St Benedict's Catholic Academy
Curriculum Information
Year 1
Autumn 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:** Beegu The Emperor's Egg Julian is a Mermaid Send for a Superhero	• Explore familiar and unfamiliar rhymes and stories • Develop creative responses to a text through drama, music, dance and artwork • Explore, interpret and respond to a picture book. • Explore narrative setting, plot and characters. • Broaden understanding and use of appropriate vocabulary • Explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives. • Practise forming upper and lower-case letters • Use capital letters for names & to start sentences. • Write, leaving spaces between words. • Place a full stop at the end of a sentence. • Use and, but. • Sequence short narratives	• 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.	• Sitting correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense. • 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.

		• Proof read their work to make sure it makes sense		• Beginning to spell common exception words; the days of the week. • Naming the letters of the alphabet in order. • Learning how words can combine to make sentences. • Separation of words with spaces; introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
MATHS	**Place Value** **Addition and Subtraction**	• Sort sets of objects • Fluently count up to 10 • Recognise numbers as words • Write numerals to match a set of objects • Count on from any number • Count backwards within 10 • Compare and order numbers • Given a number, identify one more or 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 (fewer), most, least • Represent and use number bonds and related subtraction facts within 10	• 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 up to 10 objects fluently • Write numerals • Record numbers as words • Compare numbers • Solve word problems, involving addition and subtraction. • Quickly recall number bonds • Name 2D and 3D shapes

	Shape	• Write number sentences • Create addition fact families • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems • Recognise, sort and name common 2-D and 3-D shapes • Create repeating patterns with shapes		
RE	**Creation** **Families & Celebrations** **Advent** **Christmas**	• Be thankful for the beautiful world created by us by God • Retell the story of Creation – days in order • Talk and write about how we spend time with our families and what it means to celebrate with them. • Reflect on the special times – Advent and Christmas	• Encouraging the children to reflect on the wonder of the natural world • 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	• Group work/ collaboration • Reflection • Discussion • Reading and research skills • Empathetic writing • Collective worship/ fortnightly school masses
PE	**A range of team games**	• Take turns • Be competitive • Be part of a team/ group • Balance and control their movements • Find spaces • Know how to attack and defend during team games • Know to pass the ball to a partner when a player from the other team approaches	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Develop flexibility, strength, control and balance. • Perform movements- compare and improve • Simple tactics for defending and attacking

		• Participate in team games, developing simple tactics for attacking and defending		
ICT	**E-Safety** **Computing Skills**	• That the internet can be used to visit far -away places and learn new things • Compare how staying safe online is similar to staying safe in the real world • Explain rules for travelling safely on the internet. • Search online by using the alphabet • Understand how to search for a specified letter of the alphabet • Apply the results of their alphabet search to create a picture dictionary • Move the cursor, switch on and shutdown a computer, launch an application, save a file, drag objects • Identify and practise computer skills	• Collaborating with peers • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Working as part of a group • Recalling Literacy key skills and applying these to develop presentation in ICT

Year 1 London's Burning!

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know and be able to describe famous landmarks in London. To know and be able to describe local landmarks and their purpose. To know that London is the capital city of England. To name all countries in the UK and their capital cities. To know the River Thames flows though Lindon and the River Anker flows through Nuneaton. To know the similarities and differences between London and Nuneaton.	**Knowledge** To know where the Great Fire of London started. To know how the Great Fire of London started. To know when the Great Fire of London started. To know how long the Great Fire of London lasted. To know the effects on the local people of the Great Fire of London. To know about firefighters and their role in society. To identify the role of Samuel Pepys. To know about a day in the life of a child in 1666. To know about Queen Elizabeth II and her role.
Skills To use atlases, maps and Google Earth to locate the four countries of the UK. To use maps to locate the capital cities of the UK. To identify and compare the characteristics of the four countries of the UK. To use basic geographical vocabulary to refer to key physical and human features. To use atlases, maps and Google Earth to locate countries in Europe. To use Google Earth to locate each of the continents.	**Skills** To ask and answer questions about the past. To use artefacts, pictures and stories to find out about the past. To research information about the Great Fire of London. To present findings from research in a variety of ways. To compare firefighters past and present To create a diary in the style of Samuel Pepys.
Art	**Technology**
Knowledge To know who Jan Griffier was and where he was from. To know about the style of painting he was famous for. To know how different materials make different marks. To name the primary colours.	**Knowledge** To know the materials used in 17th century houses. To know how 17th Century houses were designed and constructed. To know and use relevant technical vocabulary. To know the ingredients needed to bake bread. To know that yeast helps bread rise. To know that dough needs time to prove in a warm place. To know how to measure the ingredients needed. To know how to mix the ingredients. To know how to knead the dough. To know the importance of hygiene when cooking.
Skills To give my opinions about Griffier's artwork. To be able to describe the scene in the painting 'The Great Fire of London.' To review the work of others and say how I feel about it. To create a piece of art in response to Griffier's work. To hold the brush effectively, according to the size of the brush handle. To load paint onto bristles of brush. To rinse brush and remove excess water. To mix different colours to create a new shade. To add water to paint to change its consistency.	**Skills** To design and build a model 17th century house using appropriate techniques To measure, mark out, cut and shape a range of materials with help. To select appropriate tools and use them safely. To assemble, join and combine materials using a variety of methods. To use simple finishing techniques. To measure ingredients. To prepare ingredients hygienically and safely. To knead and prove the dough. To clean up/ tidy the cooking area. To evaluate their product by discussing how well it works in relation to the purpose.

