St Benedict's Catholic Academy
Curriculum Information
Year 1
Spring 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:** Naughty Bus Tiger Child Little Red Victorian School's	• Listen to, discuss and express views about books at a level beyond that which they can read independently • Discuss the significance of a title and events • Link what they hear or read to their own experiences • Write for different purposes • Know where information can be found in non-fiction texts • Use talk to give explanations and opinions • Identify features of non-fiction texts • Enjoy an increasing range of books • Explore, interpret and respond to a picture book • Consider how illustrations deepen the meaning of a text • Discuss the sequence of events in books • Predict what might happen next on the basis of what they've read • Discuss favourite words or phrases • Answer and ask questions	• 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. • Learning about things we can do to change our world • Building an understanding of nature and conservation • Discussing themes of hope, kindness, loneliness and being an outsider	• Sequence sentences to form short narratives • Use vocabulary influenced by books • Write in role to explore and develop empathy for characters • Create settings, characters and plot • Re-read writing to check it makes sense • Saying out loud what they're going to write about • Composing a sentence orally before writing it • Use sentences in different forms • Draft and write by noting key ideas, phrases and vocabulary • Read writing aloud with the correct intonation • Use sentences in different forms
MATHS	**Place Value**	• Count to and across 50, forwards and backwards, beginning with 0 or 1	• An ability to build up relationships with others	• Counting • Writing numerals

	Addition and Subtraction **Length and Height** **Mass and Volume**	• Count, read and write numbers to 50 in numerals • 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, greater than, less than (fewer), most, least • Estimate numbers on a number line • Order numbers • Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems • Double numbers up to 10 • Use near doubles to add • Find the difference as a form of subtraction • Use and create fact families • Solve missing number questions • Measure, compare, describe and solve practical problems involving lengths and heights, mass or weight, capacity/ volume	• Gain the confidence to cope with setbacks and learn from their mistakes. • Children work collaboratively with their peers.	• Solve word problems, involving addition and subtraction. • Quickly recall addition and subtraction facts within 20. • Double numbers • Measure length, mass and capacity
RE	**Jesus Teacher and Healer**	• To develop their understanding of Jesus' parables and miracles. • Develop a greater understanding of who Jesus is	• Encouraging children to respect the right of others to hold different beliefs from their own	• Group work/ collaboration • Reflection • Discussion

	Lent **Holy Week**	• Develop a greater understanding of what his ministry was. • To develop children's knowledge and understanding of the Season of Lent • Understand the importance of the theme of forgiveness during this time. • Know that Holy Week is the time we remember the death and resurrection of Jesus. • Know the story of Palm Sunday. • Understand that Christians today continue to praise and thank Jesus Christ. • Find out what happens in Church on Palm Sunday.	• Collective worship where children will be given time for personal reflection and prayer • 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 natural world • Show respect for differing opinions • Collaborating with peers	• Reading and research skills • Empathetic writing • Collective worship
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 • Participate in team games, developing simple tactics for attacking and defending	• 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
ICT	**E-Safety**	• That the internet can be used to visit far -away places and learn new things	• 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

	Computing Skills	• 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		to develop presentation in ICT

Year 1 Toys

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

Geography

Knowledge

To know where China is on a world map.
To know that China belongs to the continent of Asia.
To know the capital city of China is Bejing.
To know that China has the largest population in the world.
To know that China produces the most toys in the world
To know where the different Disney lands are located in the world.
To know key facts about the Great Wall of China.

Skills

To locate China on a world map.
To label a map of China.
To locate the Great Wall of China on Google Earth.
To locate on a map where different toys come from.
To compare toys from around the world and talk about similarities and differences between them.
To consider whether all children have access to toys and why this might be.
To identify on a map where the six different Disney lands are.
To research one of the Disneyland destinations.

History

Knowledge

To know and use time language such as yesterday, last week, a long time ago, when my… was younger.
To know some ways we find out about the past e.g. pictures, books, stories, art, websites
To recognise the similarities and difference between toys of the past and those of the present.
To know which toys were popular in Victorian times.
To know how technology has impacted on toys over time.

