St Anne's Catholic Academy
Curriculum Information
Year 1
Spring 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:** **Beegu** by Alexis Deacon **Supertato Veggies Assemble** – Sue Hendra and Paul Linnet **Little Red Riding Hood** **Macbeth** – William Shakespeare Shape poems/Calligrams	• Leave spaces to separate words. • Combine words to make sentences. • To begin to know what a verb is. • Punctuate sentences with a capital letter and full stop. • To use a capital letter for the characters' names. • To use a question mark correctly. • To know the key features of a letter. • To know what a verb is. • To know the features for a set of instructions. • Use a range of descriptive language • Begin to use sentence openers – Once upon a time… • To join sentences with a variety of conjunctions 'and', 'but' 'because' • To know the features of a recipe	• 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 • Gain the confidence to cope with setbacks and learn from their mistakes. • Children work collaboratively with their peers. • Learning about things we can do to change our world • Building an understanding of nature and conservation • Discussing themes of hope, kindness, loneliness and being an outsider	• Begin to form pre-cursive lower-case letters in the correct direction, starting and finishing in the right place. • Saying out loud what they are going to write about. • Compose a sentence orally before writing it. • Re-read what they have written to check that it makes sense. • Sequencing sentences to form short narratives. • To write character and setting descriptions • Make predictions at different points when reading the story for the first time. • Explore the character's feelings. • Discuss word meanings, linking new meanings to those already known. • Participate in discussions about books, taking turns and listening to what others say. • Write a letter to a familiar character. • To write command sentences. • Write an information text with a heading and sub-headings • Explore the character's appearance and personality.

				• Identify headings and sub-headings. • Sequencing sentences to form short narratives. • Innovate a traditional tale and rewrite with a different 'baddie' character. • Listen to and read a variety of traditional tales – including Little Red Riding Hood and The Three Little Pigs. • Use a story map to retell Little Red Riding Hood. • To explore different endings to Little Red Riding Hood and express opinions. • To recognise and join in with repeated phrases. • To create and write a recipe including the key features. • Research who William Shakespeare is. • Listen to extracts from Shakespeare's story Macbeth. • Identify some characters in Macbeth. • To write a poem. • To present a poem in the shape of the object they are describing.

MATHS	**Number and Place Value**	• Count to and across 50, forwards and backwards, beginning with 0 or 1 • Count, read and write numbers to 50 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	• 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.

	Addition and Subtraction **Measurement**	• 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 • Compare, describe and solve practical problems for – lengths and heights, mass or weight, capacity/ volume		
RE	**Jesus Teacher and Healer** **Lent** **Holy** **Week**	• To develop their understanding of Jesus' parables and miracles. • Develop a greater understanding of who Jesus is • Develop a greater understanding of what his ministry was. • To develop children's knowledge and understanding of the Season of Lent • Understand the importance of the theme of forgiveness during this time. • Know that Holy Week is the time we remember the death and resurrection of Jesus. • Know the story of Palm Sunday. • Understand that Christians today continue to praise and thank Jesus Christ. • Find out what happens in Church on Palm Sunday.	• 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 • 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 • Encouraging the children to reflect on the wonder of the natural world • Show respect for differing opinions • Collaborating with peers	• Group work/ collaboration • Reflection • Discussion • Reading and research skills • Empathetic writing • Collective worship
PE	**Attack, Defend, Shoot**	- To know the correct positions and actions required for basic movements: running, jumping, throwing and catching - To know how to apply basic movements in a competitive activity. - To know relevant terminology: agility, balance and coordination	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	To practice basic movements including running, jumping, throwing and catching - To begin to engage in competitive activities - To experience opportunities to

