Year 1 Curriculum Map

(All Subjects)

We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.

Religious Education (R.E.)	Autumn	Spring	Summer
Year 1	**Creation and Covenant** Hear By the end of this unit of study, pupils will have studied the following key texts: The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world. The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'. An introduction to the ideas presented in Laudato Si' 13. Believe By the end of this unit of study, pupils will know that the Church teaches: • That all that is comes from God. • God is our Father. • God's love and care for humanity is experienced through the beauty and order of Creation. • Prayer is a way we draw closer to God. Celebrate By the end of this unit of study, pupils will know: • That praying is a way people draw close to God. • That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him. Live By the end of this unit of study, pupils will know that the Church teaches: • God wants us to love and care for the world because the world is God's gift to us. • Caring for the world is one of the ways we love and care for each other. By the end of this unit of study, pupils will explore:	**Galilee to Jerusalem** Hear By the end of this unit of study, pupils will have studied the following key texts: • The Presentation (Lk 2:22-38) • Finding in the temple and the hidden life (Lk 2:41-52) • Jesus announces his mission (Lk 4:16-22) • The call of the disciples (Lk 5:1-11) • Little children (Lk 18:15-17) • Zacchaeus (Lk 19:1-9) Believe By the end of this unit of study, pupils will know that the Church teaches: • Jesus grows up and reveals the love of the Father to us. • Some people that encounter Jesus recognise that he is the Son of God who has come to save all. • Jesus is the 'light to all nations'. Celebrate By the end of this unit of study, pupils will know: • The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain. Live By the end of this unit of study, pupils will know that the Church teaches: • All Christians are called to follow Jesus and share the Good News with others. • Christians are called to take care of each other, especially those most in need, such as the poor. **Desert to Garden** Hear	**To The Ends of the Earth** Hear By the end of this unit of study, pupils will have encountered the following key texts: • The road to Emmaus (Lk 24:13-35) • Promise of the Spirit and the Ascension (Acts 1:1-11) • Pentecost (Acts 2:1-4) Believe By the end of this unit of study, pupils will know that the Church teaches: • When people open their hearts to the Holy Spirit they are changed, as the apostles are changed. • The mission of the Church begins at Pentecost. Celebrate By the end of this unit of study, pupils will know: • That the Church celebrates the Ascension and Pentecost on special days of celebration (holydays of obligation). • The words of the 'Glory Be' prayer. • An age-appropriate hymn referencing the Holy Spirit. Live By the end of this unit of study, pupils will know: • How Pentecost is celebrated in another part of the world. • How artists and musicians around the world celebrate the work of the Holy Spirit and the mystery of the Trinity. **Dialogue and Encounter** Dialogue

	• How a community in another part of the world cares for Creation. **Prophecy and Promise** Hear By the end of this unit of study, pupils will have studied the following key texts: • The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38) • The Visitation (Lk 1:39-45) • The Birth of Jesus (Lk 2:4-8) • The Visit of the Shepherds (Lk 2:8-20) Believe By the end of this unit of study, pupils will know that the Church teaches: • Because God loves us, he gave us his only Son, Jesus. • God called Mary to be the mother of his Son, Jesus. • Mary said 'Yes' to God's call. • Angels bring God's message and are a sign that Jesus is the Son of God. • The stories about Jesus are in a special book called the Bible. Celebrate By the end of this unit of study, pupils will know: • We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary. By the end of this unit of study pupils will: • Hear and begin to join in with the words of the Hail Mary. • Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God. Live By the end of this unit of study, pupils will know that the Church teaches: • How Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music. • How Christians in their local community celebrate the birth of Jesus.	By the end of this unit of study pupils will have studied the following key texts: • Jesus enters Jerusalem (Lk 19:28-38) • Jesus teaches in the temple (Lk 19:47-48) • The widow's mite (Lk 21:1-6) • The last supper (Lk 22:7-23) • The Crucifixion and death of Jesus (Lk 23:33-46) • The angel's message (Lk 24:1-8) For Lent: • Jesus is tempted in the desert for 40 days (Lk 4:1-13) Believe By the end of this unit of study, pupils will know that the Church teaches: • That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. • Jesus died and rose again. Celebrate By the end of this unit of study, pupils will know: • Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy. • Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to those in need. • Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. Live By the end of this unit of study, pupils will know: • Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call. • Fasting, praying, and giving to others are ways of following Jesus' example.	By the end of this unit of study pupils will know that the Church teaches: • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local parish community. • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish. Encounter By the end of this unit of study, pupils will have encountered the following: • Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people's history and is a guide for Jewish life.

