



St. Mary's R.C. Catholic Primary School 2022-2023



Curriculum Map: Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E.	Throughout the year children will be taught twice weekly R.E. lessons using the 'Come & See' scheme. All children will focus on the following topics throughout the year : Domestic Church (family), Baptism/Confirmation (belonging), Advent/Christmas (loving), Local Church (community), Eucharist (relating), Lent/Easter (giving), Pentecost (serving), Reconciliation (inter-relating), Universal Church (world) and another Religion. CARITAS will also be used throughout the year. The multi-faiths week will take place in October.					
History	<p><u>The Great Fire of London</u> To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666. To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started. To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.</p>			<p><u>Castles</u> To develop an awareness of the past by investigating castles and who built them and why? Investigate and discuss features of castles. Investigate some of the people who lived in a medieval castle. Research some of the different jobs in a medieval castle. Explore who was powerful in medieval times. To identify and name 'motte and bailey' castles and 'keep and bailey' castles. To explore similarities and differences between the castles. To understand why castles were important for the Norman invaders. Identify who invaded England and explore the</p>		<p><u>Transport Inventions</u> To identify similarities and differences between ways of life in different periods. Compare and contrast to life today. To order and sequence significant happenings/ events as they happened. To explore and investigate "significant historical people" and the impact they have had on life today. To order and sequence significant happenings/ events as they happened. To research and explore events beyond living memory... reveal a change in national life. To explore stories and other sources to show they understand key features of events within what is known as The Industrial Revolution.</p>



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				main battle between William and Harold took place? Ask questions to find out more information. Order and sequence events as they occurred.		
Geography		<p><u>Continents and Oceans</u> Name and locate the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the continents and oceans.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p><u>The United Kingdom</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 		<p><u>Weather and Seasons</u> Identify seasonal and daily weather patterns in the United Kingdom.</p>	



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Design and Technology	<p><u>Windmills</u></p> <p>To understand that the shape of materials can be changed to improve the strength and stiffness of structures.</p> <p>To understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses).</p> <p>To understand that axles are used in structures and mechanisms to make parts turn in a circle.</p> <p>To begin to understand that different structures are used for different purposes.</p> <p>To know that a structure is something that has been made and put together.</p>			<p><u>Food – Fruit/veg smoothies</u></p> <p>To understand the difference between fruits and vegetables.</p> <p>To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber).</p> <p>To know that a blender is a machine which mixes ingredients together into a smooth liquid.</p> <p>To know that a fruit has seeds and a vegetable does not.</p> <p>To know that fruits grow on trees or vines.</p> <p>To know that vegetables can grow either above or below ground.</p> <p>To know that vegetables can come from different parts of the plant.</p>		<p><u>Mechanisms- Wheels and axles</u></p> <p>To know that wheels need to be round to rotate and move.</p> <p>To understand that for a wheel to move it must be attached to a rotating axle.</p> <p>To know that an axle moves within an axle holder which is fixed to the vehicle or toy.</p> <p>To know that the frame of a vehicle (chassis) needs to be balanced.</p> <p>To know some real-life items that use wheels.</p>
		<p><u>Drawing</u></p> <p>Show knowledge of the language and literacy to describe lines.</p> <p>Show control when using string and chalk to draw lines.</p> <p>Experiment with a range of mark-making techniques, responding appropriately to music.</p> <p>Colour neatly and carefully, featuring a range of</p>	<p><u>Sculpture & 3D</u></p> <p>Roll paper tubes and attach them to a base securely.</p> <p>Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</p> <p>Shape paper strips in a variety of ways to make 3D drawings.</p> <p>Glue their strips to a base in an interesting</p>		<p><u>Painting & Mixed Media</u></p> <p>Name the primary colours.</p> <p>Explore coloured materials to mix secondary colours.</p> <p>Mix primary colours to make secondary colours.</p> <p>Apply paint consistently to their printing materials to achieve a print.</p> <p>Use a range of colours when printing.</p> <p>Mix five different shades of a secondary colour.</p>	



