**+The Core Curriculum St Marie’s Catholic Primary School**  

**Year One**

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|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **English (RWI / QTBA)** | **Texts** | **Driver Texts** | * **Pattan’s Pumpkin**

Chitra Sounder | * **Winter Sleep: A Hibernation Story**

Sean Taylor | * **Traction Man is Here**

Mini Grey | * **Out and about: A first book of poems**

Shirley Hughes* **The puffin book of fantastic first poems**

June Crebbin | * **Claude in the city**

Alex T Smith | * **Wild**

Emily Hughes |
| **Non-Fiction** | * **Seasons come, seasons go**

Patricia Hegarty |  |  |  |  |  |
| **Writing** | **Fiction** |  | Story sentences*To entertain* | Retell the story*To entertain* | Poetic words and phrasesList poem*To entertain* | Retell the story*To entertain* |  |
| **Non-Fiction** | Labels, captions and list*To inform* |  |  |  |  | Instructions *To inform* |
| **GPS** |  |  |  |  |  |  |
| **Spelling**  |  |  |  |  |  |  |
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| **Speaking****and****Listening**  | All 12 statutory statements will be covered at the appropriate level, including:Pupils should be taught to: * listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, role play, improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication.
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|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Maths (Power maths)** | **Number****Place value**Numbers to 10Part whole within 10**Addition and subtraction**Within 10**Geometry-properties of shape**2D 3D shapes | **Number****Place value**Numbers to 10Part whole within 10**Addition and subtraction**Within 10**Geometry-properties of shape**2D 3D shapes | **Number****Place value**Numbers to 20**Addition and subtraction**Addition within 20Subtraction within 20Numbers to 50**Measurement**Introducing length and heightIntroducing weight and volume | **Number****Place value**Numbers to 20**Addition and subtraction**Addition within 20Subtraction within 20Numbers to 50**Measurement**Introducing length and heightIntroducing weight and volume | **Number** **Multiplication and division**MultiplicationDivisionNumbers to 100**Fractions**Halves and quarters**Place value****Geometry-position and direction****Measurement** Time Money | **Number** **Multiplication and division**MultiplicationDivisionNumbers to 100**Fractions**Halves and quarters**Place value****Geometry-position and direction****Measurement** Time Money |
| **Science** | Everyday materials | Animals, including humans(Animals) | Animals, including humans(Humans) | Plants | Plants | Seasonal changes (Round up) |

**The Foundation Curriculum**

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|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Computing** | **Computing systems and networks**Improving mouse skills | **Programming 1**Algorithms unplugged | **Skills showcase**Rocket to the moon | **Programming** Option 1 bee botsOption 2 virtual bee bots  | **Data handling**Introduction to data | **Online safety** |
| E-Safety |
| **Music Sing up** | Menu songColonel Hathis marchMagical musical aquarium | Football‘Dawn’ from sea interludesMusical conversations | Dancing and drawing to NautilusCat and mouseCome dance with me |
| **Geography** | Fieldwork: Knowing my area well, landmarks |  | Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom London |  | Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Antarctica  |  |
| **History** |  | Changes within living memoryToys |  | Lives of significant individualsCurrent Monarch and Queen Elizabeth ll |  | Locality study – transport bikes/ cars |
| **PE** | Invasion games | Fundamental movement skills | Striking and fielding | Athletics | Dance | Outdoor and adventurous  |
| **To know you more clearly**  | Branch one: Creation and covenant Revelation | Branch Two: Prophecy and promise The Christian belief that God showed his love by send in Jesus his son.  | Branch three: Galilee to JerusalemJesus is the son of God | Branch four: Desert to garden Lent | Branch five: To the ends of the EarthRoad to Emmaus, the Ascension, Pentecost  | Branch six: Dialogue and encounter Catholic culture and dialogue  |
| Journey in love  | **To focus on families and specially growing up in a loving, secure and stable home.** |
| Social and emotional To recognise signs that I and loved in my family | Physical To recognise how I am cared for and kept safe in my family.  | SpiritualTo celebrate ways that God loves and cares for me. |
| Equality and Diversity | **Elmer** I like the way I am | **My world, your world**I share the world with lots of different people | **Errol’s Garden**To work together | **Going to the volcano**To Join in  | **Want to play trucks?**To find ways to play together | **Hair, it’s a family affair**Proud to be me |
| **DT** |  | MechanismsSliders and leavers |  | Cooking and nutritionHealthy sandwiches |  | StructuresChair for a bear |
| **Art** | DrawingMark making (Sarah Morris) |  | Painting – primary and secondary colours- using nature to print |  | Collage/ textiles Gunta Stolz (Science and materials) |  |
| **PSHE My Happy mind** | Meet your brain  | Celebrate | Appreciate | Relate | Engage |  |