St Anne's Catholic Academy
Curriculum Information
Year 1
Autumn Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**A range of genres and texts including the following:** **Not a Stick** by Antoinette Portis **Where the Wild Things Are** by Maurice Sandek Various texts linked to Martin Luther King **The Cloudspotter** by Tom McLaughlin **Julian is a Mermaid** by Jessica Love Acrostic Poems	• Explore a variety of fiction and non-fiction texts. • Punctuate sentences with a capital letter and full stop. • To use finger spaces to separate words. • Combine words to make sentences. • To sequence sentences to form short narratives. • To know a speech bubble shows that someone is talking. • Children will learn about the features of labels and lists. • To know the format for a list. • Begin to use adjectives to describe fantasy settings. • To know the features of a non-chronological report. • Begin to use a capital letter and a question mark to punctuate a question. • Begin to join sentences using '*and*'. • Use capital letters for the names of people, places, days of the week, etc. • To know the key features of acrostic poems.	• Listen and respond appropriately to the views of others, when working as part of a team. • Gain the confidence to cope with setbacks and learn from their mistakes. • Children work collaboratively with their peers. • An ability to build up relationships with others.	• Create labels and lists linked to the story 'Not a Stick'. • To write in simple sentences. • To identify the key features on the front cover. • To predict what might happen on the basis of what is being said and done. • Participate in discussions about what is being read to them. • Write a non-chronological report and include a heading, sub-heading. • Write an acrostic poem. • To identify non-chronological reports and some key features. • Begin to explain the meaning of new words. • Write speech bubbles to show the character's thoughts and feelings. • Write in role to explore characters and events. • To write a short story from a known narrative. • To write a letter to one of the characters. • Begin to infer characters thoughts/feelings through facial expressions.

				• To develop empathy with a character and make connections with their own lives. • Use a story map to retell the story. • Innovate a familiar story by changing one of the characters. • Explore characters through hot seating. • Write a character description for one of the main characters. • Write a letter. • Write an acrostic poem based on a theme.
MATHS	**Number and Place Value** **Addition and Subtraction** **Geometry- Properties of Shapes**	• Count to and across 100, forwards and backwards, beginning with 0 or 1 • Count, read and write numbers to 100 in numerals • Given a number, identify one more or one less • 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 • Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems • Recognise and name common 2-D and 3-D shapes	• An ability to build up relationships with others • Gain the confidence to cope with setbacks and learn from their mistakes. • Children work collaboratively with their peers.	• Solve word problems, involving addition and subtraction. • Quickly recall addition and subtraction facts within 20. • Count in 2s, 5s and 10s. • Name and begin to describe common 2D and 3D shapes.

RE	**Creation** **Families &** **Celebrations**	• Be thankful for the beautiful world created by us by God	• Encouraging the children to reflect on the wonder of the natural world	• Group work/ collaboration • Reflection • Discussion

	Advent **Christmas**	• Retell the story of Creation – days in order • Talk and write about how we spend time with our families and what it means to celebrate with them. • Reflect on the special times – Advent and Christmas	• Reflecting on the significance of signs and symbols • Encouraging children to respect the right of others to hold different beliefs from their own • Collective worship where children will be given time for personal reflection and prayer	• Reading and research skills • Empathetic writing • Collective worship/ fortnightly school masses
PE	**Dance**	• To know different genres and types of music: • To know how changes in space, direction, levels and speeds can be used to create movement in dance. • To know techniques for improving coordination, flexibility and balance. • To know relevant dance vocabulary: genre, space, direction, levels, speed, coordination, flexibility and balance. • To know how to link simple actions to create patterns and phrases • To know the dance terminology: canon, control and levels. • To know how to count to 8 to the beat of the music.	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Respond to a range of stimuli and types of music. • Explore space, direction, levels and speeds • Experiment creating actions and performing movements with different body parts • Extend coordination, flexibility and balance. • Perform short, simple movement patterns. • Watch others and say what they liked about a performance. • Respond appropriately to supporting concepts such as canon and levels • Become increasingly confident in simple body actions and shapes
	Gymnastics	• To know a variety of basic gymnastic actions: turn, twist, spin, rock and roll. • To know how to safely carry basic apparatus such as mats and benches.		• Identify and use simple gymnastics actions and shapes. • Apply basic strength to a range of gymnastics actions. • Begin to carry basic apparatus such as mats and benches. • To recognise like actions and link. • To extend performance in movement patterns and sequences

