St Benedict's Catholic Academy
Curriculum Information
Year 1
Summer Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**A range of genres and texts including the following:** Shirley Hughes 'Out and About' Poetry Anthology The Fox and The Star Where The Wild Things Are The Secret Sky Garden	• Talk confidently about picture books and responses individual to them • Explore how language is used effectively to paint a picture for the reader and deepen their understanding • Look at how words and pictures are used in a picture book to deepen the reader's understanding of the story • Write in role from another character's perspective • Make choices in selecting favourite poems • Explore rhythm, rhyme and pattern in a range of poems • Use poetry as a stimulus for art • Perform in response to poetry • Compose and perform own poetry • Engage in oral storytelling and bookmaking • Sequence events to write a short narrative based on a known model • Write short recounts based on fictional and personal experiences • Write in role from more than one perspective	• Explore important themes of friendship, loss, courage and perseverance • Listen and respond appropriately to the views of others, when working as part of a team. • Gain the confidence to cope with setbacks and learn from their mistakes. • Children work collaboratively with their peers. • An ability to build up relationships with others • Gain the confidence to cope with setbacks and learn from their mistakes. • Children work collaboratively with their peers • Develop and understanding of nature and our role in conservation • Exploring themes of courage, friendship, perseverance and determination	• Begin to form pre-cursive lower-case letters in the correct direction, starting and finishing in the right place. • Confidently place descenders and ascenders on the line • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher. • Confidently spell the first 100 High Frequency Words • Naming the letters of the alphabet in order. • Introduction to question marks and exclamation marks to demarcate sentences • Learn a poem by rote

MATHS	**Number- Multiplication and Division** **Number- Fractions** **Geometry: Position and Direction** **Place Value within 100** **Measure (Money)**	• Count in 10s • Make and add equal groups • Make arrays • Make doubles • Make equal groups by grouping and by sharing • Find a half and a quarter of an object, shape or quantity • Describe position, direction and movement, including whole, half, quarter and three quarter turns • Order and arrange combinations of mathematical objects in patterns and sequences • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals • Given a number, identify one more and one less • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least • Recognise coins and notes in use in the UK • Count coins	• An ability to build up relationships with others • Gain the confidence to cope with setbacks and learn from their mistakes. • Children work collaboratively with their peers.	• Count in 2s, 5s and 10s • Quickly recall doubles and halves of numbers • Solve word problems involving addition and subtraction • Confidently use 'time' vocabulary • Sequence the days of the week and months of the year • Tell the time to the hour and half past

	Measurement (Time)	• Sequence events in chronological order using appropriate language- before, after, first, next, today, yesterday, morning, afternoon • Recognise and use language related to dates, including days of the week, weeks, months and years • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • Compare, describe and solve practical problems for time: quicker, slower, earlier, later		
RE	**Easter** **Pentecost**	• To know that Easter celebrates the resurrection of Jesus. • To identify the significance and symbolism of the Easter Candle. • To know about the messages that the disciples delivered on behalf of Jesus. • To have a greater understanding of how we celebrate the resurrection at home, in the parish and at school. • To understand that the Holy Spirit is God and that Jesus promised to send the Holy Spirit when he went back to Heaven. • To know the story of Pentecost and be able to describe how the disciples were changed after receiving the Holy Spirit	• Working collaboratively with their peers. • Reflecting on the significance of signs and symbols • Encouraging children to respect the right of others to hold different beliefs from their own • Collective worship where children will be given time for personal reflection and prayer • Encouraging the children to reflect on the wonder of the world around them • Show respect for differing opinions • Collaborating with peers	Group work/ collaboration Reflection Discussion Reading and research skills Empathetic writing Collective worship virtual school masses/ year group masses in the church

	Sharing Jesus' Life **Following Jesus today**	• To identify and explain some of the symbols associated with the Holy Spirit. • To know and recall some stories about Jesus and his disciples • To identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives • To understand that they belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus. To understand that they belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus · To describe signs of their belonging to the Church and ways in which they, and other members of the Church, follow Jesus and celebrate his life		
PE	**Gymnastics** **Infant Agility** **Ball sports: Rugby, Football, Cricket, Hockey**	• Taking turns • Be competitive • Be part of a team/ group • Balance and control their movements • Find spaces	• Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	Improving balance and coordination. Gaining confidence. Achieving personal goals
ICT	**e-safety**	• Use technology safely and respectfully, keeping personal information private.	• Considering the safety of their peers and themselves in relation to	E-safety knowledge. Working as part of a group. Logical reasoning

