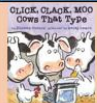
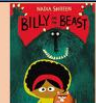




Year One ~ Curriculum Overview

Spring Term

Building the Kingdom Catholic Social Teaching	Option for the poor and vulnerable <i>"True worship is to work for justice and care for the poor"</i> Isaiah 58:5-7	
Big Question 	Is it fair that some people have very little, and others have plenty?	
Religious Education 	Our gospel virtues for this term are: Spring One: Curious and Active Spring Two: Intentional and Prophetic Prayers children will learn: Our Father Hail Mary	This term's topics in RE will be: • Christmas • Jesus: Teacher and Healer • Lent • Holy Week
Liturgical Dates 	6th January: Epiphany 11th January: The Baptism of the Lord 25th January: Feast of the Conversion of St Paul 2nd February: Feast of the Presentation of the Lord	18th February: Ash Wednesday 29th March: Palm Sunday 2nd April: Maundy Thursday 3rd April: Good Friday 5th April: Easter Sunday
RSE ~ Life to the Full 	Module 1: Created and Loved by God 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

Building the Kingdom Writing Text:

Fair Shares by Pippa Goodhart and Anna Doherty



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.
- Learn the spellings of the days of the week.

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

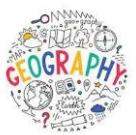
By the end of this unit, children will learn that:

- We have four seasons; spring, summer, autumn and winter

Taking Care of the Earth

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

- People are causing pollution that is damaging the earth

	• 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 • 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	• A natural resource is something that is found in nature that people can use • A manufactured resource is something people have created to use • 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 - TBC 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 	Line Artists: Rembrandt, Miro, Klee and Pwerle Key concepts covered in this unit are: line, using different media to create lines, using lines to create closed shapes and the primary colours Key drawing skills taught are: • Holding the pencil using a firm but relaxed grip as for writing • Using light, fluid lines, not pressing too hard with the pencil • Using different kinds of line to describe different shapes/objects/patterns • Drawing straight lines using a ruler, holding the ruler with one hand and drawing lines against the ruler.	Architecture Concepts: Key concepts covered in this unit are architecture and architects, architectural features, the purpose of buildings and architectural features, 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.
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.	