	Infant Agility	- Balancer- To know how to develop concentration, control and stability - Jumper- To know how to develop leaping, landing and explosive power. - Bouncer- To know how to develop coordination, agility, rhythm and timing. - Launcher- To know to carry out a single arm throw activity to introduce technique of javelin throwing. - Runner- To know how to develop control and accuracy of kicking. - Striker- To know how to develop running speed and ability to make rapid direction changes. - Pitcher- To know how to develop hand eye coordination. - Catcher- To know how to develop ball handling skills. - Bowler- To know how to develop accurate sending skills. - Stepper- To know how to develop footwork, agility, coordination and spacial awareness. - Thrower- To know how to develop a two handed throw for distance. - Skipper- To know how to develop spacial awareness and timing. - To know that objects can either be hit with a bat or your hand. - To know how to track a rolling ball. - To know the correct positions for throwing and catching different balls and objects. - To know relevant vocabulary: agility, coordination, throwing, catching and receiving. - To know how to move towards a moving object to return.		improve agility, balance and coordination - Able to hit objects with hand or bat. - Track and retrieve a rolling ball. - Throw and catch a variety of balls and objects. - Able to send an object with increased confidence using hand or bat. - Move towards a moving ball to return. - Sending and returning a variety of balls.

	Hit, Catch, Run	-To know how to work together to send and receive the object. - To know how to score a simple hitting game using targets. - To know different types of netting games.		

	Send and Return			

ICT	**Programming-** **Moving a robot**	• Be introduced to early programming concepts. • Explore using individual commands, both with other learners and as part of a computer program. • Identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. • Be introduced to the early stages of program design through the introduction of algorithms.	• Collaborating with peers • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Run a command on a device. • Give directions. • Predict the outcome of a sequence involving 'forwards' and 'backwards' commands. • Predict the outcome of a sequence involving up to four commands. • Debug my program. • Use two different programs to get to the same place.
	Data and **information-** **Grouping Data**	• Be introduced to data and information. • Label, group, and search for important aspects of data and information. • Understand that to search data, it must have labels. • Assign data (images) with different labels in order to demonstrate how computers are able to group and present data.		• Identify the label for a group of objects. • Count a group of objects. • Count how many objects share a property. • Record how many objects are in a group. • Record and share what I have found.

MUSIC	**Pulse, rhythm and pitch in different styles of music.**	• To know the songs How Blue Can You Get by B.B. King (Blues) Let the Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower of Power (Funk) • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use • To confidently know, 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 the names of the instruments they are playing. • To know the key of D • To know the note D • To know the Notes D, E, F, G and A • To know the melody of D, F, G, A + C • To know 5 songs off by heart; Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)	• To work collaboratively with peers. • To appreciate different genres of music • Reflect on how different types of music make them feel	• To play in the key of C • To play the notes C+D • To play the melody for C, G, + A • To find the pulse • To Rhythm Copy Back • To Rhythm Copy Back Your Turn • To Listen and clap back, then listen and clap your own answer (rhythms of words). • To use voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. • To take it in turns to improvise using C or C and D • To compose using C or • C, D + E. • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To treat instruments carefully and with respect. • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • Find the pulse • Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.

		• 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 know that we can create rhythms from words, our names, favourite food, colours and animals. • To confidently know, 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 the names of the instruments they are playing.		• Create rhythms for others to copy • Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat • Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la' • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. 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). • Listen to and follow musical instructions from a leader.

Year 1 – Flight

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

Geography	History
Knowledge To name the countries in the UK. To identify the countries America and Ireland. To identify France on a map of Europe. To name Paris as the place of the first hot air flight. To know that America was the birthplace of the Wright brothers. To identify on a map of the world, the country (America) where the Wright brothers were born.	**Knowledge** To know that the Montgolfier Brothers developed the hot air balloon. To know that the first flight in a hot air balloon took place in France in 1783, it lasted 8 minutes and carried a sheep and a rooster. To know that the first operated hot air balloon flight was in Ireland in 1785 and was operated by Richard Crosbie. To know who the Wright brothers were and what they are famous for.
Skills To plot the countries in the UK on a map, atlas, globe and Google Earth. To locate America on a map of the world. To Locate Ireland on a map of the UK. To use a map to identify France and Paris.	**Skills** To recognise the similarities and differences between aeroplanes in the past and those of the present. To compare old and new planes. To ask and answer questions about planes from the past. To order different methods of flying through the ages on a timeline.
Art	**Technology**
Knowledge To know that Lichtenstein was an American pop artist. To know that Lichtenstein's work is based on comic strips. To know that Lichtenstein's work is mainly dots, flat colours and lines. To know that Pop Art is still popular today. To name the primary colours by name.	**Knowledge** To know how a hot air balloon works. To know that different mechanisms produce different types of movement. To know how to use paper and card to make simple mechanisms e.g. sliders, levers. To know and use technical vocabulary relevant to the project.

