



Year One ~ Curriculum Overview

Spring Term

Building the Kingdom Catholic Social Teaching	Dignity of Work <i>"The Lord blesses our work so that we may share its fruits with others."</i> – Deuteronomy 24:14-15	
Big Questions 	Are some jobs more important than others? How do we help others find their gifts?	
Religious Education 	Our gospel virtues for this term are: Spring One: Grateful and Generous Spring Two: Attentive and Discerning Prayers children will learn: Our Father Hail Mary	This term's topics in RE will be: • Christmas • Jesus: Teacher and Healer • Forgiveness • Lent • Holy Week
Liturgical Dates 	6th January: Epiphany 12th January: The Baptism of the Lord 25th January: Feast of the Conversion of St Paul 2nd February: Feast of the Presentation of the Lord	26th February: Ash Wednesday 6th April: Palm Sunday 10th April: Maundy Thursday 11th April: Good Friday 13th April: Easter Sunday
RSE ~ Life to the Full 	Module 1: Created and Loved by God Story Sessions: Handmade with Love Me, My Body and My Health: I am Unique, Girls and Boys, Clean & Healthy Emotional Wellbeing: Feelings, Likes and Dislikes, Feelings Inside Out and Super Susie Gets Angry Life Cycles: The cycle of life	
English 	Read Write Inc. <i>Through our Read Write Inc. scheme, children will:</i> Reading: • Learning new sounds and consolidating previously learnt sounds and using these to read longer and unfamiliar words • Draw on background knowledge and use of inference skills to understand books they can already read. • Learning to read by sight (and develop spelling of) common words that they cannot sound out such as; where, there, friend etc. Talk Through Stories: ➤ Story Week: Delve into a story! Exploring the language e.g. favourite phrases ➤ Vocabulary Week: Children develop an understanding of sophisticated vocabulary (Tier Two) and learn how to use these words in context. Spring One:  Click, Clack, Moo by Doreen Cronin Billy and the Beast by Nadia Shireen I am Nefertiti by Annemarie Anang and Natelle Quek My Monster and Me by Nadiya Hussain The Rapping Princess by Hannah Lee & Allen Fatimaharan LOVE by Corinne Aveniss & Kirsti Beautyman	

Spring Two:



Writing:

- Sequence sentences to form short narratives

Grammar/Punctuation/Spelling:

- Consolidating our knowledge of basic sentence punctuation (capital letters and full stops) alongside building an awareness of question marks and exclamation marks
- Using conjunctions to link ideas in a sentence or move a story on
- Using noun phrases for description
- Begin to read and spell the Year One common exception words. Alongside this we will be focusing on using the correct letters to represent a sound.

Maths



Place Value within 20

In this unit, children will learn to:

- Count within 20
- Understand the value of numbers from 11 to 20
- Count on from any number to 20
- Know 1 more and 1 less
- Compare numbers using less than, greater than or equal to
- Count accurately along a number line
- Estimate on a number line

Addition and Subtraction within 20

In this unit, children will learn to:

- Add by counting on within 20
- Add ones using number bonds
- Find and make number bonds to 20
- Doubles
- Near doubles
- Subtract ones using number bonds
- Subtraction – counting back
- Subtraction – finding the difference
- Related facts
- Step 10 Missing number problems

Place Value within 50

In this unit, children will learn to:

- Count from 20 to 50
- Understand the value of 20, 30, 40 and 50
- Count by making groups of tens
- Groups of tens and ones
- Partition into tens and ones
- The number line to 50
- Estimate on a number line to 50
- 1 more, 1 less

Height and Length

In this unit, children will learn to:

- Compare lengths and heights
- Measure length using objects
- Measure length in centimetres

Mass and Volume

In this unit, children will learn to:

- Heavier and lighter
- Measure mass
- Compare mass
- Full and empty
- Compare volume
- Measure capacity
- Compare capacity

Science



Seasons and Weather

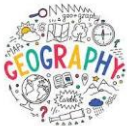
By the end of this unit, children will learn that:

- We have four seasons; spring, summer, autumn and winter
- Our weather is warmer during the spring and summer and cooler during the autumn and winter
- Our days of sunlight are longest in the summer and shortest in the winter

Taking Care of the Earth

By the end of this unit, children will learn that:

- People are causing pollution that is damaging the earth
- A natural resource is something that is found in nature that people can use
- A manufactured resource is something people have created to use

