


Year 1 Curriculum Contents - Summer Term

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PSHE		R.E.	
Intent	<p>PSHE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.</p> <p>Module 3: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p>	Intent	<p>As a Catholic school we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more, but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school and parish community.</p>
Implementation	<p>Unit 1 – Religious Understanding children will hear</p>	Implementation	<p>We follow the 'Come & See' Religious Education</p>

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the story of The Good Samaritan and be introduced to the concept of the Trinity This encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community.

Unit 2 The Communities We live in

In this session, children will learn about the different communities that they are part of, local and global. They will think about what it means to belong to a community and the rights and responsibilities that come with it.

Children will also learn that how they act can help or harm their communities.

Programme in line with guidance from the Hexham & Newcastle diocese.


This programme provides:

- opportunities for celebration, prayer and reflection in implicit and explicit ways.
- children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- a 'systematic presentation of Christian event, message and way of life' in ways appropriate to the age and stage of development of the child.
- that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles.
- appropriate materials about other faiths.
- academic respectability as in other curricular areas – utilising appropriate stages from the National Curriculum.

The three main topics this term are:


- **Pentecost - Holidays and Holy Days:** Pentecost: feast of the Holy Spirit

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			<ul style="list-style-type: none"> ● Reconciliation - Being Sorry. God helps us to choose well. ● Universal Church -Neighbours Neighbours share God's world
Impact	<p>By the end of this term children will learn:</p> <ul style="list-style-type: none"> ● • That God is love: Father, Son and Holy Spirit ● • That being made in His image means being called to be loved and to love others <ul style="list-style-type: none"> ● To know what a community is, and that God calls us to live in community with one another; ● A scripture illustrating the importance of living in community as a consequence of this; ● Jesus' teaching on who is my neighbour. ● That they belong to various communities such as home, school, parish, the wider local community, nation and global community; ● That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; ● That we have a duty of care for others 	Impact	<p>By the end of each topic, children acquire the skills of assimilation, celebration and application of the following:</p> <ul style="list-style-type: none"> ● Pentecost - Holidays and Holy Days: Children will be able to <p>Know and understand:</p> <ul style="list-style-type: none"> • Holidays as days to be happy • Pentecost; a holy day – the feast of the Holy Spirit <ul style="list-style-type: none"> ● Reconciliation - Being Sorry. <p>: Know and understand:</p> <ul style="list-style-type: none"> • We have choice – sometimes we choose well, and sometimes wrongly – Explore • God helps us to choose well and to be sorry. God forgives us – Reveal <ul style="list-style-type: none"> ● Acquire the skills of assimilation, celebration and application of the above – Respond

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	<p>and for the world we live in (charity work, recycling etc.);</p> <ul style="list-style-type: none"> ● About what harms and what improves the world in which we live. ● 		<ul style="list-style-type: none"> ● Universal Church -Neighbours <p>Know and understand:</p> <ul style="list-style-type: none"> ● Neighbours all around – Explore ● Everyone is our neighbour and is loved by God – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>
English-Speaking & Listening		English-Word Reading & Composition	
Intent	Speaking and listening are essential life skills. Our aim is to enable pupils to be increasingly confident in using spoken language in a variety of contexts in order to communicate ideas, views and feelings. We encourage pupils to express themselves creatively and imaginatively. Pupils will use their knowledge, skills and understanding in speaking and listening across a range of curriculum areas.	Intent	In Reading, we aim to teach our pupils to read confidently, fluently, accurately and with understanding. Pupils are encouraged to develop the habit of reading for both pleasure and information. Confident reading enables pupils to acquire knowledge and build on what they know. Through reading, pupils will have a chance to develop culturally and emotionally.
Implementation	Pupils will be taught to communicate across a range of	Implementation	Using an engaging visual and text-based stimulus,

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contexts. They will learn how to speak clearly and confidently to an audience. Pupils will have the opportunity to work in groups of different sizes; in pairs, small groups, large groups and as a whole class. They will be encouraged to expand and develop their vocabulary to discuss concepts and enhance their knowledge about language.

children will take part in individual and daily guided group reading. During guided and class reading sessions, children will be encouraged to ask relevant questions to gain a better understanding of a text. They will learn to read and respond to levelled texts drawing on inferences such as inferring a characters' feelings, thoughts and motives from their actions (using VIPERS). Pupils will continue to develop their vocabulary and the breadth and depth of their reading, in order to encourage them to become independent, fluent and enthusiastic readers.