Maths	**Autumn**	**Spring**	**Summer**
Year 1	**Number and place value** Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words.	**Number and place value** Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers from 1 to 20 in numerals and words.	**Number: multiplication and division** Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

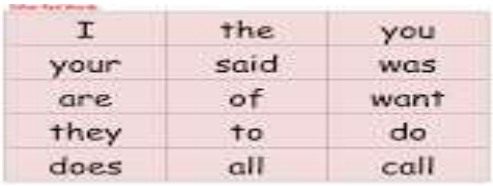
	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Given a number, identify one more or one less. Count in multiples of twos. **Number: Addition and Subtraction** Represent and use number bonds and related subtraction facts (within 10) Add and subtract one-digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+),subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. **Geometry and shape** Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres. ***Time at the end of the term for consolidation, gap filling, seasonal activities, assessments, etc.***	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos and fives. **Number: Addition and Subtraction** Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and two-digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ? – 9 **Number and place value** Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers from 1-40 in numerals. Read and write numbers from 1-20 in numerals and words. Identify and represent numbers using objects and pictorial representations. Given a number, identify 1 more or 1 less. **Measure: length and height** Compare, describe and Solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half. Measure and begin to record lengths and heights. **Measurement: weight and volume**	**Number: fractions** Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Geometry: Shape and position** Describe position, direction and movement, including whole, half, quarter and three-quarter turns. **Number and place value** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers from 1- 100 in numerals. Read and write numbers from 1 – 20 in numerals and words. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. Given a number, identify one more and one less. **Measurement: money** Recognise and know the value of different denominations of coins and notes. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. **Time** Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Recognise and use language relating to dates, including days of the week, weeks, months and years. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)

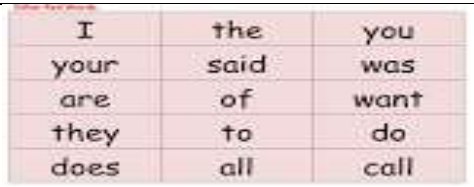
		Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record mass/weight, capacity and volume.	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. ***Time at the end of the term for consolidation, gap filling, seasonal activities, assessments, etc.***

English: Guided Reading	**Autumn**	**Spring**	**Summer**
Year 1	To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for **all** of the 40+ phonemes. To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions (for example, I'm, I'll, we'll). To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words. To re-read texts to build up fluency and confidence in word reading. To continue to demonstrate a pleasure in reading and a motivation to read. To link what they have read or hear read to their own experiences. To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To retell familiar stories in increasing detail. To recite simple poems by heart To discuss word meaning and link new meanings to those already known. To check that a text makes sense to them as they read and to self-correct. To predict what might happen on the basis of what has been read so far. To begin to make simple inferences. To discuss the significance of titles and events. To join in discussions about a text, take turns and listen to what others say.		

