

Cottesmore St Mary Catholic Primary School – Curriculum Overview for the Year

Year 1	Autumn 1 st half term		Autumn 2 nd half term		Spring 1 st half term		Spring 2 nd half term		Summer 1 st half term		Summer 2 nd half term	
Whole school spiritual theme	Core Values Liturgical calendar: Harvest		Parables of Jesus Liturgical calendar: Advent / Christmas		Old Testament Liturgical calendar: Epiphany		Psalms Liturgical calendar: Lent		Miracles of Jesus Liturgical calendar: Easter		Miracles of Jesus Liturgical calendar: Pentecost	
Overall year group theme	A Walk in the Woods				Flying High				Turrets and Tiaras			
RE	Families	Belonging	Judaism	Waiting	Special people	Meals	Change	Holidays and holy days	Being sorry	Islam	Neighbours	
English reading and writing	<u>Poetry</u> Using the senses <u>Non Fiction</u> Labels, Lists and captions <u>Narrative</u> Stories with familiar settings				<u>Poetry</u> Poems on a theme <u>Narrative</u> Stories with a predictable and patterned language <u>Non Fiction</u> Instructions <u>Narrative</u> Stories about fantasy worlds- Diary Entry				<u>Poetry</u> Pattern and rhyme <u>Narrative</u> Traditional and Fairy Tales <u>Non Fiction</u> Information Texts Recount (Dictionary)			
English grammar	<u>Phonics and Reading</u> Children follow Read Write Inc – a fast paced, rigorous and structured phonics programme. Children read fiction and nonfiction texts for meaning developing fluency and expression at their level of phonic understanding and knowledge. Children acquire a wide vocabulary through the carefully selected reading books and develop their speaking and listening skills daily. The Read Write Inc writing programme is linked to the reading books and includes spelling, grammar and handwriting. When a child is sufficiently confident in phonics they join a Literacy programme. <u>Sentence Work</u> -Understand how words can combine together to form sentences. -Join words and clauses using ‘and’. -Sequence sentences to form short narratives. <u>Text Work</u> -Sequencing sentences to form short narratives <u>Punctuation</u> -Separation of words with spaces -Capital letters and full stops to demarcate sentences. -Question marks and exclamation marks to demarcate sentences. -Capital letters for names and for the personal pronoun I.											

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	<u>Handwriting – pupils should be taught to;</u> -Sit correctly at a table, holding a pencil comfortably and correctly. -Begin to form lower case letters in the correct direction, starting and finishing in the right place. -Form capital letters. -Form digits 0-9. -Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in a similar way) and practise these. <u>Spoken Language</u> -Listen and respond appropriately to adults and their peers. -Ask relevant questions and extend their understanding and knowledge. Terminology pupil need to know Letter, capital letter, singular, plural, full stop, exclamation mark, questions mark, word, sentence punctuation <u>Spelling</u> Following the Read Write Inc scheme of work covering all Year 1 rules and word banks. <u>Terminology pupil need to know</u> Noun, adjective, verb, suffix, prefix, tense (past and present and continuous), capital letter, singular, plural, full stop, exclamation mark, question mark.					
Maths (using the White Rose mastery approach to teaching maths)	<u>Number</u> Place Value (within 10) Addition and Subtraction (within 10)	<u>Geometry</u> Shape <u>Number</u> Place Value (within 20)	<u>Number</u> Addition and Subtraction (within 20) Place Value (within 50)	<u>Measurement</u> Length and height Weight and Volume	<u>Number</u> Multiplication and Division Fractions <u>Geometry</u> Position and Direction	<u>Number</u> Place Value (within 100) <u>Measurement</u> Money Time
Science <u>Working Scientifically</u> Suggests how to find things out Decides what equipment to use for an experiment Can measure in non-standard measures Chooses equipment to take measurements Records results in a tally chart Presents results as a	<u>Animals including Humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		<u>Everyday Materials</u> Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass., metal, water, and rock Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.		<u>Seasonal Changes</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <u>Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Can identify what plants need to grow.	