Vocabulary

Infer

Predict


Explain

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			<p><u>R</u>etrieve</p> <p><u>S</u>equence</p>
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> ● Participate in discussions, presentations, performances, role play, improvisations and debates ● Speak clearly and fluently in different contexts ● Give well-structured descriptions, explanations and narratives for different purposes ● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ● Consider and evaluate different viewpoints 	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> ● Apply their phonic knowledge to decode words ● Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ● Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
English-Writing: Transcription & Handwriting		Writing: Composition, Vocabulary, Grammar & Punctuation	
Intent	<p>Our aim is for pupils to write clearly and accurately. They will be encouraged to write legibly and fluently; with an increasing knowledge of the relationship</p>	Intent	<p>Writing enables pupils to communicate ideas, express themselves creatively, provide information and persuade a reader of a viewpoint. Pupils will be encouraged to use</p>

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	between sounds and letters, word structure and the spelling structure of words.		inspiration and ideas from reading in order to prepare their ideas before they write. Effective composition involves articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
Implementation	Children will practice handwriting using 'Letterjoin' to produce consistency in size and proportion of letters, consolidate correct joins and increase fluency and pace. Pupils will be given the opportunities to write a variety of genres.	Implementation	Pupils will develop their range of writing styles and the use of more varied grammar, vocabulary and narrative structures in order to compose their own examples of different writing genres.
Impact	<ul style="list-style-type: none"> ● Begin to form lower-case letters in the correct direction, starting and finishing in the right place as well as capital letters and digits 0-9. ● Spell words containing each of the 40+ phonemes already taught. ● Name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound. ● Write from memory simple sentences dictated by 	Impact	<ul style="list-style-type: none"> ● Write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense. ● Use exclamation marks to punctuate statement sentences. ● Use question marks to punctuate question sentences.

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	<p>the teacher that include words using the grapheme-phoneme correspondences and common exception words taught so far.</p>		<ul style="list-style-type: none"> ● Join words and clauses using 'and'. <p><u>Fiction Stories: Superheroes</u></p> <ul style="list-style-type: none"> ● Read, recognise and enjoy a text about superheroes. ● Spelling of plurals and words ending –es, -ed and –ing. ● Recognising and writing antonyms and comparisons. ● Using capitals for proper names. ● Write dialogue and produce a comic strip about a superhero. <p><u>Non-fiction: Information texts and Non-chronological report.</u></p> <ul style="list-style-type: none"> ● Recognise differences between fiction and non-fiction ● Writing questions as sentences. ● Write a non-fiction book about fierce animals.
Mathematics		Science	
Intent	<p>Maths is highly interconnected to other curriculum areas and is essential to everyday life. We aim for pupils to become fluent through varied and frequent</p>	Intent	<p>Science can be used to explain what is occurring, make predictions and analyse results. We aim for pupils to develop their scientific skills and knowledge through</p>

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	<p>practice so that they develop conceptual understanding. Children will be encouraged to approach problem solving in an organised manner, recording their work in a systematic way in order to make clear connections. They will develop their use of mathematical language in order to be able to communicate their ideas.</p>		<p>engaging in different types of science enquiry. They will be encouraged to ask and answer scientific questions and understand the role of science in the world around them. Children will extend their knowledge of specialist vocabulary.</p>
<p>Implementation</p>	<p>We have a mastery approach to teaching Maths. This means that the majority of pupils progress through the curriculum content at the same pace. Maths objectives are taught through units of work that allow children to practice and consolidate key knowledge and skills. Providing variation through problem solving and reasoning, allows children to build fluency and a more in depth understanding of mathematical concepts. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.</p>	<p>Implementation</p>	<p>The acquisition of key scientific knowledge is an integral part of our science lessons. Promoting science in school is highlighted by the use of 'Working Scientifically' walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the working scientifically skills for each session. We aim to develop and promote the importance of developing scientific enquiry across year groups. Emphasis is placed on learning outside of the classroom, with each class having designated timetabled 'Forest School' time and where applicable educational visits are linked to developing children's science topical learning. Science specific home learning tasks, supporting parental engagement help support children's natural curiosity whilst enabling them to experience first-hand the science</p>

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			all around them.
Impact	<p><u>Number: Multiplication and Division</u></p> <ul style="list-style-type: none"> ● Count in multiples of twos, fives and tens. ● Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p><u>Number: Fractions</u></p> <ul style="list-style-type: none"> ● Recognise, find and name a half as one of two equal parts of an object, shape or quantity. ● Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> ● Describe position, direction and movement, including whole, half, quarter and three quarter turns <p><u>Number: Place Value within 100</u></p> <ul style="list-style-type: none"> ● Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any 	Impact	<p><u>Plants</u></p> <ul style="list-style-type: none"> ● Identify a variety of common flowering and wild plants. ● Identify and classify leaves from common trees. ● Identify and name common plants, including deciduous and evergreen trees. ● Describe the basic structure of flowering plants and trees. <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> ● Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. ● Describe and compare the observable features of animals from a range of groups. ● Identify and group animals according to what they eat. ● Name and locate parts of the human body and begin to make suggestions about what some

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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.

