

# Ursuline Catholic Primary School

## Year 1 Curriculum Map 2018-19

	Term 1		Term 2		Term 3	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>RE</b>	<b>DOMESTIC CHURCH – FAMILY</b>  <b>Other Religions - Judaism</b>	<b>BAPTISM/CONFIRMATION – BELONGING</b>  <b>ADVENT/CHRISTMAS – LOVING</b>	<b>LOCAL CHURCH – COMMUNITY</b>  <b>Other Religions - Islam</b>	<b>EUCCHARIST – RELATING</b>  <b>LENT/EASTER – GIVING</b>	<b>PENTECOST – SERVING</b>	<b>RECONCILIATION – INTER-RELATING</b>  <b>Neighbours</b>

## Come and See Liverpool Archdiocese Aims

	<p>Some children will be able to <b>talk about</b> their experiences and feelings about the love and care shown to them by their family. They will be able to say what they <b>wonder</b> about love and care in families. They will be able to <b>recognise</b> the stories and psalms which reveal God's love and care. Some children will be able to <b>ask and respond</b> to questions about their own and others experiences of love and care in their own families. Some children will be able to <b>retell</b> some of the psalms and they will know something about the love and care Jesus experienced as a child.</p>	<p>Some children will be able to talk about their experience and feelings about belonging to different groups and will be able to say what they wonder about belonging and what that means. They will be able to recognise and use some religious words and phrases used in Baptism, such as 'I baptise you in the name of the Father etc Some children will be able to use religious words and phrases to describe some actions and symbols used in a Baptism ritual such as anointing with oil, pouring of water, lighting the baptismal candle etc. They will know that Baptism is the beginning of life in the Church family. They will be able to ask questions about what they and others wonder about Baptism and becoming a Christian and realise some of these are difficult to answer. They will be able to ask questions about what they and others wonder about Baptism and becoming a Christian and realise some of these are difficult to answer.</p> <p>Some children will be able to <b>talk about</b> their experience and feelings about waiting. Some children will be able to say what they <b>wonder</b> about waiting. Some children will be able to <b>recognise</b> that Advent is a time of waiting to celebrate Jesus at Christmas. Some children will be able to <b>recognise</b> the Advent wreath, calendar, the colour purple and the Crib as religious signs and symbols. Some children will be able to <b>use</b> some religious words and phrases about Advent and waiting. Some children will be able to <b>ask and respond</b> to questions about their own and others' experiences and feelings of waiting. Some children will be able to <b>ask</b> questions about what they and others wonder about and realise that some of these questions are difficult to answer. Some children will be able to <b>retell</b> the story of the birth of Jesus. Some children will be able to use religious words and phrases to <b>describe</b> some religious traditions and symbols of Advent and Christmas.</p>	<p>Within <b>Level 1</b> children will be able to <b>talk about</b> their experience and feelings about. The special people they know or have heard about and say what they <b>wonder</b> about how special people help them. They will be able to <b>recognise</b> some stories about Jesus and <b>recognise</b> how everyone helps each other because they belong to the parish family. Within <b>Level 2</b>, children will be able to <b>ask and respond</b> to questions about what makes a person special and be able to <b>retell</b> some stories about Jesus' life.</p>	<p>Within <b>Level 1</b> children will be able to <b>talk about</b> their experience and feelings about meals which are special to them and say what they <b>wonder</b> about why people share special meals. They will be able to recognise the story of Jesus' special meal at the Last Supper. Within <b>Level 2</b>, children will be able to <b>ask and respond</b> to questions about meals which are special to them. They will be able to retell the story of Jesus' special meal, The Last Supper and <b>use</b> religious words to say what happens at Communion at Mass. Within <b>Level 1</b> children will be able to <b>talk about</b> their experience and feelings about changing and acquiring new skills and be able to say what they <b>wonder</b> about the ways in which change happens. They will be able to <b>recognise</b> the story of Palm Sunday, Good Friday and Easter Sunday and some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday and use some religious words and phrases. A child will be able to <b>recognise</b> that people use the opportunity of Lent to change and make a new start.