

St Francis RC Primary School Curriculum Overview and Detail Spring Term Year 1

Curriculum	Spring 1	Spring 2
Creative Learning Project	Bright Lights, big city! Taxi!	Rio Da Vida!
Focus	Geography DT	Geography Music
Writing Focus Focus English	<p>Unit Written Outcomes: Retell story or part of story Possible Application: Recount - any event, trip or experience Recount of shelter making and facts on materials Sentence writing opportunities</p> <ul style="list-style-type: none"> ♣Talk about ideas for writing. ♣Know what to write about. ♣Choose one idea for a sentence. ♣Say the sentence aloud. ♣Check that the sentence makes sense. ♣Hold the sentence in your head. ♣Write the sentence. ♣Read the sentence and check that it makes sense. ♣Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. ♣Decide on the next sentence which will say what happened next. 	<p>Unit Written Outcomes: Retell story or part of story Possible Application: Recount - any event, trip or experience Information on toys Sentence writing opportunities</p> <ul style="list-style-type: none"> ♣Talk about ideas for writing. ♣Know what to write about. ♣Choose one idea for a sentence. ♣Say the sentence aloud. ♣Check that the sentence makes sense. ♣Hold the sentence in your head. ♣Write the sentence. ♣Read the sentence and check that it makes sense. ♣Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. ♣Decide on the next sentence which will say what happened next.
Cross curricular Maths Cornerstones	♣Sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).	♣Recognising 2-D shapes
Science Cornerstones and discrete	♣Distinguish between an object and the material from which it is made.	<ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.

	<ul style="list-style-type: none"> • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>♣ Use their observations and ideas to suggest answers to questions.</p>	
<p>Working Scientifically across Year 1 and 2</p> <p>♣ asking simple questions and recognising that they can be answered in different ways</p> <p>♣ observing closely, using simple equipment</p> <p>♣ performing simple tests</p> <p>♣ identifying and classifying</p> <p>♣ using their observations and ideas to suggest answers to questions</p> <p>♣ gathering and recording data to help in answering questions</p>		
IT Discrete	<p>Online Safety</p> <ul style="list-style-type: none"> ♣ Use technology safely and respectfully, keeping personal information private ♣ identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies ♣ Use technology purposefully to create,organise, store, manipulate and retrieve digital content. 	<p>Espresso Coding</p> <ul style="list-style-type: none"> ♣ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. ♣ Use logical reasoning to predict the behaviour of simple programs. ♣ Create and debug simple programs. ♣ Recognise common uses of information technology beyond school.
History Cornerstones	<p>The Great Fire of London</p> <ul style="list-style-type: none"> ♣ Learn about events beyond living memory that are significant nationally or globally 	
Geography	Directions, maps, countries, capital cities, human	Locating countries and cities, comparing areas of UK with Rio

<p>Cornerstones</p>	<p>geography</p> <ul style="list-style-type: none"> ♣ Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. ♣ 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 weather. ♣ 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. ♣ Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ♣ 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. ♣ Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. ♣ Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ♣ Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non European country 	<ul style="list-style-type: none"> ♣ Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. ♣ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. ♣ Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
<p>Locational Knowledge</p> <ul style="list-style-type: none"> ♣ Use maps and globes to locate the UK. Name, locate and identify characteristics of the four countries and capital cities of the UK. 		

♣ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.		
Art and Design Cornerstones	Drawing from memory ♣ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Carnival masks and headdresses, collage ♣ Use a range of materials creatively to design and make products. ♣ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
DT Cornerstones	Model making, mechanisms ♣ Explore and evaluate a range of existing products. ♣ Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products. ♣ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ♣ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ♣ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. ♣ Evaluate their ideas and products against design criteria.	Carnival instruments, flag making, recipes, masks, headdresses ♣ Design purposeful and functional products for themselves and other users based on design criteria. ♣ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. ♣ Evaluate their ideas and products against design criteria.
Music Cornerstones Charanga	Traditional songs and nursery rhymes ♣ Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Carnival music, percussion, song lyrics ♣ Listen with concentration and understanding to a range of high-quality live and recorded music. ♣ Play tuned and untuned instruments musically. ♣ Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
PHSCE Cornerstones	♣ Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	♣ Recognise that they belong to various groups and communities, such as family and school. ♣ Identify and respect the differences and similarities between people. ♣ Listen to other people, and play and work co-operatively.

