



Year One ~ Curriculum Overview

Summer Term

Building the Kingdom Catholic Social Teaching	Solidarity "If one member of Christ's body suffers, all suffer. If one member is honoured, all rejoice." – 1 Corinthians 12:12-26	
Big Questions 	How can you make a difference for the better? What challenges might a community face?	
Religious Education 	Our gospel virtues for this term are: Summer One: Compassionate and Loving Summer Two: Faith-filled and Hopeful Prayers children will learn: Our Father Hail Mary	This term's topics in RE will be: • Easter • Pentecost • Sharing in Jesus' Life • Following Jesus Today
Liturgical Dates 	28th April - St George's Feast Day 29th May - Ascension of the Lord (Holy Day of Obligation)	8th June - Pentecost 20th June – St. Alban's Feast Day 27th June - Most Sacred Heart of Jesus 29th June - St Peter and St Paul (Holy Day of Obligation)
RSE ~ Life to the Full 	Module 2: Created to love others Religious Understanding: God Love You Personal Relationships: Special People, Treat Others Well..., ...And Say Sorry. Life Online: Real Life Online, Rules to Help Us Keeping Safe: Good and Bad Secrets, Physical Contact, Harmful Substances.	
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. Summer One:  Max and the Tag-Along Moon by Floyd Cooper Small's Big Dream by Manjeet Mann Sonya's Chickens by Phoebe Wahl Gigantosaurus by John Duddle	

Summer 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



Multiplication and Division

In this unit, children will learn to:

- Step 1 - Count in 2s
- Step 2 - Count in 10s
- Step 3 - Count in 5s
- Step 4 - Recognise equal groups
- Step 5 - Add equal groups
- Step 6 - Make arrays
- Step 7 - Make doubles
- Step 8 - Make equal groups – grouping
- Step 9 - Make equal groups – sharing

Fractions

In this unit, children will learn to:

- Step 1 - Recognise a half of an object or a shape
- Step 2 - Find a half of an object or a shape
- Step 3 - Recognise a half of a quantity
- Step 4 - Find a half of a quantity
- Step 5 - Recognise a quarter of an object or a shape
- Step 6 - Find a quarter of an object or a shape
- Step 7 - Recognise a quarter of a quantity
- Step 8 - Find a quarter of a quantity

Position and Direction

In this unit, children will learn to:

- Step 1 - Describe turns
- Step 2 - Describe position – left and right
- Step 3 - Describe position – forwards and backwards
- Step 4 - Describe position – above and below
- Step 5 - Ordinal numbers

Place Value within 100

In this unit, children will learn to:

- Step 1 - Count from 50 to 100
- Step 2 - Tens to 100
- Step 3 - Partition into tens and ones
- Step 4 - The number line to 100
- Step 5 - 1 more, 1 less
- Step 6 - Compare numbers with the same number of tens
- Step 7 - Compare any two numbers

Money

In this unit, children will learn to:

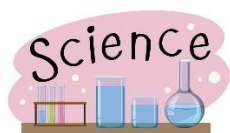
- Step 1 - Unitising
- Step 2 - Recognise coins
- Step 3 - Recognise notes
- Step 4 - Count in coins

Time

In this unit, children will learn to:

- Step 1 - Before and after
- Step 2 - Days of the week
- Step 3 - Months of the year
- Step 4 - Hours, minutes and seconds
- Step 5 - Tell the time to the hour
- Step 6 - Tell the time to the half hour

Science



Plants

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

- *Plants need the right temperature, light and water to grow*
- *Most plants grow from seeds*
- *If seeds do not get the right conditions, they may not grow into healthy plants*
- *The roots of a plant act as an anchor, fixing the plant into the ground. They also absorb water from the soil.*
- *The stem of a plant grows above the ground. The leaves and flowers grow from it.*
- *A plant's leaves absorb sunlight and turn it into energy that the plant uses to grow.*
- *Plants spread their seeds in order to make new plants*
- *When plants make seeds to make new plants, we call this reproducing*
- *Evergreen trees keep their leaves all year round*
- *Deciduous trees drop their leaves during autumn time and grow fresh leaves in spring*
- *We eat different parts of plants including roots, stem, leaves and sometimes the flowers*
- *Some plants are dangerous to eat and could make us ill*
- *We need a variety of fruit and vegetables in our diet*

