



YEAR 1

MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 1

Spring 2024-2025

In order to help our pupils **‘KNOW MORE and REMEMBER MORE’** we revisit knowledge that has been taught in a variety of ways. Each lesson starts with reviewing prior learning, including games, quizzes and recaps; throughout each theme teachers regularly recap significant knowledge and at the end of each half term, pupils play the ‘SJF Know More, Remember More Gameshow/Quiz’. This informs teachers’ assessments, whilst also helping to move the significant knowledge (from each theme taught in each year group) into the long-term memory of each pupil.
Helping to embed that significant knowledge.

| Year 1 | Foundation Subjects Curriculum coverage | Spring 2024-2025 |
|----------------------------|---|--|
| Subject and Topic | Significant Skills | Significant Knowledge |
| Religious Education | <p>Refer to the topic cover sheet.</p> <p>Discuss their experience and feelings about the special people and mass and what they know or have heard about.</p> <p>Wonder about the help special people give them or the special meals they have shared.</p> <p>Recognise some stories about Jesus’ life.</p> <p>Recognise how everyone helps each other because they belong to the parish family.</p> <p>Make links between stories about Jesus and ways we live our lives.</p> <p>Retell some stories about Jesus’ life.</p> <p>Ask and respond to questions about what makes a person special.</p> | <p>Special People People have different jobs and they help in different ways. People have different roles in church including the priest. Jesus is a special person for the parish family and we hear about him at church where we gather together to celebrate Mass. We can love and serve Jesus by helping others.</p> <p>Meals Meals feel special when we are with the people we love. Catholics celebrate Jesus’ last meal at church. The bread represents his body and the wine represents his blood. Holy Communion means being close to Jesus, God his father and to each other as we God’s children.</p> <p>Lent/Easter Lent is a time of waiting and preparation for Easter. Ash Wednesday is the start of Lent and a time to change our ways and follow Jesus. The Our Father Prayer reminds us to ask for forgiveness when we make wrong choices. Jesus died on Good Friday because he loves us. Easter Sunday is a sign of hope when Jesus was given a new life.</p> |
| Science | <p>Animals including humans Ask questions based on previous learning. Use observations of animals first hand to identify and compare features of their body. Use senses to describe different textures, sounds and smells. Use labels to identify parts of the body. Observe, recognise and describe changes from Autumn to Winter</p> | <p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals by what they eat (carnivores, herbivores and omnivores). Describe and compare the structure of a variety of common animals, including pets. Identify, name, draw and label the basic parts of the human body. Locate which part of the body is associated with each sense. Describe the number of hours of sunlight, changes in weather, clothing and animals.</p> |



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| History | <p>Flight of the navigators Pupils use common words and phrases relating to the passing of time. Compare and identify similarities and differences between life now and the past. Ask questions based on our previous learning. Use a wide range of vocabulary relating to everyday historical terms. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | | <p>Flight of the navigators Use key words to describe the passing of time.</p> <p>Name key modes of flight. Name important figures in early aviation, including The Wright Brothers, Bessie Coleman and Amy Johnson. Understand how flight changed the world.</p> |
| Geography | <p>Once upon a season Use basic vocabulary to name weather types. Compare the weather in multiple locations around the world. Use first hand experiences, maps and other sources to identify landmarks, human and physical features. Compare daily weather patterns. Measure daily rainfall and sunshine hours.</p> | | <p>Once upon a season Name the four seasons and the months of the year they take place. Locate the United Kingdom and a world map. Name different types of weather and link them to the seasons they may take place in. Know the four compass points. I know the difference between human and physical features and can give examples. Give examples of hot and cold places on Earth.</p> |
| Computing | <p>Programming 1: Algorithms unplugged Recognising that some devices are input devices and others are output devices. Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to solve unplugged challenges. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario.</p> <p>Creating media: Digital imagery Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. Learning how to operate a camera to take photos and videos. Developing the skills associated with sequencing in unplugged activities. Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools. Searching and downloading images from the internet safely. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.</p> | | <p>Programming 1: Algorithms unplugged Understand that an algorithm is when instructions are put in an exact order. Understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. Understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. Know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.</p> <p>Creating media: Digital imagery Understand that holding the camera or device still and considering angles and light are important to take good pictures. Know that you can edit, crop and filter photographs. Know how to search safely for images online.</p> |