		• To know how movements can be linked to create patterns and sequences • To know relevant gymnastic vocabulary: agility, balance and coordination • To know the difference between contrasting shapes (tall, thick shapes and small, wide shapes).		• To perform a variety of basic gymnastics actions showing control • To introduce turn, twist, spin, rock and roll and link these into movement patterns. • To perform longer movement phrases and link with confidence
ICT	**Computer systems and networks- Technology around us** **Creating Media- Digital Painting**	• That the internet can be used to visit far -away places and learn new things • Use technology safely and respectfully, keeping personal information private. • Compare how staying safe online is similar to staying safe in the real world • Explain rules for travelling safely on the internet. • Develop their understanding of a range of tools used for digital painting. • Use tools to create their own digital paintings. • Gain inspiration from a range of artists' work. • Consider their preferences when painting with and without the use of digital devices.	• Collaborating with peers • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Explain technology as something that helps us • Locate examples of technology in the classroom • Explain how these technology examples help us I can explain technology as something that helps us • Locate examples of technology in the classroom • Explain how these technology examples help us • Log on and off using my own credentials. • Know about the different parts of a computer and what it is used for. • Use the paint tools to draw a picture. • Use the shape and line tools to recreate the work of an artist. • Create a picture in the style of an artist. • Say which tools were helpful and why. • Use dots of colour to create a picture in the style of an artist on my own. • Say whether I prefer painting using a computer or using

				paper.
MUSIC	**Pulse, rhythm and pitch**	• To know how pulse, rhythm and pitch work together. • To know the key C • To know one note C • To know melody using • C+ G • 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. • To know that music has a steady pulse, like a heartbeat.	• To work collaboratively with peers. • To appreciate different genres of music • Reflect on how different types of music make them feel	• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To find a pulse • To listen to the rhythm and clap back • To rhythms for others to copy • To listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat

		• To know that we can create rhythms from words, our names, favourite food, colours and animals. • To confidently sing or rap five songs from memory and sing them in unison. • To know the names of the notes in their instrumental part from memory or when written down. • To know that Improvisation is about making up your own tunes on the spot and it has never been heard before. It is not written down and belongs to them. • To know the names of the instruments they are playing. • To know that composing is like writing a story with music and that everyone can compose. • To know that a performance is sharing music with other people, called an audience. • To confidently know, sing or rap five songs from memory and sing them in unison. • To know performance is sharing music with other people, called an audience. • 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. • To know these songs; • The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)		• To learn about voices, singing notes of different pitches (high and low). • To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • To learn to start and stop singing when following a leader. • To learn to treat instruments carefully and with respect. • To play a tuned instrumental part with the song they perform. • To learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • To learn how to listen to and follow musical instructions from a leader. • To listen to the rhythm and clap back. • To Rhythm Copy Back • To Rhythm, Copy Back, you turn. • To Pitch Copy Back and Vocal Warm Up 1 • To Pitch Copy Back and Vocal Warm up 2 • To learn about voices, singing notes of different pitches (high and low). • To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • To learn to start and stop singing when following a leader. • To choose a song they have learnt from the Scheme and perform it. To add their ideas to the performance.

				• To record the performance and say how they were feeling about it.

Year 1 - Victorian Schools

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To name the four countries in the United Kingdom. To name the location of our school – town and country. To know how to use Google Earth to locate different places. To know the key features of a bird's eye view map. To begin to understand the terms physical and human features. To know the physical and human features of the local area surrounding my school.	**Knowledge** To know that in 1870 it was compulsory for children aged between 5 and 10 to go to school. To know the school environment was strict and children were often punished. To name some key items from Victorian schools. To know that children wrote on slate boards with chalk. To know that school equipment has changed since the Victorian Era and know why these changes have occurred. To know that historically classes had 60-70 pupils per class. To understand the vocabulary – past, present, older, newer. To know what artefacts are and how they help us as historians.
Skills To locate the countries within the United Kingdom on a map of the UK and Google Earth. To locate Nuneaton and England on a map of the United Kingdom. To locate my school using Google Earth. To study aerial photographs of the school and label it with key features e.g. school, park, church. To devise a simple bird's eye view map of my school and the surrounding area. To use basic geographical vocabulary to describe key human and physical features in the local area.	**Skills** To make comparisons between Victorian and Present-day schools, making links with our school. To categorise school objects into Victorian, Modern or used in both. To explain what life was like for children attending school during the Victorian era. To identify the similarities and differences between school rules from the Victorian era and our school rules today. Observe and handle evidence. To ask and answer questions about the past. To use historical vocabulary including – past, present, older, newer.
Art	**Technology**
Knowledge To know who LS Lowry is. To know LS Lowry painted industrial scenes. To know that LS Lowry painted people with few features commonly known as Matchstick men. To know objects can be used to make marks by printing. To know a sketchbook is used to develop and improve artistic styles and techniques.	**Knowledge** To know the key features of a classroom. To understand the importance of recycling. To know that you can recycle objects and use them as modelling materials. To know that glue and tape can be used to stick and join. To know a range of cutting and shaping techniques and choose these appropriately.
Skills To use a sketchbook to gather and collect artwork and develop artistic styles and techniques. Begin to explore the use of line and shape. Identify what changes can be made in my current work or develop for future work. To draw buildings in the style of LS Lowry. To draw people in the style of LS Lowry. To make marks in print with a variety of objects.	**Skills** To use knowledge of key features to design an ideal classroom. To create a classroom using recycled materials. To use glue and tape to join and stick. To measure, cut and fold a range of materials to create features within the classroom. To select appropriate tools and use them safely. To demonstrate a range of cutting and shaping techniques such as tearing, cutting and folding