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Art

	<p>different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>	<p>arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.</p>		<p>Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.</p>	
<p><u>Science</u> <u>Animals including humans</u> <u>The Senses</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Science</u> <u>Wow Science Experiments</u> Pupils will use practical scientific methods, processes and skills through the teaching of investigations linked to colour.</p> <p><u>Skills-</u> Sc1/1.1 asking simple questions and recognising that they can be answered in different ways Sc1/1.2 observing closely, using simple equipment Sc1/1.3 performing simple tests Sc1/1.4 identifying and classifying Sc1/1.5 using their observations and ideas to suggest answers to questions</p>	<p><u>Science</u> <u>Animals and classification</u> What animals need Animal groups Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p><u>Science</u> <u>Wow Science Experiments</u> Working Scientifically Pupils will use practical scientific methods, processes and skills through the teaching of investigations linked to colour.</p> <p><u>Skills-</u> Sc1/1.1 asking simple questions and recognising that they can be answered in different ways Sc1/1.2 observing closely, using simple equipment Sc1/1.3 performing simple tests Sc1/1.4 identifying and classifying Sc1/1.5 using their observations and ideas to</p>	<p><u>Science</u> <u>Plants</u> Investigation and classification</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p><u>Science</u> <u>Materials</u> Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>



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		Sc1/1.6 gathering and recording data to help in answering questions.		suggest answers to questions Sc1/1.6 gathering and recording data to help in answering questions.		
<p>Science: Working Scientifically throughout. Asking simple questions and recognising they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. Seasonal observations. Nature scrapbooks to be kept in class with evidence of seasonal change linked to outdoor learning.</p>						
	Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Charanga	Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Christmas Infant Production.	Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Charanga	Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Additional Subjects	<u>Computing</u> Technology all around us	<u>Computing</u> Digital Painting	<u>Computing</u> Moving a Robot	<u>Computing</u> Grouping Data	<u>Computing</u> Digital Writing	<u>Computing</u> Programming Animations
	<u>PSHE</u> Ten:Ten - Module 1	<u>PSHE</u> Ten:Ten - Module 1	<u>PSHE</u> Ten:Ten - Created To	<u>PSHE</u> Ten:Ten - Created To	<u>PSHE</u> Ten:Ten - Created To	<u>PSHE</u> Ten:Ten - Created To



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	<p>Created and Loved by God Unit 1: Religious understanding</p> <p>Unit 2: Me, my body, my health</p>	<p>Created and Loved by God Unit 3: Emotional well-being</p> <p>Unit 4: Life Cycles</p>	<p>Love Others Unit 1: Religious Understanding</p> <p>Unit 2: Personal Relationships</p>	<p>Love Others Unit 3: Keeping Safe</p>	<p>Live In Community Unit 1: Religious Understanding</p>	<p>Live In Community Unit 2: Living in The Wider World</p>
<p>Maths Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons.</p>						
Enrichment				Science Week		
Writing Opportunities	<p>Non Chronological report on an animal of choice.</p> <p>Letter from Samuel Pepys</p> <p>Recount of The Great Fire of London</p>	<p>Labelling places</p>	<p>Fruit Salad instructions</p> <p>Weather Report Script</p>	<p>Leaflet on Castles</p> <p>Recount of Battle of Hastings</p> <p>Animated Story</p>	<p>Non- chronological report - UK</p>	<p>Profile on George Stephenson</p> <p>TV script on trains</p>
Maths Opportunities	<p>Observing patterns</p>	<p>Charts/ tables linked to science</p> <p>Measuring in Investigations</p> <p>Temperatures of Countries</p>	<p>Sorting animals into groups/ classification</p> <p>Patterns - animal skin</p> <p>Comparing</p>	<p>Favourite fruits</p> <p>Comparing weather of different countries</p> <p>Charts/ tables linked to science</p> <p>Measuring in Investigations</p>	<p>Road Safety- Tally charts</p> <p>Measuring plants</p> <p>Statistics linked to Our Local Area</p>	<p>3d shape - junk modelling</p> <p>Measuring</p>
Ongoing	<p>Geography: Nature and field journals focusing on sunlight, weather and seasonal changes, weather patterns.</p>					



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PE Curriculum						
Fundamental Movement Skills (FMS)						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
FMS Baseline Dance - Fire Fire	FMS - Supertato FMS - Underarm Throw	Gymnastics 1 Dance - Travel	Gymnastics 2 FMS Rolling	FMS Catching & Bouncing a Ball FMS Overarm Throw	Dance Toy Robots Athletics	
<p>Computing: e-safety - Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.</p>						
<p>English – Wherever possible, and relevant, English Units will link with the topic being taught. Books used in English units will link to the topic, as will linked texts that can also be used as class novels. Spelling linked to phonics and handwriting should be taught discretely. Phonics will be taught daily in Key Stage 1. Guided Reading will be taught daily and follow up tasks after sessions with the teacher will include follow up written activities</p>						
Outdoor Learning	Autumn Diary Continuous Provision	Looking at buildings now compared to the past.	Winter Diary	Castle Trip	Spring Diary Art Science plants Planting Nature walk Map work Investigating our local area	Summer Diary Exploring materials in the outdoor environment