St Anne's Catholic Academy
Curriculum Information
Year 1
Summer 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:** **The See-Saw** by Tom Percival **Somebody Swallowed Stanley** by Sarah Roberts **Poetry-** Riddles Various summer themed rhyming poems.	• To know the features of a letter. • To know the features of a diary entry. • Leave spaces to separate words. • Combine words to make sentences. • Punctuate sentences with a capital letter and full stop. • To use a capital letter for the characters' names. • To use a question mark correctly. • Use a range of descriptive language • To join sentences with a variety of conjunctions 'and', 'but' 'because' • To begin to know what inference means. • To know the prefix -un • To know the suffixes -ing -ed -er -est. • To know what a prequel is. • To identify headings and sub-headings in a non-fiction text. • To know the spelling rule for adding 's' and 'es' (singular to plural)	• Explore important themes of friendship, loss, courage and perseverance • 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 • Develop and understanding of nature and our role in conservation • Exploring themes of courage, friendship, perseverance and determination	• 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. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils. • To write a diary entry in role as a familiar character. • To write a letter. • Being encouraged to link what they read or hear to their own experiences. • Discuss word meanings, linking new meanings to those already known. • Make inferences on the basis of what is being said and done. • Predict what might happen on the basis of what has been read so far.

				• Participate in discussion about what is read to them, taking turns and listening to what others say. • Join words and clauses using 'and'. • Using the prefix un– • Using –ing where no change is needed in the spelling of root words. • Punctuate sentences with a capital letter and full stop. • To punctuate questions with a question mark. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Plan what they are going to write about. • To write a prequel to a familiar story. • To write a non-chronological report and include sub-headings. • To follow the spelling rule when adding 's' or 'es' (singular noun to plural)
MATHS	**Number- Multiplication and Division** **Number- Fractions** **Geometry: Position and Direction**	• Count in 10s • Make and add equal groups • Make arrays • Make doubles • Make equal groups by grouping and by sharing • Find a half and a quarter of an object, shape or quantity • Describe position, direction and movement, including whole, half, quarter and three quarter turns • Order and arrange combinations of mathematical objects in patterns and sequences	• 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.	• Count in 2s, 5s and 10s • Quickly recall doubles and halves of numbers • Solve word problems involving addition and subtraction • Confidently use 'time' vocabulary • Sequence the days of the week and months of the year • Tell the time to the hour and half past

	Place Value within 100 **Measure (Money)** **Measurement (Time)**	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals • Given a number, identify one more and 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, most, least • Recognise coins and notes in use in the UK • Count coins • Sequence events in chronological order using appropriate language- before, after, first, next, today, yesterday, morning, afternoon • Recognise and use language related to dates, including days of the week, weeks, months and years • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • Compare, describe and solve practical problems for time: quicker, slower, earlier, later		
RE	**Easter**	• To know that Easter celebrates the resurrection of Jesus. • To identify the significance and symbolism of the Easter Candle.	• Working collaboratively with their peers. • Reflecting on the significance of signs and symbols	Group work/ collaboration Reflection Discussion Reading and research skills Empathetic writing Collective worship

	Pentecost **Sharing Jesus' Life** **Following Jesus today**	• To know about the messages that the disciples delivered on behalf of Jesus. • To have a greater understanding of how we celebrate the resurrection at home, in the parish and at school. • To understand that the Holy Spirit is God and that Jesus promised to send the Holy Spirit when he went back to Heaven. • To know the story of Pentecost and be able to describe how the disciples were changed after receiving the Holy Spirit • To identify and explain some of the symbols associated with the Holy Spirit. • To know and recall some stories about Jesus and his disciples • To identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives • To understand that they belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus. To understand that they belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus · To describe signs of their belonging to the Church and ways in which they, and other members of the Church, follow Jesus and celebrate his life	• 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 world around them • Show respect for differing opinions • Collaborating with peers	virtual school masses/ year group masses in the church
PE	**Run, Jump, Throw**	- To know how to link running and jumping. - To know different types of running:	• Activities involving co-operation, teamwork,	- Pupils will begin to link running and jumping. - To learn and refine a range of