</p> <p>Within <b>Level 2</b>, children will be able to <b>ask and respond</b> to questions about their own and other's experience and feelings about how we can change and acquire new skills and learning. They will be able to <b>retell</b> the story of Palm Sunday, Good Friday and Easter Sunday and religious words and phrases to describe some religious actions and symbols of Ash Wednesday, Lent and Easter Sunday. They will be able to <b>describe</b> how believers choose to use the opportunity of Lent to change and make a new start.</p>	<p>Within <b>Level 1</b>, children will be able to <b>talk about</b> their experience and feelings about their holiday of holidays and <b>wonder</b> about what makes a holiday a happy time. A child will be able to <b>recognise</b> what a holy day is and the story of coming of the Holy Spirit at Pentecost. They will be able to <b>recognise</b> some symbols of the Holy Spirit. Within <b>Level 2</b>, children will be able to <b>ask and respond</b> to questions about the difference between ordinary days and holidays and say why we have holidays. They will be able to <b>retell</b> the story of coming of the Holy Spirit at Pentecost and be able to <b>describe</b> the ways in which the Holy Spirit is a helper and guide.</p>	<p>Within <b>Level 1</b>, children will be able to <b>talk about</b> their experiences and feelings about making choices and be able to say what they <b>wonder</b> about in making choices. They will be able to <b>recognise</b> the story of the call of Levi and the encounter of Jesus with Zacchaeus as religious stories and some religious words like 'being sorry' and 'forgiveness'. They will be able to <b>recognise</b> that people say sorry and forgive each other because they follow Jesus. Within <b>Level 2</b>, children will be able to <b>ask and respond</b> to questions about the consequences that choices have on others and themselves and about being sorry for the wrong choices they have made and be able to <b>ask questions</b> about how it can sometimes be difficult to forgive others. They will be able to <b>retell</b> the story of the call of Levi, the encounter of Jesus with Zacchaeus and/or the advice of Isaiah and will be able to <b>use religious words</b> like 'forgiveness' and 'be sorry' when they or others have made wrong choices. They will be able to <b>describe</b> how the priest uses God's power to forgive those who are sorry and say so.</p>
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<b>Science</b>	<p><b>How do plants grow?</b></p> <p><b>How does the weather change during one year in our country? (Seasonal Changes)</b></p>		<b>Everyday materials</b>	<b>Animals/Humans</b>		<b>Scientists and Inventors (cross curricular to History)</b>
<b>NC Aims</b>	<p>I can name a variety of common wild and garden plants.</p> <p>I can name the petals, stem, leaf and root of a plant.</p> <p>I can name the roots, trunk, branches and leaves of a tree.</p> <p>I can observe and comment on changes in the seasons.</p> <p>I can name the seasons and suggest the type of weather in each season.</p>		<p>I can distinguish between an object and the material it is made from.</p> <p>I can explain the materials that an object is made from.</p> <p>I can name wood, plastic, glass, metal, water and rock.</p> <p>I can describe the properties of everyday materials.</p> <p>I can group objects based on the materials they are made from.</p>	<p>I can name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can classify and name animals by what they eat (carnivore, herbivore and omnivore).</p> <p>I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</p> <p>I can sort living and non-living things.</p> <p>I can name the parts of the human body that I can see.</p> <p>I can link the correct part of the human body to each sense.</p>		<p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To use observations to suggest answers to questions</p> <p>To ask simple questions and secondary sources to find answers</p> <p>To describe and compare the structure of a variety of common animals</p> <p>To identify and classify animals</p> <p>To identify and name a variety of common, wild and garden plants</p> <p>To gather and record data to help in answering questions</p> <p>To observe and describe weather associated with the changes.</p>