Measure: Money

- Recognise and know the value of different denominations of coins and notes.

Measure: Time

- Sequence events in chronological order using language.
- Recognise and use language relating to dates, including days of the week, months and years.
- Tell the time to the hour and half past the hour and draw hands on a clock face to show these times.
- Measure and begin to record time (hours, minutes, seconds).

History

parts of the body do.


- Name the 5 senses and the part of the body they are related to.
- Explain how they use each of their senses.
- Identify a variety of common animals.

Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways.
- Gather and record data to help in answering questions.
- Observe closely using simple equipment.
- Use observations and ideas to suggest answers to questions.


Geography

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Intent	In Key Stage 1 children study the National Curriculum for History and we aim to: continue to develop their understanding of chronology, including their own chronology, and begin to study deeper into the past; ensure children understand who significant individuals were and that they had an impact on the history of Britain and enable children to acquire historical thinking skills, including using historical vocabulary, the ability to ask and answer relevant questions, and to use sources to understand key events.	Intent	In Key Stage 1 children study the National Curriculum for Geography and we aim to: Inspire pupils with a curiosity about the world. We aim to teach children about diverse places, people, resources and natural and human environments. This knowledge about the world will help them to deepen their understanding of Planet Earth and how we all have a role in sustaining and protecting our environment.
Implementation	Children will learn about the significant British monarchs in history, and participate in an in-depth study of Richard III as well as drawing comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history. Children will develop historical thinking skills through discussion, roleplay and sorting and analysing using a variety of sources, making connections and asking historically valid questions.	Implementation	Children will learn in depth about different types of weather in their immediate environment along with the four seasons. Children will be introduced to hot and cold areas of the world and the impact of weather types. Children will have opportunities to observe and record the weather and present their own weather forecasts. <ul style="list-style-type: none"> ● They will identify daily and seasonal weather patterns in the context of the weather in the UK. ● They will explore weather forecasting and the effect of dangerous/adverse weather conditions in the context of the UK. ● They will identify the location of hot and cold areas

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			<p>of the world in relation to the Equator and the North and South Pole.</p> <ul style="list-style-type: none"> ● They will further explore the human/physical geography of The Arctic.
Impact	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order. ● Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria. ● Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them. 	Impact	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Use information books/pictures as sources of information. ● Investigate their surroundings and make observations about the local area. ● Use relative vocabulary (e.g. bigger/smaller, like/dislike) to describe geographical features. ● Know names of some places within/around the UK and know simple differences in weather. ● Picture maps and globes to identify places with characteristic weather and climate.
Computing		Art & Design	
Intent	<p>Children will be taught to understand and apply the concepts of computer science. Through practical experience we aim to encourage them to apply information technology to solve problems. Children</p>	Intent	<p>Art and design should engage, inspire and challenge pupils. We aim to develop the knowledge and skills in order to create their own works of art and design. Pupils will be encouraged to evaluate their work in order to</p>

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	<p>will be taught how to be responsible users through keeping themselves safe online, reporting concerns and recognising acceptable/unacceptable behaviour.</p>		<p>develop and improve.</p>
Implementation	<p><u>E-safety</u> Children will revisit the rules for staying safe online, both in school and at home.</p> <p><u>Coding</u> This unit introduces pupils to basic coding and uses simple, scaffolded steps for pupils to begin programming small animations and debugging errors as they go.</p> <p><u>Spreadsheets</u> This unit introduces children to spreadsheets and enables them to navigate and input data to very simple sheets. Children will become familiar with the layout and begin to use them for simple maths purposes.</p> <p><u>Tech Outside School</u> This unit encourages children to think about the different types of technology that are present in their wider world. It explores the variety and amount of technology that provides services to the community.</p>	Implementation	<p>Art and Design will be taught in conjunction with the history and geography topics and will incorporate different elements within the context of the subject matter to engage children's creativity.</p> <p><u>History</u></p> <p><u>Geography</u></p>