Cottesmore St Mary Catholic Primary School – Curriculum Overview for the Year

pictogram Answers simple questions about data presented in pictograms			
History		<u>Significant events in recent history</u> -Can describe the first flight by the Wright Brothers -Can describe the achievements of Neil Armstrong and Yuri Gagarin -Can describe how exploration has changed over time -Can talk about the lives of significant individuals in the past who have contributed to national and international achievements – Neil Armstrong (astronaut) <u>Chronological Understanding</u> -Can describe changes and key events in their own chronology (e.g. interests, likes/dislikes, abilities, when I learned to...) -Can order artefacts and pictures from different time periods <u>Historical interpretation and enquiry skills</u> -Can talk about why the significant individuals studied, acted the way they did	<u>Significant local historical event</u> Can explain how and why Bodiam Castle was built Can compare and contrast what life was like in the castle and how it is different from how we live today. <u>Chronological Understanding</u> Uses common words and phrases relating to the passing of time (e.g. now, then, long ago) <u>Historical Interpretation and Enquiry Skills</u> Is beginning to use resources to help them talk about past events
Geography	<u>Human and Physical Geography</u> -Can describes how the local environment is affected by its geographical location -Can name the 4 seasons and describe typical weather conditions and how it affects people's lives -Can explain how the local area is affected by pollution (eg litter) -Can explain what changes are taking place in the local environment. <u>Geographical Skills & Fieldwork</u> -Can draw a simple picture map labelling given	<u>Locational and Place Knowledge</u> Can locate the equator and north/south poles on a map or a globe Makes predictions about the hottest and coldest parts of the world Can name and locate the 4 countries of the UK on a map	<u>Human and Physical Geography</u> Uses the correct terms for simple geographical features in the local environment (eg forest, hill, mountain, valley) <u>Geographical Skills & Fieldwork</u> - Can use maps and compasses to identify the North, South, West and East and linked to the N,S,E and W parts of Bodiam Castle.

Cottesmore St Mary Catholic Primary School – Curriculum Overview for the Year

	features. -Can name and describe common features of the home & school environments from first hand observations (eg playground, garden, kitchen) -Uses simple locational language including in front, behind, next to, describe the location of geographical features on a map and in fieldwork. -Recognises simple human and physical features on an aerial photograph or simple map -Is beginning to show an awareness that objects look different from above.					
Art and Design	<u>Drawing:</u> -can explore a range of mark making media. -develop line. - can explore a range of pencils and fine liners and talk about the different effects they have created. -is beginning to use a sketchbooks.	<u>Painting</u> Recognise primary colours and exploring mixing secondary colours on colour wheel. <u>Knowledge& understanding</u> Recognise & describe simple characteristics of artists work- Anthony Browne ‘A Walk in the Woods’ ‘A Foggy Forest’	<u>Drawing:</u> -Is exploring texture with line. - can make observational drawings using charcoal, pencils, pen. <u>Collage</u> cutting, tearing, arranging, spacing. <u>Knowledge & understanding</u> Scientific drawings of birds, Leonardo da Vinci- inventions.		<u>Drawing</u> – self-portraits, pattern, <u>Collage</u> textures <u>Knowledge & Understanding</u> Medieval illuminated letters, shields and tapestries <u>Evaluating</u> Show interest in work of others and describe others work, naming some processes and tools used.	
DT	<u>Working with mechanisms / movements / levers</u> Exploring and using mechanisms including levers and sliders. ‘Moving Pictures’ Little red riding hood		<u>Mechanisms</u> <u>Wheels and Axles</u> -Identify the wheels, chassis, axles in a toy vehicle - Be able to accurately measure and saw a piece of dowling - Design a functional vehicle using a range of tools and equipment (cutting, joining and finishing) <i>Creating a Space moon buggy- saw dowling and make axles for vehicle.</i>		<u>Food</u> -Knows that all food comes from plants or animals that have to be farmed or caught. - Can use a range of ingredients and tools. - Can clean and chop vegetables. <i>Prepare Medieval potage</i>	
PE	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor	Outdoor