Year 1 Everyday Materials

This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To identify and name a variety of common materials including wood, plastic, glass, metal, water, and rock. To know the difference between the object and the material it is made from. To name a range of objects and the materials it is made from. To know some of the physical properties for a variety of everyday materials. To know what the term predict means. To know how to carry out a simple test. To use scientific vocabulary.	To distinguish between an object and the material it is made from. To describe the simple physical properties of a variety of everyday materials. To classify together a variety of everyday materials on the basis of their simple physical properties. To compare a variety of everyday materials on the basis of their simple physical properties. To carry out a simple test to compare the properties of some everyday materials. To ask and answer simple scientific questions.

Year 1 - Polar Regions

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To name the seven continents. To know which continent the UK is in. To know where the Polar Regions are located. To know the Polar Regions includes the Arctic and Antarctic. To name some animals that have habitats within the Polar Regions. To know some key physical features of the Polar landscapes. To know the importance of shelter, food and clean water as the basis for survival.	**Knowledge** To know that the first man to reach the South Pole was Roald Amundsen. To know that the first successful expedition to the South Pole was on 14th December 1911. To know that the first person to reach the North Pole on foot was Sir Wally Herbert on 6th April 1969. To know some key facts about both Roald's and Sir Wally's expeditions. To identify the equipment used in the expedition to the South Pole.
Skills To locate the seven continents on a map of the world. To locate the polar regions on a map. To describe the physical features of the Polar landscapes. To compare and contrast the physical features between the Polar Regions and the United Kingdom. To explore the importance of a human's basic needs during an expedition to the Polar Regions.	**Skills** To place the first expeditions to the North and South Pole on a timeline. To compare the equipment used on the first expedition with that of modern-day expeditions. To research expeditions using a range of sources. To ask and answer questions. To make comparisons between Roald's expedition and Sir Wally's expedition.
Art	**Technology**
Knowledge To know that Sir Wally Herbert was an artist. To know that the key theme in Sir Wally Herbert's artwork is the Polar Regions. To know clay is malleable and can be used to make a model. To know how to manipulate and model clay using tools to create the desired effect.	**Knowledge** To know that original Polar houses for the winter were made from snow and ice and in the Summer, they were made from animal skins. To know that modern day Polar Region homes are made using wooden stilts and wooden structures. To know the extreme weathers that Polar houses have to withstand.
Skills To create a sculpture inspired by Sir Wally Herbert's artwork. To use a sketchbook to develop design ideas. To choose equipment and resources in order to create the desired artistic technique. Manipulate clay in a variety of ways. Explore shape and form when using clay. Review what others and I have done and say what I think and feel about it.	**Skills** To develop, model and communicate ideas through talking and drawings. To select appropriate tools, giving reasons for this choice. To measure and cut and join a range of materials to make a product. To know how to make a freestanding structure, stronger, stiffer and more stable. To evaluate the product identifying strengths and possible changes that could be made.

Year 1 - Humans

This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To name and locate the basic parts of the human body.	To locate and label the basic parts of the human body.
To know the five senses.	To explain the five senses.
To know which part of the body each sense relates too.	To match the senses to the relevant parts of the body.
To begin to know the key parts of a Science investigation.	To carry out a simple test to investigate the senses.
To understand what my body needs to keep me healthy.	To gather and record data.
To use scientific vocabulary.	To talk about exercise and healthy diets (healthy and unhealthy diets)
	To ask and answer simple scientific questions.