

# St. Aidan's Catholic Primary School

2023 – 2024

## Curriculum Summary

### YEAR 1



| SUBJECT                                 | AUTUMN TERM  | SRPING TERM  | SUMMER TERM  |
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| R.E.                                    | FAMILIES – God's love and care for every family<br>JUDAISM<br>BELONGING – Baptism: an invitation to belong to God's family<br>WAITING – Advent: a time to look forward to Christmas  | SPECIAL PEOPLE –<br>People in the parish family<br>MEALS – Mass, Jesus' special meal<br>CHANGE – Lent: a time for change   | ISLAM<br>HOLIDAYS AND HOLYDAYS – Pentecost: feast of the Holy Spirit<br>BEING SORRY – God helps us choose well<br>NEIGHBOURS – Share God's world   |
| <b>Literacy</b>                         |  |  |  |
| <b>Class reads – Core Reading Books</b> | Gorilla<br>Funnybones<br>The Adventures of the Wishing Chair<br>Tree: Seasons Come, Seasons Go   | Mr. Wolf's Pancakes<br>Pumpkin Soup<br>The Puffin Fantastic Book of First Poems<br>The Lighthouse Keeper's Lunch   | Grandad's Secret Giant<br>If All The World Were ...<br>Paddington<br>When We Were Very Young   |
| <b>Visual Literacy/ Key texts used</b>  | Jelly Boots Smelly Boots, Michael Rosen Spreading my Wings, Nadiya Hussain<br>Biography – Mary Seacole<br>Traction Man is Here, Mini Grey<br>Bear and Hare (Lit Shed)  | Squash and a squeeze, Julia Donaldson<br>Geronimo, David Walliams  |  |
| <b>Writing Genres</b>                   | Poetry<br>Narrative: Book based on diversity<br>Biography: Black History Month<br>Stories from other cultures<br>Christmas Narrative: Scene and settings   | Author Study: International Women's Day<br>Report writing: Holocaust<br>Narrative: Character descriptions<br>Explanation Texts: Science  | Persuasive Texts: Linked to looking after our world (Earth Day)<br>Instructions<br>Diaries: inspirational people who look after the world<br>Letter: Aspiration week- To aspirational person<br>Poetry: Beauty of our world  |
| <b>Numeracy</b>                         | Place Value to 10<br>Addition and Subtraction within 10<br>Geometry – Shapes   | Place Value to 20<br>Addition and subtraction within 20<br>Place value to 50<br>Length and Height<br>Mass and Volume   | Multiplication and division<br>Fractions<br>Geometry – Position and Direction<br>Place Value to 100<br>Measurement – Money<br>Time   |
| <b>Science</b>                          | <b>Everyday Materials</b> <ul style="list-style-type: none"> <li>how to distinguish objects from materials, describe their properties, identify and group everyday materials</li> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul> | <b>Animals including Humans</b> <ul style="list-style-type: none"> <li>describe and compare observable features of animals from observable features of animals from a range of groups</li> <li>group animals according to what they eat</li> <li>identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds</li> <li>identify and name a variety of common</li> </ul> | <b>Plants</b> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>identify and name a variety of common wild and garden plants, including deciduous and</li> </ul> |

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|                         | <ul style="list-style-type: none"> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><u>Vocab</u><br/>Materials: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. brick, paper, fabrics, elastic, foil.</p>   | <p>animals that are carnivores, herbivores and omnivores</p> <ul style="list-style-type: none"> <li>✓ name and locate parts of the human body, including those related to the senses</li> <li>✓ describe and compare observable features of animals from a range of groups</li> <li>✓ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>✓ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>✓ how to take care of animals taken from their habitat and understand the need to return them safely to their homes</li> <li>✓ use the vocabulary and identify: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth</li> </ul> <p><u>Vocab</u><br/>Humans and animals: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth</p> | <p>evergreen trees</p> <p><u>Vocab</u><br/>Plants: leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem.</p>  |
| <b>Art &amp; Design</b> | <p><b>Drawing: Make your Mark</b></p> <ul style="list-style-type: none"> <li>Exploring line: Different types of line.</li> <li>Create a line drawing by arranging pieces of string to create different shapes then draw these from observation, using pencils and chalk, inspired by the artist Bridget Riley</li> <li>Making waves: Mark making to draw water. Inspired by water and the artwork of Zaria Forman, children continue to explore lines but in a more expressive way. They will be using music to draw lines and marks that reflect their response to what they hear, creating a large collaborative piece.</li> <li>Experimenting with media: To draw with different media Inspired by famous abstract artists, including Kandinsky, children draw around and overlap 2D shapes to create an</li> </ul> | <p><b>Painting: Splash Colour</b></p> <ul style="list-style-type: none"> <li>To investigate how to mix secondary colours</li> <li>To apply knowledge of colour missing when painting</li> <li>To explore colour when printing. Using lego bricks and other everyday objects to create prints; painting and stamping their blocks to create patterns, pictures and letters and combining colours on the page, explaining the choices they make.</li> <li>To experiment with paint mixing to make a range of secondary colours. Mixing two primary colours to create different shades of a secondary colour and using these in a decorative painting.</li> <li>To apply their painting skills when working in the style of an artist – Clarice Cliff plates.</li> </ul>  | <p><b>3D: Earth Art</b></p> <ul style="list-style-type: none"> <li>To explore ways of painting on rocks</li> <li>To be able to make sculptures with twigs and sticks.</li> <li>To be able to make animal pictures with leaves.</li> <li>To learn to weave natural materials.</li> <li>To explore ways of making mandalas.</li> <li>To be able to make a collage using natural materials.</li> </ul> |

