridge Pot, Jack and the Beanstalk, Anansi the Spider, Madam Panya's Pancakes, Jack and the Baked Bean Stalk, Pumpkin Soup
English - Reading Comprehension Skills/Word Reading	To apply phonic knowledge and skills as the route to decode words. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	



St Mary's

Catholic Primary School and Nursery

	To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. To read words containing -s, -es, -ing, -ed endings. To reread texts to build up fluency and confidence in word reading. To link what they have read or have read to them to their own experiences.
English-Spoken Language Skills	To listen to others in a range of situations and usually respond appropriately. To understand instructions with more than one point in many situations. To speak in front of larger audiences eg class assembly To know when it is their turn to speak in a small group or play performance. To use appropriate vocabulary to describe their immediate world and feelings. To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own ideas and opinions.
English - Handwriting Skills	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.
Grammar-Word	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs
Grammar-Sentence	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'
Grammar-text	Build on previous units & focus on: Sequencing sentences to form short narratives



St Mary's
Catholic Primary School and Nursery

Grammar-Punctuation	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	
Mathematics Skills Small steps	<u>Addition and Subtraction</u> Step 7 Number bonds to 10 Step 8 Addition – add together Step 9 Addition – add more Step 10 Addition problems Step 11 Find a part Step 12 Subtraction – find a part Step 13 Fact families – the eight facts Step 14 Subtraction – take away/cross out Step 15 Take away (How many left?) Step 16 Subtraction on a number line Step 17 Add or subtract 1	<u>Shape</u> Step 1 Recognise and name 3-D shapes Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes Step 5 Patterns with 2-D and 3-D shapes
Science Knowledge Naming and describing materials	- Identify and name a variety of everyday materials from which it is made - Describe the simple physical properties of a variety of everyday materials.	
Working Scientifically Skills	observing closely, [using simple equipment]	
Computing Knowledge Purple Mash Unit Creative Curriculum (2 Lessons)	<u>Creative Curriculum</u> - Art can be created using digital tools. - Digital tools can be used to play and make simple games. - Purple Mash allows a user to share work for others to use on digital display boards. <u>Data Explorers</u>	



St Mary's

Catholic Primary School and Nursery

<u>Data Explorers</u> <u>(3 Lessons)</u>	• Items can be grouped using a range of criteria, and a logical process should be used when doing so. • Digital tools can be used to group images of items. • Sorting is a way to organise items. • Sorting and grouping have different meanings. • Data is information that can be collected and used. • Data can be represented digitally using pictures. • Before collecting data, you must think about how it can be used and what information to collect
Computing Skills	<u>Creative Curriculum</u> • Select colours and painting effects in 2Paint. • Control a computer mouse and use a mouse or finger (device dependent) to perform tasks. • Use drag-and-drop methods to complete games and activities, including 2DIY jigsaws and placing games. • Use hotspots in 2DIY placing games. <u>Data Explorers</u> • Identify criteria that can be used to sort items into groups. • Sort items using criteria. • Logically sort items into groups and decide whether it is better to sort or group items to organise them. • Complete grouping and sequencing questions in 2Quiz using given criteria. • Identify items to be grouped or sorted as examples of data that can be organised. • Use data grouping and sorting to answer questions. • Share and access work on a Purple Mash Display Board.
Computing Online Safety	<u>Online Reputation</u> • I can recognise that information can stay online and could be copied. • I can describe what information I should not put online without asking a trusted adult first. <u>Online Bullying</u> • I can describe how to behave online in ways that do not upset others and can give examples.



St Mary's
Catholic Primary School and Nursery

PE Knowledge Real Gym Unit 2 – Personal Complete P.E - Ball Skills (Sticks)	Real Gym Unit 2 – Personal Flight • To know that I must decide before jumping which technique/footwork pattern to use. • To know that squeezing body muscles during flight will help me to make clear shape. • To know that landing through balls of feet with soft knees will help to absorb impact • To know that I need to swing arms back and bend knees to prepare • To know that I need to swing arms up and push from legs in take-off • To know that I need to keep good body tension and clear shape during flight phase Rotation • To know that to make a patter turn I must stand on toes and take multiple small steps to turn body around vertical axis. • To know that to spin on bottom - I need to be sitting and using hands to start rotation and lift legs and arms. • To know that to create a pencil straight roll, I must keep a straight shape, keeping hands and feet together. • To know that to create a dish and arch roll - I must keep hands, feet and head off the floor, chin on chest and lift arms and legs as high as possible. • I know that I can use spotting to maintain balance. • I know that I need to hold my body tight and extended to rotate with control • To know that I must choose the type of rotation before starting Complete P.E - Ball Skills (Sticks) • To know that dribbling is a method of moving with the ball using our stick. When we dribble, we can only use the flat side of our stick. • To know that is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into. • To know that passing is a method of sending the ball to our partner or another member of our team, in order to keep possession of the ball. • To know that control means keeping the ball close to us, preventing the defenders from gaining possession
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St Mary's

Catholic Primary School and Nursery

	• To know that we are considered an 'attacker' (referred to as a 'Hero' in this unit) when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score a goal or a point. • To know that we are considered a 'defender' (referred to as 'Villains' throughout this unit) when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring
PE Skills Real Gym Unit 2 – Personal Complete P.E - Ball Skills (Sticks)	Real Gym Unit 2 - Personal • Follow instructions, practise safely and work on simple tasks by myself. Flight • I can perform accurate footwork patterns and take-off. • I can create a clear shape during flight. • I can land quietly and in balance. • I can perform an accurate preparation phase. • I can perform an accurate movement pattern and preparation phase. Rotation • I can maintain an accurate shape throughout. • I can rotate with control. • I can remain balanced throughout. • I can move smoothly and fluently. • I can maintain contact with apparatus throughout (where appropriate). Complete P.E - Ball Skills (Sticks) • To send and dribble a ball with control, applying the correct technique and aiming carefully. • To be able to receive and stop the ball.



