



Curriculum and Wider-Learning Overview – 2023-24

Year 1

	Autumn	Spring	Summer
Catholic Life	Liturgical Prayer will reflect equality, diversity and inclusion – whole school assemblies and themes following the liturgical year. The Celebration of Holy Mass takes place in school and children regularly attend St John’s Catholic Church – CST Weekly Class Liturgical Prayer – CST CST: Catholic Social Teaching		
Wider-Learning	Behaviour Policy Updates/Expectations - CST Safeguarding Pupil updates/reminders School Council Elections – CST Live Simply - CST Harvest – CST Mysteries of the Rosary - CST Anti-bullying focus Advent/Christmas	Fairtrade Fortnight –CST World Book Day Mother’s Day Live Simply - CST	Mysteries of the Rosary - CST Father’s Day Live Simply - CST Transition
Learning Behaviour	Ownership Responsibility	Friendship Questioning	Anticipation Relationships
Parent/Carer Engagement	Meet the Teacher Parent Consultations (online) Parents Book Celebration Evenings (in school) Mass in Church Liturgical Prayer in church EYFS Open Morning	Parents Consultations (online) Parents Book Celebration Evenings (in school) Mass in Church Liturgical Prayer in church	End of Year Reports Parents Book Celebration Evenings (in school) Mass in Church Liturgical Prayer in church
Religious Education and Wider Religion	A1: God’s Great Plan Hearing about the beauty of God's world; the story of Creation from Genesis; the knowledge that God made us and loves us; that we can show God we love Him by looking after His world and each other; our responsibility to look after God's world; the story of Noah and the Flood and its message of salvation and hope. A2: Mary, Our Mother Knowing that God sent the Angel Gabriel with a message to Mary and why this is important; that God asked Mary to be the mother of His son and reflecting on her response; reflecting on how we can prepare to celebrate the birth of Jesus; knowing that Mary is our mother in heaven and that she is looking after us.	Sp1: Families and Celebrations Presentation of the Jesus in the Temple/ Jesus and his Family/ Jesus in the Temple/ Our Church Family/ Sacrament of Baptism Sp2: Following Jesus Jesus chooses Disciples/ Jesus teachers the Disciples to pray/ The Good Samaritan Jesus goes to Jerusalem/ Good Friday CAFOD unit Neighbours	Su1: The Resurrection Easter Jesus rose from the dead/Jesus appears to the Disciples/Jesus eats with the Disciples/Jesus and Thomas/Jesus return to Heaven Su2: Miracles Helping Others/Cure of the Paralysed Man/Cure of the Blind Man/The Wedding at Cana
World Religions			

	Places of Worship: - Jewish Synagogue - Hindu Mandir					
English	Lost and Found by Oliver Jeffers Writing Outcomes: Fiction: story based on the structure of <i>Lost and Found</i> Greater Depth: Change the setting of the story	Nibbles by Emma Yarlett Writing Outcomes: Recount: diary Greater Depth: Add in further details about other characters' feelings	The Lion Inside by Rachel Bright Writing Outcomes: Fiction: story based on the structure of <i>The Lion Inside</i> Spelling Pattern Studies	The Curious Case of the Missing Mammoth by Ellie Hattie Writing Outcomes: Fiction: story based on the structure of <i>The Curious Case of the Missing Mammoth</i> Spelling Pattern Studies	Toys in Space by Mini Grey Writing Outcomes: Story based on the structure of <i>Toys in Space</i> . Extension: Instructions Greater Depth: Choose their own toy to write about and change the space creature	Goldilocks and the Just One Bear by Leigh Hodgkinson Writing Outcomes: Fiction: story based on the structure of <i>Goldilocks and Just One Bear</i> Extension: non-chronological report Greater Depth: Change the animal and the setting
Phonics	Revision of previously taught phonemes Introduction of new phonemes Grammar and Spelling		Revision of previously taught phonemes Introduction of alternative phonemes Grammar and Spelling		Revision of previously taught phonemes Introduction of new phonemes Grammar and Spelling Phonics Screening Check	
Mathematics	Number and Place Value Number - Addition and Subtraction/ Fractions Geometry – Properties of Shapes/Position and Direction Measurement – length and height/Money Multiplication and Division		Number and Place Value Number – Addition and Subtraction/Fractions Geometry – Properties of Shapes Number – Multiplication and Division Measurement – Mass/Time/Volume and Capacity		Number and Place Value Number – Addition and Subtraction/Fractions Geometry – Position and Direction/Properties of Shapes Number – Multiplication and Division Measurement – length and height/Time	
Science	Forces and Space: Seasonal Change Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and clothing choices. They plan and carry out their own weather reports, considering the knowledge required for this job.	Everyday Materials Identifying and naming objects and the materials from which they are made. Pupils compare and group materials based on how they look and feel and carry out tests to sort materials based on unobservable properties.	Sensitive Bodies Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions.	Comparing Animals Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.	Introduction to Plants Knows and names a variety of common wild and garden plants/knows the names the petals, stem, leaves and root of a plant/knows the name of the roots	Making Connections Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.
Art	Spirals		Simple Print Making		Playful Making	

