**+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 phrases  List 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 10  Part whole within 10  **Addition and subtraction**  Within 10  **Geometry-properties of shape**  2D 3D shapes | **Number**  **Place value**  Numbers to 10  Part 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 20  Subtraction within 20  Numbers to 50  **Measurement**  Introducing length and height  Introducing weight and volume | **Number**  **Place value**  Numbers to 20  **Addition and subtraction**  Addition within 20  Subtraction within 20  Numbers to 50  **Measurement**  Introducing length and height  Introducing weight and volume | **Number**  **Multiplication and division**  Multiplication  Division  Numbers to 100  **Fractions**  Halves and quarters  **Place value**  **Geometry-position and direction**  **Measurement**  Time  Money | **Number**  **Multiplication and division**  Multiplication  Division  Numbers 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 bots  Option 2 virtual bee bots | | **Data handling**  Introduction to data | | **Online safety** | | |
| E-Safety | | | | | | | | | | | | |
| **Music Sing up** | Menu song  Colonel Hathis march  Magical musical aquarium | | | | | Football  ‘Dawn’ from sea interludes  Musical conversations | | | Dancing and drawing to Nautilus  Cat and mouse  Come 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 memory  Toys | | | |  | Lives of significant individuals  Current 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 Jerusalem  Jesus is the son of God | | Branch four: Desert to garden  Lent | Branch five: To the ends of the Earth  Road 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. | | | Spiritual  To 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** |  | Mechanisms  Sliders and leavers | | | |  | Cooking and nutrition  Healthy sandwiches | |  | | Structures  Chair for a bear | | |
| **Art** | Drawing  Mark 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 | |  | | |