<b>History</b>		<b>Toys Over Time</b>		<b>Great Explorers</b>		<b>See above</b>
<b>NC Aims</b>		<p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can recognise that some objects belonged to the past.</p> <p>I can explain how I have changed since I was born.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can explain what an object from the past might have been used for.</p>		<p>I can research the life of a famous person using different sources of evidence.</p> <p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can explain how some people have helped us to have better lives.</p>		
<b>Geog</b>	<b>Seasonal Changes (Science &amp; Geog)</b>				<b>Where I live: our school, our local area and our country</b>	
<b>NC Aims</b>	<p>I can explain how the weather changes throughout the year and name the seasons.</p> <p>I can answer questions about the weather.</p>				<p>I can explain where I live and tell someone my address.</p> <p>I can name the four countries in the United Kingdom and locate them on a map.</p> <p>I can name some of the main towns and cities in the United Kingdom.</p> <p>I can describe some key features of a place (e.g. a beach or forest) from a picture.</p> <p><b>Fieldwork: Use simple fieldwork and observational skills to study the</b></p>	

					geography of our school and its ground.	
Relationship & Sex Education	<p>'A journey in love' by Sister Jude Groden - We meet God's love in the community</p> <p>'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat:</p> <p>Elmer: David McKee – To like the way I am</p> <p>Ten Little Pirates: Mike Brownlow &amp; Simon Rickerty – To play with boys and girls</p> <p>My Grandpa is Amazing: Nick Butterworth – To recognise that people are different ages</p> <p>Max The Champion: Sean Stockdale, Alexandra Strick &amp; Ros Asquith – To understand that our bodies work in different ways</p> <p>My World, Your World: Melanie Walsh – To understand that we share the world with lots of people</p>					
Aims	<p>That humans move, feed, grow, use their senses and reproduce</p> <p>To name the main external parts of the body</p> <p>That humans grow from babies into children and then into adults, and that adults can produce babies</p> <p>To recognise similarities and differences between themselves and other pupils</p>					
PE	<p>Gymnastics</p> <p>Games: Throwing and Catching</p>	<p>Dance: Seasons</p> <p>Games: Attacking and defending</p>	<p>Gymnastics</p> <p>Games: Invasion games</p>	<p>Dance: Starry Skies</p> <p>Games: Invasion Games: Hockey</p>	<p>Gymnastics: Animals</p> <p>Games: Running and Jumping</p>	<p>Yoga: Salute to the sun</p> <p>Games: Multi-skills</p>
NC Aims	<p>I can make my body curled, tense, stretched and relaxed.</p> <p>I can control my body when travelling and balancing.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll, curl, travel and balance in different ways.</p> <p>I can throw underarm</p>	<p>I can move to music.</p> <p>I can copy dance moves.</p> <p>I can perform my own dance moves.</p> <p>I can make up a short dance.</p> <p>I can move safely in a space.</p> <p>I can throw underarm.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely</p>	<p>I can make my body curled, tense, stretched and relaxed.</p> <p>I can control my body when travelling and balancing.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll, curl, travel and balance in different ways.</p> <p>I can move and stop</p>	<p>I can move to music.</p> <p>I can copy dance moves.</p> <p>I can perform my own dance moves.</p> <p>I can make up a short dance.</p> <p>I can move safely in a space.</p> <p>I can throw underarm.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can throw and catch with both hands.</p> <p>I can throw and kick in different ways.</p>	<p>I can make my body curled, tense, stretched and relaxed.</p> <p>I can control my body when travelling and balancing.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll, curl, travel and balance in different ways.</p> <p>I can throw underarm.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p>	<p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p> <p>I can throw underarm.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can throw and catch with both hands.</p> <p>I can throw and kick in different ways.</p>

	I can throw and catch with both hands		safely. I can throw and catch with both hands. I can throw and kick in different ways.		I can throw and catch with both hands. I can throw and kick in different ways.	
Art	Natural Sculptures		Fabricate: Weaving		Miro	
NC Aims	To learn to use a range of materials creatively to design and make products. I can use natural materials to make observational drawings.		I can cut, roll and coil materials. To learn to use a range of materials creatively to design and make products. I can create a piece of art in response to the work of another artist. I can describe what I can see and give an opinion about the work of an artist.		I can describe what I can see and give an opinion about the work of an artist. I can ask questions about a piece of art. I can create a piece of art in response to the work of another artist.  I can show how people feel in paintings and drawings. I can name the primary and secondary colours. I can use pencils to create lines of different thickness in drawings.	
DT		Christmas Toys		Fabric Faces		Where Food Comes from
NC		I can use my own ideas to make something.		I can explain to someone else how I want to make my product.		I can cut food safely. I can explain to

<b>Aims</b>		<p>I can make a product which moves.  I can make my model stronger.  I can explain to someone else how I want to make my product.  I can choose appropriate resources and tools.  I can make a simple plan before making.  I can explain what went well with my work.</p>		<p>I can choose appropriate resources and tools.  I can make a simple plan before making.  I can explain what went well with my work.</p>		<p>someone else how I want to make my product.  I can choose appropriate resources and tools.  I can explain what went well with my work.</p>
<b>Music</b>	<b>Jolly Music</b>					
<b>NC Aims</b>	<p>I can use my voice to speak, sing and chant.  I can use instruments to perform.  I can clap short rhythmic patterns.  I can make different sounds with my voice and with instruments.  I can repeat short rhythmic and melodic patterns.  I can make a sequence of sounds.  I can respond to different moods in music.  I can say whether I like or dislike a piece of music.  I can choose sounds to represent different things.  I can follow instructions about when to play and sing.</p>					
<b>Computing</b>	<p>Introduction to E-Safety, logging on independently.</p>					
<b>NC Aims</b>	<p>I use technology respectfully.  I know where to go for help if I am concerned.  I know how technology is used in school and outside of school.</p>					

## Year 1 English

	Term 1		Term 2		Term 3	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>Main Text</b>	Jasper's Beanstalk by Nick Butterworth Jack and the Beanstalk	I love you Blue Kangaroo by Emma Chichester Clark  Aliens Love Panta Claus by Claire Freedman and Ben Cort	Can't you Sleep, Little Bear? by Martin Waddell	Man on the moon by Simon Bartram Whatever next? by Jill Murphy	Fatou Fetch the Water by Neil Griffiths	Lighthouse Keeper's Lunch by David Armitage
<b>Sub Text</b>						
<b>Genres to cover</b>						