	Attack, Defend, Shoot	sprinting, jogging, hurdles. - To know techniques for throwing objects over long distances. - 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.		running which includes varying pathways and speeds. - Develop throwing techniques to send objects over long distances. To recognize rules and apply them in a competitive and cooperative games - Use and apply simple strategies for invasion games - Preparing for, and explaining the reasons why we enjoy exercise - Develop sending and receiving skills to benefit fielding as a team. - Distinguish between the roles of batters and fielders. - Introduce the concept of simple tactics. - Control movements and body actions in response to specific instructions - Demonstrate agility and speed - Jump for height and distance with control and balance - Throw with speed and power and apply appropriate force

	Hit, Catch, Run **Athletics**	- To know the difference between a batter and a fielder. - To know the basic rules of a rounders game. - To know the term: tactics. - To know how to run at different speeds. - To know how to Jump from a standing position - To know how to perform a variety of throws with basic control.	competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	
ICT	**Creating Media- Digital Writing** **Programming-**	• Develop their understanding of the various aspects of using a computer to create and manipulate text. • Become more familiar with using a keyboard and mouse to enter and remove text. • Consider how to change the look of their text, and will be able to justify their reasoning in making these changes. • Consider the differences between using a computer to create text, and writing text on paper. • Able to explain which method they prefer and explain their reasoning for choosing this. • Explore the way a project	• Considering the safety of their peers and themselves in relation to them being made in the image of God • Work collaboratively with a partner.	• Identify and find keys on a keyboard. • Use letter, number, and Space keys. • Identify the toolbar and use bold, italic, and underline. • Make changes to the appearance of the text. • Decide if my changes have improved my writing. • Use commands to move a sprite.

	Programming animations	looks by investigating sprites and backgrounds. • Use programming blocks to use, modify, and create programs. • Be introduced to the early stages of program design through the introduction of algorithms.		• Compare different programming tools. • Use more than one block by joining them together. • Use a **Start** block in a program. • Run my program. • Say what happens when I change a value. • Decide how each sprite will move. • Create an algorithm for each sprite. • Test the programs I have created.

MUSIC	**Using your Imagination** **Reflect, Rewind and Replay**	• To know the key of C • To know the notes C moving to C, E + G • To know the melody of E, G + A • To know the songs; • Supercalifragilisticexpialidocious ocious from Mary Poppins, Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack, Daydream Believer by The Monkees, Rainbow Connection from The Muppet Movie and A Whole New World from Aladdin • 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 know that we can create rhythms. • To confidently know and 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 songs • A Song Before Sunrise by Frederick Delius – 20th Century the Firebird by Igor Stravinsky – 20th Century the Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century the Lamb by John.	• To work collaboratively with peers. • To appreciate different genres of music • Reflect on how different types of music make them feel	• Using your imagination. • Using voices and instruments, listen and sing back, then listen and play their answer using two notes, with D moving to E. • Take it in turns to improvise using D or D and E • Listen and clap back, then listen and clap your own answer (rhythms of words). • Compose using the notes • C, D + E • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • 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. • Revise previous five units – continue to embed the foundations of the interrelated dimensions of music using voices and instruments. • To look back and consolidate your learning.

Year 1 - Toys

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

Geography	History
Knowledge To know that different countries favour different toys. To know that Legoland is in Windsor. To know that Lego was founded in Billund, Denmark. To know where our local museum is situated. To name the country England and its capital city London. To know that England is in the United Kingdom. To name some countries where popular toys and games originate.	**Knowledge** To know some toys children played with in the past, including Victorian times. To recognise some of the similarities and differences between past and present-day toys. To know that some toys from the past are displayed in museums. To know some of the ways toys have changed throughout the past six decades. To know Ole Kirk Christiansen founded the toy company 'Lego' in 1932.
Skills To compare toys from around the world and locate these countries on a map. To locate Denmark on a world map. To use google earth and maps to locate our local museum. To use maps, atlases, globes and Google Earth to locate England, London and Nuneaton. To locate Legoland - Windsor on a map of England. Ask and answer geographical questions.	**Skills** To make comparisons between toys from the past and toys today. Sequence toys from today and those from previous generations on a timeline. To sort toys throughout history. To collect data identifying other peoples' favourite toy and make simple comparisons. Use time language such as yesterday, last week, a long time ago to describe. To use artefacts, pictures and stories to find out about the past. Ask and answer questions about toys from the past.
Art	**Technology**
Knowledge To know who Eric Carle is. To know that Eric Carle uses collage techniques in his illustrations. To know what a teddy bear is and that they come in different shapes, colours and sizes. To know that a collage picture is created by using a range of other materials.	**Knowledge** To know what materials toys were made of in the past. To know what materials toys are made of today. To know that puppets can be made of different materials. To know that there are different types of puppets. To know what a running stitch is.
Skills Begin to explore the use of line, shape and colour. To create a collage of a bear in the style of Eric Carle, refining the design as work progresses. To use a wide variety of media when creating a collage. To use a combination of materials that are cut, torn and glued to create a collage.	**Skills** To make comparisons between materials that toys are out made of today with those from the past. To communicate their design ideas through talking and drawing. Begin to join textiles using a running stitch with some adult support. To colour and decorate textiles.