Taking Care of the Earth

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

- *Objects around us are made from types of materials.*
- *Some everyday materials that objects are made from include wood, plastic, glass and metal.*
- *Each material can be used to make many different things, for example plastic can be made into cups, plates, toys, chairs.*
- *Properties of materials are things we can measure, see or feel.*
- *Materials have different properties that make them useful for different tasks.*
- *Some materials will be better suited to certain purposes than others.*
- *Certain materials are attracted to magnets.*
- *We cannot see the force of magnetism.*

PE



Spring One: Attacking and Defending

By the end of this unit, children will:

- *move to a free space in a team game;*
- *move away from a defender in a team game;*
- *begin to stay near to an attacker;*
- *begin to follow an attacker's movements;*
- *begin to get between two attackers;*
- *begin to get into a space to intercept a ball;*
- *begin to pass a ball to another player;*
- *begin to look for other players to pass to in useful spaces;*
- *begin to lean away from a defender;*
- *begin to look for a space to move into, to get past a defender;*
- *begin to use simple attacking and defending skills in a team game;*
- *begin to identify a skill I can improve on and use resources to work on this.*

Spring Two: Running and Jumping

By the end of this unit, children will:

- *speed up and slow down;*
- *sprint at their full speed for a short time;*
- *turn their body in a new direction;*
- *change direction when walking;*
- *bend their knees when they land;*
- *push off from the balls of their feet to jump up;*
- *perform a jump of their choice as part of a sequence.*

Geography 	The Seven Continents (Summer One) <i>By the end of this unit, children will:</i> • Know there are seven continents on Earth: Asia, Europe, Africa, North America, South America, Australia, and Antarctica. • Know that we have five oceans on Earth: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean, and the Arctic Ocean. • Know the North Pole is located at the northernmost point on Earth, while the South Pole is at the southernmost point. • Know the Equator is an imaginary line that encircles the Earth at its midpoint. • Know deserts, grasslands, and rainforests can be found on various continents around the world. • Know we live in the continent of Europe.	
History 	Parliament and Prime Ministers (Summer Two) <i>By the end of this unit, children will learn that:</i> • William and Mary signed the Bill of Rights. • Parliament makes decisions about our country. • The Prime Minister is the leader of the government. • The Prime Minister leads the country. • Robert Walpole is considered by historians to have been the first Prime Minister. • Adults vote to choose the people who run our country.	
Art 	Paintings of Children Concepts: Key concepts covered in this unit are that art can tell us about how people lived in the past, primary and secondary colours, tints and shades, holding different poses and that art can use different styles. 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.	Sculpture This unit introduces children to 3D art. Children are likely to be aware of sculpture through statues they have seen in public spaces. They start by exploring how sculptors can use different materials to make sculptures. From this starting point lesson 2 explores the difference between the words 'sculpture' and 'sculptor' and the children compare Degas' drawings and sculptures of ballerinas. Over the course of three lessons the children then learn about the process of making a sculpture, using the work of Gormley and Hepworth to explore making models for larger sculptures, casting and applying colour to sculptures. To investigate this process themselves they create sculptures in clay and plaster. The unit finishes by returning to the concept of style, previously studied in year 1 in relation to painting, by comparing the work of Giacometti and Moore and the children create their own elongated Giacometti-like figures using pipe-cleaners and foil.
Music 	This term, children will learn about: Samba <i>This unit introduces pupils to samba, which is a kind of music and dance from Brazil that is performed in street carnival celebrations. It is recognised as a symbol of Brazil and has its roots in African religious traditions, particularly of the Congo. Samba music uses percussion instruments in particular rhythms which create a musical conversation between a leader and other players, by way of imitation and call and response (responding to a rhythmic 'call' with a different 'response'). Rhythms (patterns in sound) are layered over a steady beat/pulse (the regular heartbeat of the music). There are special percussion instruments used by samba bands: the surdo drum is a large bass drum, the tamborim is a small drum, the ganzá is a shaker, and the agogô is a bell. The music can have different</i>	

	<i>sections, like the different parts of a story. These are sometimes indicated in samba music by the band leader blowing a whistle called an 'apito'</i>
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.