	<p>Children will be looking at: Pattern, Structure, Movement, Growth, The Human Body, Sound</p> <p>They will explore the mediums of: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, They will make sketchbooks.</p> <p>The artist they will be studying will be: Molly Haslund</p>	<p>Children will learn to: make a “plate” from which to “print”</p> <ul style="list-style-type: none"> • That there is a relationship between plate and print: e.g. negative / positive. <ul style="list-style-type: none"> • That we can use print to create “multiples” • That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intentions. <p>We will look at the local print maker: Amanda Hillier</p>	<p>Children will learn that:</p> <ul style="list-style-type: none"> • when we make art in 3 dimensions it is often called Sculpture. • we can generate ideas through playful exploration. we can build understanding of the properties of materials through manipulation. • making sculpture is a partnership between materials, ideas, hands and tools. • we can reflect upon our intention when we see our ideas made physical
Design Technology	<p>Mechanisms: Making a moving storybook Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.</p>	<p>Textiles: Puppets Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p>	<p>Structures: Making a windmill Inspired by the song, ‘Mouse in a windmill’, design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.</p>
Computing	<p>E-Safety Digital Literacy Information Technology Around Us Information Technology Keyboard and Mouse Skills</p>	<p>Safer Internet Day (14.02.23) Computer Science E-Safety Introducing Programming Information Technology Digital Painting Music Creation</p>	<p>Information Technology Text and Images Using a Word Document Comic Creation</p>
Geography	<p>What is it like here? Locating where they live on an aerial photograph and recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p>	<p>What is the weather like in the UK? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.</p>	<p>What is it like to live in Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p>
History	<p>How am I making history? Looking at personal chronology and finding out about the past within living memory. By</p>	<p>How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past</p>	<p>How have explorers changed the world? Finding out about events and people beyond living memory, children particularly</p>

	<p>examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p>	<p>and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>	<p>think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>	
Music	<p>Introducing Beat Adding Rhythm and Pitch</p> <p>Christmas Play songs Hymns linked to Liturgical Year</p>	<p>Introducing Tempo & Dynamics Combining Pulse, Rhythm and Pitch</p> <p>Hymns linked to Liturgical Year</p>	<p>Having Fun with Improvisation Explore Sound and Create a Story</p> <p>Hymns linked to Liturgical Year</p>	
Physical Education	<p>Physical movement Balance Eye co-ordination Core stability Body awareness (move to learn) Incorporating spatial awareness Dance – Christmas Storycises (daily 20mins)</p> <p>Multi-Skills/Boot Camp/Mighty Movers/ Storytime Dance/Storycises</p>	<p>Gymnastics Outside travel – avoiding obstacles, change pace and direction Storycises (daily 20mins)</p> <p>Skip to the Beat/Groovy Gymnastics/ Brilliant Ball Skills/Gymfit Circuits Storycises</p>	<p>Ball Skills (move to learn) Throwing and catching Racket skills Racket skills – targets Dance – traditional Basic Athletics – linked to Sports Day Storycises (daily 20mins)</p> <p>Throwing and catching Cool Core (strength) Active Athletes Fitness Frenzy Storycises</p>	
Personal, Social, Health & Economic Education (PSHE)	<p>What rules are Caring for others' needs, Looking after the environment how they can contribute to the life of the classroom and school</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>that people and other living things have rights and that everyone has responsibilities to protect those rights</p> <p>Health: That physical activity is good for them</p>	<p>People who help us</p> <p>Strengths and interests; jobs in the community</p> <p>Money from different sources, spending and saving</p> <p>How to keep money safe Sun and Water Safety</p> <p>GermS – importance of handwashing</p> <p>that families are important for children growing up because they can give love, security and stability</p>	<p>A Journey in Love: Relationship and Sex Education – CST</p> <p>The focus on families and specially growing up in a loving, secure and stable home Recognising privacy; staying safe; seeking permission</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To recognise signs that I am loved in my family To recognise how I am cared for and kept safe in my family</p>	<p>World Religions</p> <p>Places of Worship: - Jewish Synagogue - Hindu Mandir</p> <p>To know what a place of worship is</p> <p>To discuss key parts of a Jewish Synagogue</p> <p>To discuss key parts of a Hindu Mandir</p> <p>To use and apply knowledge of places of worship</p>

	That it is good to talk about emotions - Diet and Vitamins - CST - Hygiene, medicine and exercise – CST				To celebrate ways that God loves and cares for us	
My Happy Mind	<p>Meet Your Brain</p> <p>Where their brain is in their body and what it looks like.</p> <ul style="list-style-type: none"> • That our brain helps us to control our body, manage our emotions and help solve problems. • That our brain has 3 main parts • That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. • That Happy Breathing helps our entire body, including our brain • Neuroplasticity 	<p>Celebrate</p> <p>How the best way to learn more about your strengths is to notice them.</p> <ul style="list-style-type: none"> • That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. • That it is nice to tell other people when they use their strengths, as it makes them feel good. 	<p>Appreciate</p> <p>What appreciate means</p> <ul style="list-style-type: none"> • That you can appreciate others, experiences and themselves and not just material things. They will be able to say the categories on the Wheel of Gratitude. • How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. • How Happy Breathing exercises help to remind us to appreciate the things we might forget 	<p>Relate</p> <p>What relate means</p> <ul style="list-style-type: none"> • How their character strengths help them get along with others and learn that it is okay that we are all different. • What Active Listening is. • What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues. • That Happy Breathing can help them if they have big emotions when falling out with friends. 	<p>Engage</p> <p>What engage means.</p> <ul style="list-style-type: none"> • That when they engage in something and feel happy, they can do the activity better. • That they can set goals • How to set a class goal using the 3 steps. • That setting goals and achieving them can make Team H-A-P happy too. • That we do not always achieve our goals • That just because they can't do something straight away, it doesn't mean they won't be able to in the future 	<p>Consolidation</p> <p>Review of previous learning</p>