English: Writing Year 1	In Year 1, the children are always encouraged to write for an authentic audience and are introduced to the concept of writing to entertain and to inform their readers. Alongside their growing knowledge of how sounds are represented in writing (grapheme-phoneme correspondence, or GPCs), the children learn how to use this knowledge to write a wider range of vocabulary to support their own compositions. Simple sentence structure is emphasised, along with use of spaces between words, capital letters and full stops, to help the reader know where one idea ends and another begins. The children will also start to extend the range of punctuation applied by using question marks and exclamation marks in their writing. They will become familiar with a range of genres, such as narratives, recipes, letters and explanations, and enjoy playing with language whilst writing their own poetry.		
	Autumn	Spring	Summer
	Labels, lists and captions A range of labels, captions leading to a short list of instructions Narrative A short scene, imagining an event arising from a well-loved story Poetry List poems to describe a colour Recipes/ Instructions A range of recipes to be used in their own class celebration or party/ instructions for everyday life Narrative A retelling of a variety of traditional tales and the children's own original version	Narrative A short narrative inspired by a well-loved story Rules and Recount A set of rules for being a good classmate or friend; a recount about a real event Poetry A playful poem using rhyme with nonsense words Narrative A short narrative focusing on introducing characters and sequencing events in a story Poetry Performance poetry, experimenting with sounds, rhyme & rhythm	Letters A range of letters about themselves and their interests Poetry A free verse poem based on likes and dislikes Narrative An original story, told in the form of a traditional tale Explanation An explanation of the life cycle of an imaginary bug/ a fact file about an important celebration. Narrative A narrative focusing on development of a simple plot

English: Phonics and Spelling	**Autumn**	**Spring**	**Summer**
Year 1	**PlanIt Spelling Programme** The sounds /f/ and /s/, spelt 'ff' and 'ss' The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck' Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word The sound spelt n before g 'ng' The sound spelt n before k 'nk'	**PlanIt Spelling Programme** The trigraph igh The vowel digraph 'ar' The vowel digraph 'er' (unstressed) 'er' (stressed) The vowel digraph 'ir', 'ur' Adding –er and –est to adjectives where no change is needed to the root word	**PlanIt Spelling Programme** The vowel digraphs 'ow' and 'ou' Words ending with the sound /e/ spelt with 'y' The vowel digraph 'or' and the vowel trigraph 'ore' The vowel digraphs 'aw' and 'au' The vowel trigraph 'air' and 'are' The vowel trigraph 'ear'

	The sound /ch/ spelt 'ch' The sound /ch/ spelt –'tch' The sound v The /v/ sound at the end of words spelt with 've' The digraphs 'ai' and 'oi' are hardly ever used at the end of English words. The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables. The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word) The sound /ee/ spelt 'e' and with the vowel digraph 'ee' The vowel digraph 'ea' The vowel digraph 'ie' making the /igh/ and / ee/ sounds	Days of the week/ Common Exception Words The sound /k/ spelt with 'k' not 'c', before e, i and y The split vowel digraphs 'a-e' and 'e-e' The split vowel digraphs 'i-e' 'o-e' The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' The vowel digraph 'oo' – very few words have oo at the end The sounds/oo/ and /yoo/ spelt with 'ue' 'ew'	New consonant spelling 'ph' and 'wh' Adding the prefix –un without any change to the spelling of the root word Adding s and es to words Compound words Read words with contractions (Word reading - English) Common Exception Words
	'Set 1' initial phonics sounds: Some 'Set 2' phonics sounds: Lots of useful videos showing how to work on the 'Read Write Inc.' scheme of phonics sounds, with your children at home, can be found here: Ruth Miskin Training - YouTube 'Set 1 Red Words':	Set 2 sounds. Some of set 3 sounds **Set 3** Red words for phonics. Some common words contain a tricky spelling that hasn't made it onto the phonics sound charts. We call these Red Words. We need the children to read Red Words speedily, so they don't have to stop and think about them for long.	Set 3 sounds and split digraphs. Red words for phonics. Some common words contain a tricky spelling that hasn't made it onto the phonics sound charts. We call these Red Words. We need the children to read Red Words speedily, so they don't have to stop and think about them for long.  HF words-spelling. High-frequency words are common words that appear most often in language. These types of words are often referred to as 'sight words' as they are words that children are taught to recognise 'on sight'.