Skills	**Skills**
To review the work of others and say how I feel about it. To produce different patterns based on Lichtenstein's work. To try out and develop an artistic idea and then improve it. To identify primary colours by name. To mix primary colours to make secondary colours and begin to name them.	To develop, model and communicate their ideas through drawings. To select and use appropriate tools to cut, shape and join paper and card. To create a product with a simple mechanism e.g. sliders, levers. To evaluate their product by discussing how well it works in relation to the purpose and design criteria.

Year 1 - Seasonal Change

This half term I will learn the following skills and kn

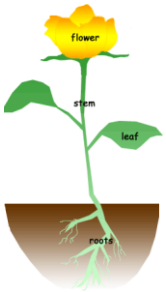
Science	
Knowledge	**Skills**
To know the names and sequence of the seasons. To know which months belong to each of the seasons. To know how the weather changes across the seasons. To know the signs that identify each of the seasons. To know that hours of daylight vary across the seasons. To know that it is unsafe to look directly at the sun even when wearing sunglasses. To use scientific vocabulary.	To link the different types of weather to the seasons. To match each of the months of the year to the relevant season. To identify appropriate clothing to wear during each of the seasons. To sort items and symbols into the relevant season. Explain how the hours of daylight vary with seasonal changes. I can explain why it is important not to look directly at the sun. To ask and answer simple scientific questions.

Year 1 - Castles and the Royals

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

Geography	History
Knowledge To know the countries within the UK. To know the names of some local castles within England. To know the names of some famous castles within the UK. To know why castles are built in specific areas within the landscape. To know what the terms physical features and human features mean. To know some of the similarities and differences between castles and other buildings.	**Knowledge** To know how castles have changed over time. To know the different roles of people within a castle. To know that kings, queens, princes and princesses live in castles. To know that England has a royal family. To know the importance of the Royal family. To name some of the current family members. To know some key aspects of the lives of children in the Royal family.
Skills To locate the United Kingdom on a map, atlas, google earth. To locate some local castles within England. To locate some important castles within the UK. To understand the positioning of castles within the landscape. To ask and answer geographical questions. To identify and sort physical and human features. To make comparisons between castles and other buildings.	**Skills** To explain how castles have changed over time. To sequence castles on a timeline. To understand and explain the different roles of people within a castle. To ask and answer questions about the past. To research castles and the current royal family using a range of sources. To make comparisons between our lives and the lives of the children in the royal family.
Art	**Technology**
Knowledge To know that the Jan Pieńkowski is famous for his illustrations of castles. To know that Jan Pieńkowski was born in Poland. To know that he created silhouettes in his artwork. To know that charcoal can be used by artists to illustrate their drawings.	**Knowledge** To know how castles are designed and how the designs have progressed and developed. To name the key features of a castle. To know what makes a good castle. To know the range of materials that can be used to make a Castle. To use a range of technical vocabulary.
Skills To create a picture using the style of Jan Pieńkowski as my inspiration. To use charcoal to create a piece of artwork. To control the marks made when using charcoal. To share my ideas with others discussing what I like and dislike. To share my opinion of Jan Pieńkowski's artwork and begin to compare with other familiar artists.	**Skills** To design a castle and identify the key features. To use diagrams and words to share my designs with others. To select appropriate tools, explain their choices and use them safely. To measure cut and fold a range of materials. To assemble, join and combine materials in order to make a class castle. To suggest how my product can be improved and how well it meets the needs of its user.

Year 1 - Plants



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

Science	
Knowledge	**Skills**
To name the basic parts of a plant (roots, stem, leaves and flower). To name the basic parts of a tree (roots, trunk, branch, leaves). To know that plants need air, light and water to grow and survive. To identify and name a variety of common garden plants. To identify and name a variety of wild plants. To know the difference between evergreen and deciduous trees. To use scientific vocabulary.	To describe the basic structure of common plants. To describe the basic structure of common trees. To set up a simple test to observe what plants need to grow and survive. To track changes during the growth of the bean and present these findings. To sort plants into wild, garden or both. To sort trees into deciduous and evergreen. To discuss the key differences between evergreen and deciduous trees. To ask and answer simple scientific questions.