Year 1 - Save our Seas

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

Geography	History
Knowledge To name the oceans. To know the sea is a physical feature. To know what climate change means. To know what plastic pollution is. To know the damage plastic pollution is having on our oceans and local area. To know the importance of recycling, reusing and reducing plastic to help prevent plastic pollution.	**Knowledge** To know who David Attenborough is. To know the impact David Attenborough has had on our seas over time. To know the impact climate change has had on our seas over time. To name some of the different jobs that take place at sea and how these have changed over time.
Skills To locate the oceans on a world map. To explain what climate change is to others. To explain the impact plastic pollution is having on our oceans and sea creatures. To ask and answer geographical questions. To use simple fieldwork and observational skills to study the geography of the local area (Stubbs pond). To explain the impact plastic pollution is having on our local area.	**Skills** To use a range of sources to research David Attenborough. To explain why David Attenborough is an important figure in saving our seas. To explain the impact David Attenborough has had on our seas. To take part in a debate.
Art	**Technology**
Knowledge To know who Lori Siebert is and the style of artwork she creates. To know what the 'collage' technique is and how it is created. To know how to use a variety of materials to print. To know that plastic can be reused and recycled.	**Knowledge** To know the importance of hygiene when preparing food. To know how to cut soft fruit safely using appropriate utensils. To know how and what ingredients are used to make a fruit smoothie. To know where a range of fruit comes from. To know the importance of a healthy, balanced diet.
Skills To evaluate and analyse the artwork of others using the language of art, craft and design. To use collage techniques to create images using a variety of materials. To arrange and glue materials to different backgrounds. To collect, sort and group materials for different purpose e.g. colour, texture. To print with a range of hard and soft materials.	**Skills** To use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Use basic food handling, hygienic practices and personal hygiene when preparing food. To clean up/ tidy the cooking area. To follow a recipe to create a fruit smoothie. Experience a variety of fruit through sensory activities. To taste and evaluate a variety of fruit.

Year 1 - Animals

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

Science	
Knowledge	**Skills**
To know the name of each animal group. To know the names of some common fish, amphibians, reptiles, bird and mammals. To know the basic structure for a variety of common animals (including pets). To know the definition for the terms carnivore, herbivore and omnivore. To know the names of some common carnivores, herbivores and omnivores. To use scientific vocabulary.	To classify animals into groups - fish, amphibians, reptiles, mammals or birds. To identify and describe the basic structure for a variety of common animals. To make comparisons between the basic structure of some common animals. To explain what the terms carnivore, herbivore and omnivore mean. To sort animals into carnivores, herbivores or omnivores. To ask and answer simple scientific questions.

Year 1 - Scientists around the World

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

Science	
Knowledge	**Skills**
To know what the term Scientist means. To know who Mae Jemison is and why she is an important Scientist. To know who George James Symons is and why he is an important Scientist. To know what a rain gauge is. To know who Linda Brown Buck is and why she is an important Scientist. To use scientific vocabulary.	To explain why Mae Jemison is an important Scientist. To design and create a rain gauge to support a simple test. To carry a simple investigation. To observe the rain closely, gathering and recording data. To identify and compare different smells. To ask and answer simple scientific questions.