	Some common words contain a tricky spelling that hasn't made it onto the phonics sound charts. We call these Red Words. We need the children to read Red Words speedily, so they don't have to stop and think about them for long. Red Words Set 1 I the your are my you be of said no First 100 High Frequency words: High-frequency words are common words that appear most often in language. These types of words are often referred to as 'sight words' as they are words that children are taught to recognise 'on sight'. This is an important part of a child's education, as it enables children to identify words at a glance and allows them to read with greater confidence and speed. http://www.highfrequencywords.org/hfw100fp.pdf	 I the you your said was are of want they to do does all call High Frequency words- spelling http://www.highfrequencywords.org/hfw100fp.pdf Real and alien words. *"What are 'alien' Words?* *Formally known as 'pseudo' words, these are words that are not real. In Phonics, we call them 'alien'. The children read these words by applying their phonic knowledge. We use alien words to allow us to assess children's phonic capability."*	Some high-frequency words can be sounded out using phonics and are therefore decodable, but some do not follow the common phonetic spelling rules children learn in Year 1 and Year 2. Real and alien words. *"What are 'alien' Words?* *Formally known as 'pseudo' words, these are words that are not real. In Phonics, we call them 'alien'. The children read these words by applying their phonic knowledge. We use alien words to allow us to assess children's phonic capability."* Common Exception Words Some high-frequency words can be sounded out using phonics and are therefore decodable, but some do not follow the common phonetic spelling rules children learn in Year 1 and Year 2. These words are referred to as common exception words, which are trickier for pupils to learn.

			Year 1 the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our

Personal Social Health and Economics	**<u>Autumn</u>**	**<u>Spring</u>**	**<u>Summer</u>**

(PSHE) *including Relationships and Sex Education (RSE)*			
Year 1	**<u>Belonging to a community</u>** British Values; what rules are; caring for others' needs; looking after the environment. • examples of rules in different situations, e.g. class rules, rules at home, rules at school • that different people have different needs • all about me • how we care for people, animals and other living things in different ways • how we can look after the environment, e.g. recycling • change and loss • responding to adults we don't know • manners for you and me **<u>Module 2 Unit 1 – God Loves You</u>** • we are part of God's family • saying sorry is important and can mend friendships • Jesus cared for others and has expectations of them and how they should art • We should love other people in the same way God loves us **<u>Module 2 Unit 2 – Special People; Treat Others Well...; …and Say Sorry</u>** • To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special • The importance of wider family • The importance of being close to and trusting special people and telling them if something is troubling them • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour	**<u>Families and friendships</u>** Roles of different people; families; feeling cared for. • about people who care for them, e.g. parents, siblings, grandparents, relatives, • friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, • same-sex parents, etc. • about the importance of telling someone — and how to tel them — if they are worried about something in their family **<u>Module 1 Unit 1 – Let the Children Come; I am Unique; Girls and Boys</u>** • we are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • God has created us, his children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness • We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways • To learn that we are unique, with individual gifts, talents and skills • Our bodies are good • The names of the parts of our bodies (see SL if unsure) • Girls and boys have been created by God to be both similar and different – these differences are physical, emotional and spiritual and together make up the richness of the human family	**<u>Physical health and Mental wellbeing</u>** Keeping healthy; food and exercise; hygiene routines; sun safety. • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun **<u>Module 3 Unit 1 – Three in One; Who is my Neighbour?</u>** • That God is love: Father, Son and Holy Spirit • That being made in his image means being called to be loved and to love others • To know what a community is, and that God calls us to live in community with one another • A scripture illustrating the importance of living in community as a consequence of this • Jesus' teaching on who is my neighbour **<u>Growing and changing</u>** Recognising what makes them unique and special; feelings; managing when things go wrong. • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings

	• The characteristics of positive and negative relationships • Different types of teasing and that all bullying is wrong and unacceptable • 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 • To know that when we are unkind to others, we hurt God also and should say sorry to him as well • To know that we should forgive like Jesus forgives **Module 2 Unit 3 – Being Safe; Good Secrets and Bad Secrets; Physical Contact; Harmful Substances; Can You Help Me?** • to understand safe and unsafe situations, including online • the difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them • how to resist pressure when feeling unsafe • to know that they are untitled to bodily privacy • that there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest • medicines are drugs, but not all drugs are good for us • alcohol and tobacco are harmful substances • our bodies are created by God, so we should take care of them and be careful about what we consume • they should call 999 in an emergency and ask for ambulance, police and/or fire brigade • if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 • some basic principles of First Aid	**Module 1 Unit 2 – Clean & Healthy** **Module 1 Unit 3 – Feelings, Likes & Dislikes** • our bodies are good and we need to look after them • what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating • the importance of sleep, rest and recreation for our health • how to maintain personal hygiene • That it is natural for us to relate to and trust one another; • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); • A language to describe our feelings **Module 1 Unit 3 – Feelings Inside Out; Super Susie Gets Angry** **Module 1 Unit 4 – The Cycle of Life** • Children will have 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 for good behaviour • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do • That Jesus died on the cross so that we would be forgiven • Children will know and appreciate that there are natural life stages from birth to death, and what these are	• how to recognise feelings in themselves and others • how feelings can affect how people behave **Module 3 Unit 2 – The Communities We Live In** • That they belong to various communities such as home, school, parish, the wider local community, nation and global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc • That we have a duty of care for others and for the world we live in (charity work, recycling etc.) • About what harms and what improves the world in which we live **Safe relationships** Recognising privacy; staying safe; seeking permission. • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission **Respecting ourselves and others** How behaviour affects others; being polite and respectful. • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns **Keeping safe** How rules and age restrictions help us; keeping safe online. • how rules can help to keep us safe

			• why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared **Media literacy and Digital resilience** Using the internet and digital devices; communicating online. • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online **Money and Work** Strengths and interests; jobs in the community. • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do • mutual respect / individual liberty

Science	**Autumn 1** **Forces and space: Seasonal changes - 7 lessons** Reflecting on their experiences, the children learn about the four seasons and their associated weather, explore how seasonal changes affect trees, daylight hours and clothing and plan and present weather reports, considering the knowledge needed for the role.	**Spring 1** **Animals: Sensitive bodies** **7 lessons** Identifying and naming body parts, the children conduct practical activities with the senses to spot patterns and answer questions. **Spring 2**	**Summer 1** **Plants: Introduction to plants - 7 lessons** Venturing outside, the children identify and name common wild and garden plants (including deciduous and evergreen trees), observe plant parts with magnifying glasses and name them, sort leaves by appearance, investigate whether beans need water to grow and identify edible plant parts.

	Autumn 2 **Materials: Everyday materials - 7 lessons** Identifying and naming objects and the materials from which they are made, the children compare and group materials by how they look and carry out tests to sort them based on unobservable properties.	**Animals: Comparing animals - 7 lessons** Learning about animals, the children compare and group them by similarities and differences in characteristics, physical features and diets.	**Summer 2** **Making connections: Investigating science through stories - 6 lessons** Using picture books as inspiration, the children broaden their understanding of plants and animals by gathering and recording data to investigate if taller trees have larger trunks, recap the features of animal groups, build waterproof animal homes with natural materials and sort birds according to their diet.