Year 1 Animals including Humans

This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To name the basic parts of the human body To name the 5 senses To say which body part is associated with each sense To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To compare humans to other animals To understand that animals have animals have different diets. To identify a variety of common animals that are carnivores, herbivores and omnivores. To understand what my body needs to keep me healthy	To draw and label basic parts of the human body To describe activities that use each of the five senses To sort animals into simple groups, including groups based on animal diets To describe animals bodies using relevant vocabulary To ask simple questions and recognise that they can be answered in different ways. To sort animals into carnivores, herbivores and omnivores. To talk about exercise and healthy diets (healthy and unhealthy diets)

Year 1 Superheroes

This half term I will learn the following skills and knowledge:

Geography

Knowledge

To name the 5 continents of the earth
To know that we live in Europe
To name five countries in Europe outside of the UK
To name countries where the Olympics has taken place
To know that America is made up of states
To know where The White House is located in America
To know that America is divided into North and South America
To know what we mean by the equator
To know key facts about Greta Thunberg

Skills

To locate Europe and North America on a map
To plot on a map places where the Olympics has taken place
To use Google Earth to locate the continents
To use an atlas to identify the continents
To follow directions for north, south, east and west
To direct others using left and right
To compare key geographical features of Europe and America
To research a different continent

History

Knowledge

To know that George Eliot is from Nuneaton
To know that George Eliot is a famous author
To know that George Eliot's actual name is Mary Ann Evans
To know why George Eliot had to change her name for her books
To know who Ellie Simmonds is
To know what a Paralympian is
To know that Ellie Simmonds won five gold medals for Great Britain

Skills

To research information about George Eliot
To compare the lives of George Eliot and JK Rowling
To discuss women's rights
To compare the rights of women in the past to today
To place significant events linked to women's rights on a timeline
To compare the Olympics and the Paralympics
To create a fact file on a famous figure
To share how a famous figure inspires me
To describe a speech by Barack Obama

Art

Knowledge

To know that Lichtenstein was an American pop artist
To know that Lichtenstein's work is based on comic strips
To know that Lichtenstein died in 1997
To know that Lichtenstein's work is mainly dots, flat colours and lines
To know that Lichtenstein reproduced the work of others
To know that Pop Art is still popular today
To name the primary colours by name

Skills

To record my ideas and opinions about Lichtenstein's artwork
To be able to describe the image *Whaam!*
To compare Lichtenstein's artwork to the work of Monet
To review the work of others and say how I feel about it
To produce lines of different thickness and tone using a pencil
To produce different patterns based on Lichtenstein's work
To try out and develop an artistic idea and then improve it
To identify primary colours by name
To mix primary colours to make secondary colours and begin to name them

Technology

Knowledge

To know the appearance, taste and smell of different fruit by undertaking sensory activities
To know how to cut soft fruit safely using appropriate utensils.
To know how and what ingredients are used to make a fruit smoothie.
To know where a range of fruit come from e.g. farmed or grown at home.
To know and use basic principles of a healthy and varied diet to prepare dishes, including how fruit is part of *The eatwell plate.*
To know and use technical and sensory vocabulary relevant to the project.

Skills

To design, make and evaluate a celebration fruit smoothie for a superhero
To select from a range of fruit according to their characteristics e.g. colour, texture and taste
To communicate design ideas through talk and drawings.
To use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely and hygienically
To evaluate ideas and finished products against design criteria, including intended user and purpose.

Year 1 Seasonal Changes- Autumn and Winter

This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To name the four seasons of the year- Autumn, Winter, Spring, Summer To name an event or occasion that occurs in each season To name different types of weather, looking especially at Autumn and Winter To know which weather is associated with each season To know how some animals adapt to survive in Winter	To make observations and identify signs of Autumn by going on a nature walk To describe how the length of the day varies between Autumn and Winter To describe the weather associated with each season To make a detailed comparison between Autumn and Winter- weather, clothes, length of day To carry out research about animals