St Mary's
Catholic Primary School and Nursery

	• To hold the stick safely • To understand why they need to hold the stick safely • To develop life skills such as respect, fairness and empathy as they work with others and play by the rules. • To develop and apply life skills such as self belief, courage and honesty as they strive to improve their own performance and keep the score fairly.	
Music Knowledge and Skills Unit: Tempo 'Snail and Mouse'	To know: • That sound can help tell a story. • That an instrument or voice can be played at different speeds. • That pulse can be fast and slow.	Key skills • Recognising basic tempo changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Combining instrumental and vocal sounds within a given structure. • Beginning to make improvements to their work as suggested by the teacher. • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Responding to simple musical instructions such as tempo changes. • Competently singing songs with a very small pitch range (two notes that are different but close together).
	National Curriculum	Progression Statements Taken from Schemes of Work e.g. Kapow



St Mary's
Catholic Primary School and Nursery

	End of key Stage 1/2 Pupils should be able to:	
Geography Knowledge <u>What is it like here?</u>	Human and Physical: • 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	• 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 the name of the country they live in. • To know that an aerial photograph is a photograph taken from the air above. • To know that atlases give information about the world and that a map tells us information about a place. • To know that a map is a picture of a place, usually drawn from above. • To know that symbols are often used on maps to represent features. • To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).
Geography Skills		• Recognising some physical features in their locality. • Recognising some human 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. • 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.



St Mary's

Catholic Primary School and Nursery

		• Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. • Using simple picture maps and plans to move around the school. • Asking questions about the world around them. • 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 a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.
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St Mary's

Catholic Primary School and Nursery

D & T: Knowledge Structures – Stable structures	• To explore stability by balancing. • To explore wide or narrow bases by building towers. • To test a structure's stability with weight added in different places. • To design a stable structure that meets the needs of a user. • To use a variety of cutting and joining techniques to make a stable product.	<u>Design</u> To know: • The user is the person who will use the product. • Different users may want different things from a design. • Who they are designing for makes a difference to what they design. • The purpose is what something is for. • Existing products can help when deciding what to design. • Drawings are a way to explain ideas. <u>Make</u> To know: • A plan is deciding what to do first and next. • Different equipment does different things. • Names of common pieces of equipment. • Some tools are sharp like scissors and knives. • Spacing cuts or marks evenly can be useful. • Different glue can be used to join different things. <u>Evaluate</u> To know: • Some products will be better than others. • Their ideas or products can be made better. • Their ideas can make someone else's work better. • Other people's ideas can help make their work better. <u>Technical knowledge</u> To know: • A structure is something that has been made and put together. • Stable structures do not topple.
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St Mary's

Catholic Primary School and Nursery

		• Shapes and structures with wide, flat bases or legs are the most stable. • Adding weight to the base of a structure can make it more stable.
D & T Skills		<u>Design</u> • Thinking about what others might want from a design. • Beginning to recognise how products and designs in the world around us solve certain needs. • Considering who they are designing for – identifying the user. • Stating what they intend to make and why – identifying the purpose. • Talking about ideas, with purpose and user in mind. • Talking about existing products when generating ideas.



St Mary's

Catholic Primary School and Nursery

- Using basic drawing skills to communicate ideas.

Make

- Choosing between a small number of materials, ingredients or components.
- Explaining their choices based on personal experiences.
- Requesting equipment appropriate to the purpose (e.g. scissors for cutting, glue for joining, etc.).
- Beginning to use objects with a fixed width or length to create even spacing of markings or cuts (e.g. a lolly stick).
- Refining their grip to cut competently and confidently.
- Cutting straight and evenly spaced lines.
- Beginning to cut large shapes and thicker materials like card.

Evaluate

- Discussing existing products, saying what they like about them.
- Comparing two products and discussing which is better for a specific purpose.
- Saying what they like about their peers' designs and products.
- Accepting feedback and understanding it is meant to improve their work.

Technical knowledge

- Recognising that different structures are used for different purposes.
- Exploring the features of structures.
- Describing structures as buildings or freestanding structures.
- Making stable structures from card.
- Creating supporting structures to aid stability.
- Using stable objects like cylinders to create structures.



St Mary's
Catholic Primary School and Nursery

RHE/PHSE/SMSC (Relationships and Health Education)	Module 1: Created and Loved by God Emotional well being: • Gain a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character • Simple strategies for managing feelings and maintaining good behaviour That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes That Jesus died on the cross so that we would be forgiven Life Cycles • Learn and appreciate that there are natural life stages from birth to death, and what these are • What ‘death’ means About some feelings often connected with grief What the Christian faith says about death and eternal life Some ways to support themselves and others when they are grieving Remembrance day Anti Bullying activities	
Mental Health and Wellbeing Safeguarding Curriculum Links	• Body ownership, personal boundaries, and respect for oneself. • Exploring complex emotions, mental health, and identifying trusted adults to talk to when feeling unsafe.	



St Mary's
Catholic Primary School and Nursery