Physical Education (P.E.)	Autumn	Spring	Summer
Year 1	**Locomotion: Jumping 1** • The focus of learning is to recap jumping, in different directions, at different speeds and different levels. • Pupils will begin to understand the different reasons when, where and why we jump in different ways. • Apply understanding of jumping into different scenarios. **Learning through Play: Games** • The focus of the learning is for pupils to understand why we need to listen to the instructions when playing a game. • Pupils will understand why we need to follow the instructions (rules) of a game and begin to understand what the consequences are if we do not follow the instructions. • Pupils will begin to understand the concept of winning and losing, building resilience. • Pupils will apply their developing understanding of taking turns. **Gymnastics**	**Dance: The Zoo** • Pupils will learn how to control and co-ordinate their bodies to perform movements that represent big animals. • Pupils to respond to rhythm using a range of controlled movements. • Pupils will create and perform a motif to an audience. **Games: Attack v Defence** • Pupils will learn what 'attacking' means and why, how we attack during a game. • Pupils will learn what 'defending' means and why we defend during a game. • Pupils will understand why we need to prevent the attackers from scoring. **Health and Wellbeing** • Pupils will understand what agility means and explore ways of being more 'agile' when moving. • Pupils will understand what hand eye coordination means and will start to develop their throwing, bouncing and rolling skills to refining their hand eye coordination skills.	**Team Building** • Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out. • Pupils will start to learn and understand what makes an effective team. • To develop our cooperation and communication skills to help us successfully complete a challenge as a team. **Ball Skills: Hands** • Pupils will explore different ways of sending (passing) the ball to their partner. • Pupils will continue to develop their understanding of why we aim when sending a ball. • Pupils will learn why we need to send a ball using different force and speeds. • pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball. **Locomotion: Running** • Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently.

	• The focus of learning is to apply 'champion gymnastics' to everything pupils do. • The class will explore movements and balances in a narrow way on the floor and on apparatus. • Pupils will explore different ways of transitioning between each shape using apparatus and linking. <u>Ball Skills: Feet</u> • Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them. • Pupils will apply their dribbling technique, keeping the ball away from their opponents. • Pupils will work with a partner and begin to understand how to kick a ball towards a target. Pupils will begin to understand why we need to be accurate when kicking (passing) a ball.	• Pupils will perform a circuit to develop their application and understanding of balance. Gymnastics: Body Parts • To apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.' To explore adding movement combinations together to create mini sequences.	• Apply pupils knowledge of how to run and where to run, while exploring running at different speeds. • Apply the correct technique of running as fast as we can in a racing context. <u>Rackets: Bats and Balls</u> • Pupils will explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled. • Pupils will begin to understand why we need to aim at a target when hitting (pushing) the ball. Pupils will apply their understanding of accuracy in a variety of games.
Computing	***<u>Autumn</u>***	***<u>Spring</u>***	***<u>Summer</u>***
Year 1	***<u>Project Evolve – Self Image and Identity</u>*** ***<u>Computing systems and networks - Technology around us</u>*** • To identify technology • To identify a computer and its main parts • To use a mouse in different ways • To use a keyboard to type on a computer • To use the keyboard to edit text • To create rules for using technology responsibly ***<u>Project Evolve - Online Bullying</u>*** ***<u>Creating media - Digital painting</u>*** • *To describe what different freehand tools do* • *To use the shape tool and the line tools* • *To make careful choices when painting a digital picture*	***<u>Project Evolve – Online Reputation</u>*** ***<u>Programming A - Moving a robot</u>*** • *To explain what a given command will do* • *To act out a given word* • *To combine 'forwards' and 'backwards' commands to make a sequence* • *To combine four direction commands to make sequences* • *To plan a simple program* • *To find more than one solution to a problem* ***<u>Project Evolve – Health, Well-being and lifestyle</u>*** ***<u>Data and information - Grouping data</u>*** • *To label objects* • *To identify that objects can be counted* • *To describe objects in different ways* • *To count objects with the same properties* • *To compare groups of objects* • *To answer questions about groups of objects*	***<u>Project Evolve – Online Relationships</u>*** ***<u>Creating media - Digital writing</u>*** • *To use a computer to write* • *To add and remove text on a computer* • *To identify that the look of text can be changed on a computer* • *To make careful choices when changing text* • *To explain why I used the tools that I chose* • *To compare typing on a computer to writing on paper* ***<u>Project Evolve – Privacy and Security</u>*** ***<u>Programming B- Programming animations</u>*** • *To choose a command for a given purpose* • *To show that a series of commands can be joined together* • *To identify the effect of changing a value* • *To explain that each sprite has its own instructions*