	Simple programming	• Know who to go to for help and support if they have any concerns about content or contact on the internet. • Understand what an algorithm is and how they are implemented as programs on digital devices. Create and de-bug a simple program.	them being made in the image of God	

Year 1 Knowledge Organiser

Down on the Farm

Geography

Knowledge

To know the main geographical features of a farm.
To know what important jobs a farmer has to do.
To know the 4 seasons.
To know how the seasons affect life on a farm and what happens on a farm at different times of the year.
To know the compass directions North, South, East, West.
To know and use basic geographical vocabulary to refer to key human and physical features.
To know the difference between arable, livestock and dairy farms.

Skills

To identify the different human and geographical features of a farm on plans or aerial photos.
To investigate land use on a farm.
To devise a map of a farm using basic symbols in a key.
To give directions around a map of a farm using simple directional vocabulary and compass points.
To compare maps of the local area with those of a farm area.
To explore the differences between the features of a town compared to the countryside.
To find similarities and differences between a farm in the UK and a farm in Australia.
To investigate which food products come from different types of farm.
To compare the features of local farms: Ash End Farm, Hatton Country Farm and Hoar Park Farm.

History

Knowledge

To know how machinery has improved to help farmers.
To know the jobs on a farm and how the role of women has changed over time.
To know that horses were used in the past to plough fields.
To know about what 'harvesting' is and how this process has changed over time.
To know how 'strip farming' worked and why it happened.
To know the role of the Women's Land Army during WW2.

Skills

To use artefacts (including artwork) to find out information about the past.
To sort pictures and photos into past and present and place on a timeline.
To compare farming traditions today with those long ago.
To investigate developments in farm machinery and farm vehicles.
To research and compare milking methods over time.
To compare an old strip-farming map and map with new-style large fields.

Art

Knowledge

To know who Lori Siebert is and the style of artwork she creates.
To know what 'collage' is and how it is created.
To recognise where we see pattern in a countryside environment.
To know how to use a variety of materials to print.

Skills

To evaluate and analyse the artwork of others using the language of art, craft and design.
To use collage techniques to create images from a variety of media.
To arrange and glue materials to different backgrounds.
To collect, sort and group materials for different purpose e.g. colour, texture.
To fold, crumple, tear and overlap papers.
To print with a range of hard and soft materials.
To build repeating printing patterns.
To make rubbings to collect textures and patterns.
To experiment with overprinting motifs and colour.
To draw shapes from observations.
To use a simple graphics package to create collages.

Technology

Knowledge

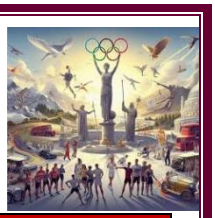
To know how to use construction kits to build walls, towers and frameworks.
To know how to make freestanding structures stronger, stiffer and more stable.
To investigate a range of existing freestanding structures and buildings.
To know and use technical vocabulary relevant to the project.

Skills

To design, make and evaluate an enclosure for a farm animal for a child's imaginary role-play.
To generate ideas based on simple design criteria.
To develop, model and communicate my ideas through talking, mock-ups and drawings.
To select and use tools, skills and techniques, explaining my choices.
To select new and reclaimed materials and construction kits to build my structure.
To use simple finishing techniques suitable for the structure I am creating.
To evaluate my product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

Year 1 Knowledge Organiser

This half term I will be learning the following knowledge and skills:



Geography

Knowledge

To name, locate and identify past host countries of the Olympics.
To know that Paris is the capital of France.
To know geographical language to refer to key physical and human features.
To know that maps have keys.
To know how to use the key on a map.
To know similarities and differences between urban and countryside locations.
To know where France and Paris are located on a map.
To know some famous landmarks in Paris.