Cottesmore St Mary Catholic Primary School – Curriculum Overview for the Year

	<u>Games (Rugby)</u> Play in a team, ball skills including dodging and catching. <u>Indoor Gymnastics</u> Can balance on one leg (for 10 seconds or more) Can stretch or curl their body (i.e. into a ball shape) Moves and stops safely	<u>Games (Football)</u> Play in a team, ball skills including attacking and defending. <u>Indoor Dance</u> -can copy simple sequences and repeat them - shows rhythm in dance -creates different patterns in the air or on the floor - can create sequences with a partner and identify how the sequences can be improved.	<u>Games (hockey)</u> Play in a team, ball skills including developing simple tactics. <u>Indoor Gymnastics</u> Can adjust speed and direction when moving around a space (inc. in games)	<u>Games (Basketball)</u> Play in a team, ball skills including throwing and catching, dribbling and coordination. <u>Indoor Dance</u> -makes rounded and spiky body shapes together to make a short dance - chooses the best movements to show different ideas - Performs their own dance moves	<u>Games (Athletics)</u> Play in a team, ball skills including balance, agility and coordination <u>Indoor Gymnastics</u> Climbs safely using hands and feet Jumps safely from two feet to two feet	<u>Games (striking and fielding)</u> Play in a team, ball skills including dodging and catching. <u>Indoor Gymnastics</u> Can roll, curl, travel and balance in different ways
Music	<u>Performance</u> Exploring difference sounds their voices can make. Learning campfire songs. Recognize and name all classroom percussion instruments and know how to look after them and play them correctly. Accompanying songs with classroom percussion instruments	<u>Transcription</u> Understand the words pitch, pulse and rhythm and be able to notate basic rhythms (walk and jogging) from songs. <u>Appreciation</u> Listen to small groups perform in class and share ideas.	<u>Performance</u> Learning topic related songs about flying <u>Transcription</u> Exploring playing with dynamics and understand the simple latin musical terms of <i>piano</i> and <i>forte</i> and <i>crescendo/decrescendo</i>.	<u>Appreciation/Composition</u> Listen to the piece the Firebird suite. Create as a class a piece about a firebird. Use pictures/symbols to notate their musical piece.	<u>Performance</u> Singing songs about Castles <u>Transcription</u> Explore contrasts in Music including pitch, dynamics, tempo, duration and texture.	<u>Composition</u> Create a class piece that accompanies a story using their voices and classroom percussion instruments. <u>Appreciation</u> Listen back to a recording of their class piece and share ideas.

Cottesmore St Mary Catholic Primary School – Curriculum Overview for the Year

Computing	We are controllers – organising- Creating, organising and storing information.	We are celebrating – productivity – creating a card electronically	We are programmers- programming-create and debug simple programs.	We are space hunters- programming-using programmable toys.	We are storytellers – communication/collaboration – producing a talking book	We are TV Chefs – computational thinking – filming a recipe
EPR (Education in Personal Relationships)	New beginnings Global education – identity and belonging	Getting on and falling out Say no to Bullying Gender – Be who you are	Going for goals Drugs Education <i>Medicines and people who help us</i>	Good to be me (Mental Health and wellbeing lessons) Difference and diversity – <i>Gypsy Roma Traveller Education</i>	Protective Behaviours <i>Feeling good, feeling safe(1)</i> Feeling good, feeling safe(2)	RSE - Growing and caring for ourselves Changes
Enrichment	Forest school	Forest school	Visit from Owl expert linking with the story Owl babies and topic Flying High	NASA Space day at school	Castle making workshop involving parents	Bodiam Castle trip