	• *To explain why I chose the tools I used* • *To use a computer on my own to paint a picture* • *To compare painting a picture on a computer and on paper*		• *To design the parts of a project* • *To use my algorithm to create a program*

History	**Autumn**	**Spring**	**Summer**
Year 1	How am I making history? 8 lessons Investigating the past within living memory by exploring personal chronology and using photographs to ask and answer questions about the past. Pupils create simple timelines and begin to understand how their own lives fit into a sequence of events. What is my history? How can I find out more about myself? How are special events remembered? What was it like for children in the past? How am I making History?	How have toys changed? 7 lessons Investigating toys from the past by sequencing artefacts, asking historical questions and examining how teddy bears have changed over time. Pupils use evidence from historical sources, explore continuity and change and consider how toys might develop in the future. What is your favourite toy? Did your parents and grandparents play with the same toys as you? What were toys like in the past? What is similar and different about toys now and in the past? How have teddy bears changed over time? How have toys changed?	How have explorers changed the world? 7 lessons Discovering how explorers have changed the world by learning about significant people and events beyond living memory. Pupils create timelines, investigate journeys of exploration and compare exploration in the past with exploration today. What is an explorer? Where have explorers travelled and when? Who was Christopher Columbus and what did he do? Who was Mathew Henson and what did he do? How has exploration changed? How can we remember them?

Geography	Autumn	Spring	Summer
	What is it like here? (6 lessons) **Developing mapping skills by locating familiar features on aerial photographs and creating simple maps.** Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.	**What is the weather like in the UK? (6 lessons)** **Learning about the countries and cities of the UK and how the weather changes across the seasons.** Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons and the current season and describe some seasonal changes. Identify the four compass directions. Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Suggest appropriate clothing and activities for each season.	**What is it like to live in Shanghai?** **Investigating the wider world by locating continents, oceans and countries beyond the UK, with a focus on China.** Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features.

Design and Technology (D&T)	Autumn	Spring	Summer
Year 1	**Autumn 1** **Mechanisms: Matching slider game - 6 lessons** Exploring different types of mechanisms used in products, with a focus on how sliding mechanisms create movement. Pupils investigate simple paper sliders before designing and making a game that uses two sliding mechanisms, in both a mock-up and a final product. **Autumn 2**	**Spring 1** **Textiles: Simple stitches - 6 lessons** Examining fabrics, practising basic sewing techniques and identifying how different materials are made from threads. Pupils learn how to thread a needle and sew simple stitches before designing and creating a piece of decorative bunting. **Spring 2** **Mechanisms: Wheels and axles - 6 lessons**	**Summer 1** **Cooking and nutrition: Smoothies - 7 lessons** Examining and taste-testing different fruits and vegetables to identify and compare ingredients. Pupils select ingredients for a smoothie before making their product and designing accompanying packaging. **Summer 2** Use this time to: ★ Extend projects ★ Attend trips ★ Celebrate (gallery) ★ Set challenges

	Structures: Stable structures - 6 lessons Investigating stable shapes and using an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures. Pupils apply their understanding by designing and making a fun, stable pencil pot for a Year 1 pupil.	**Developing an understanding of how wheels, axles and axle holders work while practising cutting straight and curved shapes with scissors. Pupils problem-solve to improve their wheel designs before designing, building and evaluating a pull-along toy against design criteria.**	