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| Art | <p>Explore their own ideas using a range of media. Use sketchbooks to explore ideas. Roll and fold paper Cut shapes from paper and card. Cut and glue paper to make 3D structures. Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. Describe and compare features of their own and others' artwork. value art with an understanding of how art can be varied and made in different ways and by different people</p> | <p>Know paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three-dimensional art is called sculpture. Know paper can be shaped by cutting and folding it. Know how to decide the best way to glue something. Know how to create a variety of shapes in paper, e.g. spiral, zig-zag. Know how to make larger structures using newspaper rolls. Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. Art is made in different ways. Art is made by all different kinds of people.</p> |
| Design & Technology | <p>Using a template to create a design for a puppet. Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction. Reflecting on a finished product, explaining likes and dislikes.</p> | <p>Know that 'joining technique' means connecting two pieces of material together. Know that there are various temporary methods of joining fabric by using staples, glue or pins. Understand that different techniques for joining materials can be used for different purposes. Understand that a template (or fabric pattern) is used to cut out the same shape multiple times. Know that drawing a design idea is useful to see how an idea will look.</p> |
| Physical Education | <p>Games Find space by using senses. Throw under arm by swinging back before releasing. Throw over arm by releasing the ball at the correct time. Strike a ball with a bat/racket by looking at the moving ball and aiming before hitting.</p> <p>Dance Experiment with different ways of travelling, jumping and increasing awareness of speed and distance. Develop spatial awareness and ability to move confidently and safely in general space. Create a dance sequence by using a beginning, middle and end. Change speed throughout sequences.</p> | <p>Games Recognise different body parts, the way they can move and how we can use them in different sports and activities. Know that when throwing/hitting accurately they should look at the target and aim. Know how to hold a racket or a bat safely and correctly.</p> <p>Dance Recognise the importance of warming up, stretching and cooling down. Recognise the importance of staying hydrated while exercising. Name the human senses and use them when finding space. Know how to begin and end a dance routine by standing still. Identify how many counts each movement should last (eight).</p> |
| Music | <p>Use appropriate, justified movements to represent dynamics. Identify sounds within the music and describe them using adjectives. Recreate sounds using voice or body and extend ideas by adding dynamics. Create appropriate, original sounds with their voice and body. Use instruments to create loud and soft sounds. Justify instrument and sound choices. Follow instructions during a performance. Create and play a musical score that showcases understanding by using dynamic symbols.</p> <p>Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story.</p> | <p>Sections of music can be described as loud, quiet or silent and the meaning of these terms. Notation is read from left to right. Able to recognise and name up to three instruments from Groups A and B.</p> <p>Sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> |



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| | <p>Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse. Follow instructions during a performance. Join in with repeated phrases using a character voice.</p> | |
| <p>PSHE & Relationships, Sex Education</p> | <p>Dreams and goals Identify goals and challenges that I can set for myself. Understand how to achieve a goal and understand that it will stretch my learning. Identify obstacles that I may come across and ways to overcome them. Recognise the feeling of success and celebrate.</p> <p>Healthy me Understand the difference between healthy and unhealthy lifestyle choices and identify choices. Identify ways to keep myself clean, healthy and safe. Recognise people who help me keep safe.</p> | <p>Dreams and goals Goals are targets that we work towards. We may face obstacles and we can think of ways to overcome them. We have different feelings and it is important to recognise them. We celebrate when we have met a goal and can set a new challenge for ourselves. We can learn from each other.</p> <p>Healthy me Healthy and unhealthy lifestyle choices are different. Germs cause disease/illness. Household products including medicines can be harmful if not used properly. Know how to keep safe when crossing the road and about people who can help me keep stay safe.</p> |