Skills

To use geographical vocabulary to refer to key physical and human features.
To use aerial photographs to recognise landmarks and basic human and physical features.
To devise a simple map and use basic symbols in a key.
To investigate and describe the geographical similarities and differences between Paris and Loire Valley.
To research a famous landmark in Paris.

History

Knowledge

To know where and when the Olympics started.
To know events that took place in Ancient Olympics.
To know events that took place in the modern Olympics.
To know some similarities and differences between Ancient and modern Olympics.

Skills

To use words and phrases such as old, new, a long time ago, before and after to describe the past.
To sort Ancient and modern Olympic events.
To describe Ancient and modern and Olympic events.
To identify similarities and differences between Ancient and modern Olympics.
To write about an experience from the past.

Art

Knowledge

To know who Jules-Clement Chaplain is and the style of the medal he crated.
To know the materials used to make the Paris 2024 Olympic medals.
To know how artists, combine a variety of materials and techniques to creates 3D art.

Skills

To record my ideas and opinions about Jules-Clement Chaplain art work.
To explore the work of artists from different cultures.
To sculpt an Olympic out of clay.
To design an Olympic model.
To use tools safely and effectively to carve clay to form a medal.

Technology

Knowledge

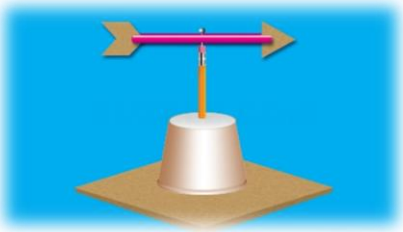
To recognise the importance of having a safe and hygienic environment in which to prepare food.
To know different types of fruits, why it is important to eat different types of fruit and how we can use them when cooking.
To know fruit is part of a healthy and balanced diet.
To know athletes follow a healthy diet.
To know materials suitable for packaging a healthy energy bars.

Skills

To use a range of equipment such as knives, peelers, moulds.
To explore and evaluate a range of existing healthy energy bars.
To plan and create their own healthy energy bar that includes fruit.
To evaluate their product against design criteria.
To generate and communicate ideas through talking and labelled drawings.

Year 1 Knowledge Organiser

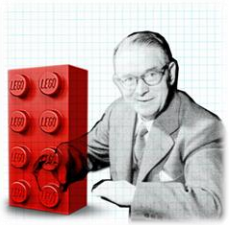
Seasonal Changes- Spring and Summer



Science	
Knowledge	**Skills**
To name the four seasons of the year. To name an event or occasion that occurs in each season. To name different types of weather, looking especially at Spring and Summer. To know which weather is associated with each season. To know the dangers associated with the sun.	To make observations and identify signs of Spring. To describe the weather associated with the seasons by observing the weather in Spring and Summer. To collect, record and interpret simple data about the weather in Spring and Summer including temperature, rainfall and wind direction. To explore wind direction by making and using a wind vane. To make a detailed comparison between Spring and Summer- weather, clothes, length of day. To explain how to stay safe in the sun.

Year 1 Knowledge Organiser

Scientists & Inventors



Science	
Knowledge	**Skills**
To know that Lego is made from plastic and was invented by Ole Kirk Christiansen. To recall 2 or more facts about Ole Kirk Christiansen. To know that Carl Hagenbeck invented the first zoo with spacious, open enclosures. To know that George Mottershead used Hagenbeck's ideas to design his own zoo in Chester, UK. To know what a sensory garden is. To identify and name a variety of common wild and garden plants. To describe the work of Tim Smit in creating the Eden Project in Cornwall. To know that Christopher Wren and Robert Hooke worked together to invent a special type of rain gauge. To describe the work of a meteorologist. To recall facts about the life and work of Richard Towneley and George James Symons. To know that Chester Greenwood invented ear muffs.	To observe and describe the properties of plastic. To give reasons why Lego is made from plastic. To identify and classify animals by sorting them into 4 groups based on their body parts. To gather and record data about the class' favourite plants. To make a rain gauge and use it to measure rainfall. To record rainfall data and answer questions about it. To compare a variety of everyday materials based on their properties. To identify materials which will keep us warm and describe their properties. To perform simple tests to investigate the best material to make ear muffs.