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|                                | <p>abstract composition, filling each shape with a different colour and medium</p> <ul style="list-style-type: none"> <li>● Mark making: To develop an understanding of mark making. Exploring mark making through observational drawing, developing an understanding of mark making techniques and learning to look carefully when drawing.</li> <li>● Drawing from observation: Applying understanding of drawing materials and mark making to draw from observation. the children apply their drawing skills and knowledge from the previous four lessons to create an observational drawing piece that allows them to experiment with marks, materials</li> </ul> |   |  |
| <b>Design &amp; Technology</b> | <p><b>Mechanisms: Moving storybook</b></p> <ul style="list-style-type: none"> <li>● Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make.</li> <li>● Clearly label drawings to show which parts of their design will move and in which direction.</li> <li>● Make a picture, which meets the design criteria, with parts that move purposefully as planned.</li> <li>● Evaluate the main strengths and weaknesses of their design and suggest alterations.</li> </ul>   | <p><b>Textiles: Easter puppet design</b></p> <ul style="list-style-type: none"> <li>● Join fabrics together using pins, staples or glue.</li> <li>● Design a puppet and use a template.</li> <li>● Join their two puppets' faces together as one.</li> <li>● Decorate a puppet to match their design.</li> </ul>  | <p><b>Structures: Windmills</b></p> <ul style="list-style-type: none"> <li>● Identify some features that would appeal to the client (a mouse) and create a suitable design.</li> <li>● Explain how their design appeals to the mouse.</li> <li>● Make stable structures, which will eventually support the turbine, out of card, tape and glue.</li> <li>● Make functioning turbines and axles that are assembled into the main supporting structure.</li> <li>● Say what is good about their windmill and what they could do better.</li> </ul> |
| <b>Geography</b>               | <p><b>Our place in the world</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>  | <p><b>Weather &amp; Seasons</b></p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>● identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>● use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and</li> </ul> | <p><b>My school &amp; where I live</b></p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and</li> </ul>                                      |

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|                       |  |  | weather key human features, including:<br>city, town, village, factory, farm, house,<br>office, port, harbour and shop                          |  | routes on a map Geography <ul style="list-style-type: none"> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul> |  |
| History               | <b>Toys over time</b> <ul style="list-style-type: none"> <li>• changes within living memory</li> </ul> |  | <b>The Great Fire of London</b> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally</li> </ul> |  | <b>Grace Darling</b> <ul style="list-style-type: none"> <li>• significant historical people in own locality</li> </ul>  |  |
| Music                 | Hey you!   | My Stories                             | Everyone!   | Our World  | Big Bear Funk   | Reflect, rewind, replay                        |
| P.H.S.E. & R.S.E.     | <b>Core Theme: Relationships</b>   |  | <b>Core Theme: Living in the wider world</b>  |  | <b>Core theme: Health &amp; Wellbeing</b>   |  |
|                       | Families & friendships<br>Safe relationships<br>Respecting ourselves & others                          |  | Belonging to a community<br>Media literacy & digital resilience<br>Money & work   |  | Physical health & mental wellbeing<br>Growing & changing<br>Keeping safe  |  |
| I.T.                  | COMPUTING SYSTEMS AND NETWORKS<br><br>Technology around us<br>Online Safety                            | CREATING MEDIA<br><br>Digital Painting | PROGRAMMING A<br><br>Moving a robot   | DATA AND INFORMATION<br><br>Grouping data<br>Online Safety | CREATING MEDIA<br><br>Digital writing<br>Online Safety  | PROGRAMMING B<br><br>Introduction to animation |
| P.E.<br>(Complete PE) | Running 1<br>Wide, narrow, curled  | Hands 1<br>Body Parts                  | Growing<br>Feet 1   | The Zoo<br>Hands 2   | Jumping 1<br>Games for understanding  | Health & wellbeing<br>Team building            |