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Impact	<p><u>E-safety</u></p> <ul style="list-style-type: none"> • Pupils can safely use websites and internet apps. • Pupils know the importance of keeping passwords and personal or sensitive information safe. <p><u>Coding</u></p> <ul style="list-style-type: none"> • To understand what coding means in computing. • To create unambiguous instructions like those required by a computer. • To use the 2Code program to create a simple program. • To use code blocks to make the characters move automatically when the green Play button is clicked. • To use the Stop button to make characters stop when the background is clicked. • To use Collision Detection to make objects perform actions. <p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> • To navigate around a spreadsheet. • To explain what rows and columns are. • To save and open sheets. • To enter data into cells. • To add images to a spreadsheet and using the image 	Impact	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design. • Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools eg scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product
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	<p>toolbox</p> <ul style="list-style-type: none"> • To use the ‘speak’ and ‘count’ tools in Calculate to count items <p><u>Tech Outside School</u></p> <ul style="list-style-type: none"> • To walk around the local community and find examples of where technology is used. • To understand what is meant by ‘technology’ • To have considered types of technology used in school and out of school. • To have recorded 4 examples of where technology is used away from school. 		
Modern Foreign Languages-French		Physical Education	
Intent	<p>Children will begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. We aim to make language learning engaging for all children through music, games and stories. Pupils will be taught to express their ideas and thoughts in French with increasing confidence and fluency. They will begin to develop accurate pronunciation and intonation and listen attentively to spoken language, beginning to</p>	Intent	<p>Children will study PE through a series of learning behaviours to ensure all children, no matter their skill or attitude, will have a positive, engaging physical education. This will allow for children to foster their creativity, social skills, personal skills, cognitive development and improve health and fitness. This approach will be taught alongside the application of the physical skills of agility, balance and coordination. Children will also have the opportunity to compete in</p>

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	show understanding by joining in and responding.		sporting events with other schools throughout their time at St Mary's.
Implementation	<p><u>All About Time</u> Children learn to recognise and say the days of the week and months of the year. Children will say when their birthday is. They will respond to a simple question and speak accurately and confidently in French.</p> <p><u>All Things Bright and Beautiful</u> Children will describe what colour items are in French. They will be taught to confidently and accurately pronounce the colours and recognise the written colours. Children will begin to understand basic classroom instructions in French using the target language regularly.</p>	Implementation	<p><u>Physical</u> Children will develop the skills of coordination and agility through engaging animations and stories; John and Jasmine Learn to Juggle (sending and receiving) and Ringo to the Rescue (reaction/response)</p> <ul style="list-style-type: none"> ● Roll and throw a ball and collect or catch the rebound. ● Throw and catch a tennis ball with one hand with, then without a bounce ● React and catch a large ball dropped from shoulder height after 1, then 2, bounces. ● React and catch a tennis ball dropped from shoulder height after 1 bounce. <p><u>Creative</u> Children will develop agility and static balance skills through engaging animations and stories; Sammy Squirrel and his Rolling Nuts (ball chasing) and Casper the Very Clever Cat (floor work) .</p>

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					<ul style="list-style-type: none"> ● Roll a ball, chase and collect it in a balanced position facing the opposite direction. ● Start in a seated/lying position, chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction. ● Hold the mini-front support position, and reach round and point to the ceiling with either hand in mini-front support. ● Place cone on back and take it off with other hand in mini front support; Hold mini back support position; Place cone on tummy and take it off with other hand in mini back support.
Impact	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● recognise French vocabulary ● listen to and begin to respond to topic vocabulary ● answer simple questions orally using the topic 	Impact	<p><u>Physical</u> Children will be able to;</p> <ul style="list-style-type: none"> ● perform a sequence of movements with some changes in level, direction or speed. ● perform a range of skills with some control and 		

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	<p>vocabulary</p> <ul style="list-style-type: none"> ● recognise some written words by sight 		<p>consistency.</p> <ul style="list-style-type: none"> ● perform a small range of skills and link two movements together. ● perform a single skill or movement with some control. <p><u>Health and Fitness</u> Children will be able to;</p> <ul style="list-style-type: none"> ● use equipment appropriately and move and land safely. ● say how my body feels before, during and after exercise. ● be aware of why exercise is important for good health.
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Music

Intent	<p>In teaching music we aim to engage and inspire pupils to develop a love of music. Through music lessons we encourage children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children are encouraged to improvise and compose music for a range of purposes using the inter-related dimensions of music and to listen with attention to detail and recall sounds with increasing aural memory. In notation, children will learn to use and understand staff and other musical notes. Children will be given opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians developing their understanding of the history of music.</p>
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Implementation	<p>Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.</p>
Impact	<p>The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.</p>