	• Know that tools (rain gauge, temperature and weather vane) are used to gather data about the weather • Data is information that we can represent using graphs • There are different types of cloud and that clouds can indicate the weather we are about to experience • Recognise weather symbols used in weather forecasting and explain the importance of accurate forecasts • Scientists that study the weather are called meteorologists • Some weather can be dangerous, for example, hurricanes	• Some natural resources cannot be easily replaced (non-renewable) • Some natural resources can be easily replaced (renewable) • Logging is cutting down trees • Logging causes damage to the environment • Pollution occurs when an environment is damaged by waste • We can reduce the amount of pollution we create • When something is reused, it is recycled • We recycle items to reduce the amount of waste
PE 	Spring One: Gymnastics <i>By the end of this unit, children will:</i> • Hold their bodies still in a range of different shapes. • Roll using different body positions, such as in a stretched or curled position. • Combine body shapes and rolls to make a short sequence. • Balance on different body parts, including a range of simple points and patches balances. • Perform a range of simple shapes and balances on apparatus, such as benches, with control.	Spring Two: Swimming (Tuesdays) Our aim for swimming in KS1 is to: • Become confident being in the water. • To listen carefully to instructions in order to stay safe.
Geography 	The UK (Spring One) <i>By the end of this unit, children will:</i> • Learn the name, location and characteristics of the four countries and capital cities of the United Kingdom. • Identify the Union Jack and identify as the flag of the United Kingdom. • Look at physical and human features of the countries within the UK and will use maps to identify coastlines, hills, rivers, lakes, towns and cities. • Identify seasonal and daily weather patterns in the UK. • Use maps and atlases to locate the United Kingdom and will recognise the location of the countries within the UK. • Develop their understanding of place as they identify locations around the UK. • Begin to understand how places are connected.	
History 	Kings, Queens and Leaders (Spring Two) <i>By the end of this unit, children will learn that:</i> • England has been ruled by Kings and Queens for a long time. • His Royal Highness King Charles III is our current king. • King John was forced to sign the Magna Carta by the Barons. • Parliament was set up to make decisions for the country. • There was a time when there was no King of England. • Oliver Cromwell was called upon to rule the country and become the 'Lord Protector'.	
Art 	Architecture Concepts: Key concepts covered in this unit are architecture and architects, architectural features, the purpose of buildings and architectural features,	Style in Art/Narrative Art This unit introduces two separate subject areas within one unit: style in art and narrative art.

	design, evaluation. Skills: <i>Drawing skills covered in this unit include:</i> • Holding the pencil using a firm but relaxed grip as for writing. • Using light, fluid lines, not pressing too hard with the pencil. • Using the whole space on a page to make a drawing. • Using different kinds of line/shapes to describe different shapes/objects/patterns. • Drawing large shapes and then adding smaller details. <i>Sculpting skills using clay covered in this unit include:</i> • Rolling/manipulating clay on a wooden board. • Ensuring that clay is of an appropriate shape and thickness to ensure the final object has sound strength. • Joining clay together: cross hatching surfaces with a tool, adding slip to the cross hatched area, sticking parts together, smoothing down the edges of joins.	Style in Art is defined as 'how a piece of art looks' and this is explored by reference to particular paintings techniques: pointillism used by Seurat and short brushstrokes used by Van Gogh. Narrative art (art which tells stories) is an introduction to the wider concept of history painting. They will learn that art can tell a story by representing characters and settings. Children will learn, by looking at paintings representing the story of St George and the Dragon, that artists can show different characteristics and personalities by the way they draw and paint.
Music 	This term, children will learn about: Pulse <i>By the end of this unit, children will:</i> • Understand pulse • Create simple patterns • Understand how sound is represented by symbols • Learn how to maintain a pulse and identify strong beats • Learn how to identify a tempo	Timbre <i>By the end of this unit, children will:</i> • Learn different ways to use their voice • Learn different ways to use their body • Learn different ways to use instruments • Learn the difference between high and low sounds • Learn the difference between loud and quiet sounds • Learn the different instruments in an orchestra
Spanish 	This term, children will learn: Greetings: Hello, Goodbye, Good morning, Good afternoon, Good evening, How are you? Numbers: 0 – 10 Colours: Red, yellow, blue, green, orange, pink, purple, brown, black and white.	