<p>Maths Focus Maths</p>	<ul style="list-style-type: none"> ♣ 1 more and 1 less ♣ Mass and weight ♣ 2D and 3D shapes ♣ Money ♣ Add and subtract numbers to 20 ♣ Addition and subtraction one-step problems 	<ul style="list-style-type: none"> ♣ Measures ♣ Length and mass/weight ♣ Multiplication & Division Fractions ♣ Geometry ♣ Measures Time <p>Consolidate and assess</p>
<p>English: Reading Class novel</p> <p>Focus English</p>	<p>Beegu Poet study – Puffin Book of Fantastic First Poems – June Crebbin</p> <ul style="list-style-type: none"> ♣ Use prior knowledge to understand texts. ♣ Use picture clues to support understanding. ♣ Use picture clues to deepen understanding. ♣ Identify unfamiliar words and ask about meaning. ♣ Use the context to make informed guesses about the meaning of unfamiliar words. ♣ Discuss the meaning of unfamiliar words. ♣ Identify the key events in a story. ♣ Make predictions based on the events in the story. ♣ Identify the characters in a story. ♣ Recognise a character's feelings. ♣ Say why a character has a feeling. ♣ Give an opinion about a character. ♣ Answer retrieval questions about the book. ♣ Use information from the story to support opinion. ♣ Say what they like or dislike about a book. ♣ Listen to others' ideas about a book. ♣ Say whether they agree or disagree with others' ideas. ♣ Know some key stories. ♣ Recognise key story language. ♣ Find key story language in stories read aloud or 	<p>Dogger Poetry focus - All Aboard the Toy Train by Tony Bradman</p> <ul style="list-style-type: none"> ♣ Use prior knowledge to understand texts. ♣ Use picture clues to support understanding. ♣ Use picture clues to deepen understanding. ♣ Identify unfamiliar words and ask about meaning. ♣ Use the context to make informed guesses about the meaning of unfamiliar words. ♣ Discuss the meaning of unfamiliar words. ♣ Identify the key events in a story. ♣ Make predictions based on the events in the story. ♣ Identify the characters in a story. ♣ Recognise a character's feelings. ♣ Say why a character has a feeling. ♣ Give an opinion about a character. ♣ Answer retrieval questions about the book. ♣ Use information from the story to support opinion. ♣ Recognise key story language. ♣ Find key story language in stories read aloud or read independently. ♣ Retell key stories orally using narrative language. ♣ Say what they like or dislike about a book. ♣ Listen to others' ideas about a book. ♣ Say whether they agree or disagree with others' ideas. ♣ Know that there are different kinds of books.

	<p>read independently.</p> <ul style="list-style-type: none"> ♣ Retell key stories orally using narrative language. ♣ Know that there are different kinds of books. ♣ Know the difference between a story book and an information book 	<ul style="list-style-type: none"> ♣ Know the difference between a story book and an information book
<p>Phonics/Spelling/Grammar Letters and Sounds - Phonics Play Focus English</p>	<p>Phase 4 and 5</p> <ul style="list-style-type: none"> ♣ Know what a sentence is when I am speaking. ♣ Notice sentence demarcation in reading. ♣ Know that a sentence needs a capital letter. ♣ Write sentences with capital letters and full stops. ♣ Know that there are different types of sentences. ♣ Hear the difference between a question and a statement. ♣ Find questions in reading. ♣ Know that a question needs a question mark at the end. ♣ Write question sentences with capital letters and question marks. ♣ Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. ♣ Use capital letters for special names of people, places and the days of the week in writing. ♣ Check that capital letters have been used for the special names of people, places and the days of the week. ♣ Use the word and to join two words in a sentence. Notice that the word and can join two sentences. Know that the word and can help to join ideas together. ♣ Practise joining two sentences with and. 	<p>Phase 4 and 5</p> <ul style="list-style-type: none"> ♣ Know what a sentence is when I am speaking. ♣ Notice sentence demarcation in reading. ♣ Know that a sentence needs a capital letter. ♣ Write sentences with capital letters and full stops. ♣ Know that there are different types of sentences. ♣ Hear the difference between a question and a statement. ♣ Find questions in reading. ♣ Know that a question needs a question mark at the end. ♣ Write question sentences with capital letters and question marks. ♣ Use a capital for the personal pronoun I in writing. ♣ Check that a capital has been used for the personal pronoun I in writing. ♣ Use capital letters for special names of people, places and the days of the week in writing. ♣ Check that capital letters have been used for the special names of people, places and the days of the week. ♣ Use the word and to join two words in a sentence. ♣ Notice that the word and can join two sentences. ♣ Know that the word and can help to join ideas together. ♣ Practise joining two sentences with and.

<p>Speaking and Listening Focus English</p>	<ul style="list-style-type: none"> ♣ Participate in discussions, presentations, performances, role play, improvisations and debates. ♣ Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings. ♣ Speak audibly and fluently with an increasing command of Standard English. ♣ Listen and respond appropriately to adults and their peers. ♣ Ask relevant questions to extend their understanding and knowledge. ♣ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 	<ul style="list-style-type: none"> ♣ Give an opinion with a reason. ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. ♣ Recite/perform own compositions.
<p>RE The Way, the Truth and the Life</p>	<p>Families and Celebrations</p>	<p>Following Jesus</p>