Art	Autumn	Spring	Summer
Year 1	**Autumn 1** **Drawing** - Exploring line and shape through a range of materials and stimuli, with a focus on the work of Bridget Riley and Paul Klee. Pupils develop control and creativity by experimenting with expressive mark making and portrait drawing, using lines and shapes to improve accuracy. **Autumn 2** **Painting and mixed media** - Using a range of tools and surfaces, pupils explore colour mixing through paint play. Inspired by Clarice Cliff and Jasper Johns, they then experiment with colour combinations and techniques to create their own paintings.	**Spring 1** **Sculpture** - Creating simple 3D shapes and structures using paper and card, inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. Pupils manipulate materials by folding, rolling and scrunching to make sculptures, then collaborate on a larger piece influenced by Louise Bourgeois. **Spring 2** **Crafting -** Developing fibre art skills such as plaiting, threading, knotting and weaving. Inspired by the work of Cecilia Vicuña, pupils apply these techniques to create three-dimensional woven artworks, experimenting with materials and structure.	**Summer 1** This half term is dedicated to producing three pieces of work in drawing, colour, and sculpture for a school wide themed exhibition held in June. **Summer 2** **Visio Divina** – as part of our Catholic faith, children will study a painting from scripture. Visio divina is a way of praying by looking at art. It means "divine seeing" in Latin. In visio divina, children look at an image slowly and reflect on what it shows them. The children will have the opportunity to evaluate and analyse the artist's work, recreate the painting in a chosen medium, and finally write their reflection and actions to accompany their work.

Modern Foreign Languages (MFL)	Autumn	Spring	Summer
Year 1	Nursery Rhymes	Mini Beasts Recognise and recall 10 minibeasts in French.	Numbers and Colours Say 10 common colours in French.

	Actively participate and enjoy six traditional nursery rhymes in French. Start to understand and decode more of the spoken/sung French we hear	Recall greetings more easily in French. Recognise and follow instructions in French. Follow an animated story in French.	Count from 1-10 in French.
	• I can join in with the actions and words of a simple song or rhyme. • I can join in with the repeated refrains of a story • I can begin to say simple sentences, with support. • I can ask a simple familiar question. • I can answer a simple familiar question. The focus of study in French lessons is on practical communication however pupils are also taught to: • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing.		

Music	Autumn	Spring	Summer
Year 1	**Charanga –** **Topic 1 Hey You** **Topic 2 Rhythm in the Way we Walk** **Listen and Appraise** To know 5 songs off by heart To know what the songs are about To know and recognise the sound and names of some of the instruments they use - ***I can concentrate and listen to a piece of music.*** - ***I can find the pulse by moving my body*** - ***I can use musical words and phrases to describe a piece of music.***	**Charanga –** **Topic 1 In the Groove** **Topic 2 Round and Round** **Playing** Learn the names of the notes in their instrumental part from memory or when written down Learn the names of the instruments they are playing - ***I can name different musical instruments*** **Improvisation** Improvisation is about making up your own tunes on the spot	**Charanga –** **Topic 1 Your Imagination** **Topic 2 Reflect Rewind and Replay** – consolidation of learning and contextualising the history of music.

	- ***I can say what I like or dislike about a piece of music and how it makes me feel.*** - ***I can understand that Rhythm describes the mixture of long and short sounds which are performed on top of the pulse.*** - ***I can listen to, copy and repeat a simple melody.*** **Games** To know that music has a steady pulse, like a heartbeat To know that we can create rhythms from words, our names, favourite food, colours and animals **Singing** To confidently sing or rap five songs from memory and sing them in unison - ***I can understand that pitch describes how high or low sounds are.*** - ***I can perform rhymes, raps and songs*** - ***I can work and perform as part of an ensemble or as a group singing.*** - ***I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently.***	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Everyone can improvise! **Composition** Composing is like writing a story with music Everyone can compose **Performance** A performance is sharing music with other people, called an audience - ***I can follow the conductor or band leader*** - ***I can understand that tempo describes how fast or slow the music is.*** - ***I can understand that dynamics describe how loud or quite the music is.***	