Skills

To label timelines using words such as past, present, older, newer.
To sequence toys from today and those from the previous generations on a timeline.
To ask and answer questions about toys from the past.
To use artefacts, pictures and stories to find out about the past.
To identify family favourite toys from the past by carrying out research.
To use a range of sources to research toys from Victorian times.

Art

Knowledge

To know who Michelle Reader is and the style of artwork she creates.
To know what 'sculpture' is and how it is created.
To know the names of the different materials used in the sculpture 'Boat Sculpture' by Michelle Reader.
To know what 'recycled' materials are.

Skills

To record my ideas and opinions of Michelle Reader's artwork.
To create a piece of art in response to Michelle Reader's work.
To use sculpture to develop and share my ideas, experiences and imagination.
To choose and use recycled materials creatively to design and make a 3D sculpture of a monster.
To cut shapes safely using scissors and other modelling tools.
To join different materials together.

Technology

Knowledge

To know that different mechanisms produce different types of movement.
To know how to use paper and card to make simple flaps and hinges.
To know and use technical vocabulary relevant to the project.
To know that computers can programme Lego to make it move.

Skills

To explore a range of existing books and everyday products that use simple sliders and levers.
To design, make and evaluate a pop-up book about toys for young children.
To develop, model and communicate their ideas through drawings and mock-ups with card and paper.
To plan by suggesting what to do next.
To select and use tools, explaining their choices, to cut, shape and join paper and card.
To use simple finishing techniques suitable for the product they are creating.
To evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.
To follow instructions and build a moveable model made from Lego.

Year 1 Everyday Materials

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

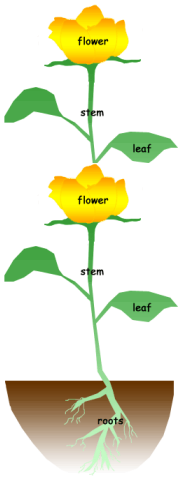
Science	
Knowledge	**Skills**
To identify and name everyday materials- wood, glass, plastic, metal, rock, water To distinguish between an object and the material from which it is made To know and use scientific vocabulary- waterproof, absorbent, porous To use ideas and observations to decide which materials would be suitable to make an umbrella from To compare objects based on the materials they are made from.	To describe the properties of everyday materials using scientific vocabulary To sort objects based on their properties To predict which material would be best to make an umbrella from To perform simple tests To use their observations to answer simple questions

Year 1 School Days

This half term I will learn the following skills and knowledge

Geography	History
Knowledge To know the features of a school. To know the physical and human features of the local area surrounding my school. To compare school life to that of a child who lives in Africa. To know that Africa is a continent. To know that Africa is a poorer country with many children living in poverty.	**Knowledge** To recognise the similarities and differences between a school in 2020 and a school from Victorian times. To identify pictures from the past and order them in a timeline. To identify how inventions and technology have impacted on school life. To know how teachers and student interacted with one another in Victorian times. To know about my family's experiences at school through research.
Skills To locate my school using Google maps. To study aerial photographs of the school and label it with key features e.g. school, park, church To draw a bird's eye view of my school. To devise a simple map of my school and the surrounding area. To use basic geographical vocabulary to describe key human and physical features in the local area. To use simple fieldwork and observational skills to study the geography of my school and its grounds e.g. note taking, photos, videoing, sketches To locate Africa on a world map and globe To compare Kenyan schools to schools in Nuneaton. To draw and label pictures to show how places are different. To express own views about a place.	**Skills** To create a timeline which highlights changes in schools over time. To experience what school was like in Victorian times (Black Country Museum) To understand how we find out about the past. To ask and answer questions about the past. To use a range of sources to find out about the past. To present findings from research in a variety of ways.
Art	**Technology**
Knowledge To know who key facts about LS Lowry. To know what style of artwork Lowry is famous for. To know the main colours Lowry used in his artwork. To name primary colours, shades and tones. To know how to mix colours. To know what 'perspective' is. To know what 'collage' is and how it is created.	**Knowledge** To know the different types of materials that pencil cases can be made from. To know that textile products can be handmade. To know that simple 3D textile products are made using a template to create identical shapes. To know different ways of joining fabrics. To know how to thread a needle. To know how to stitch following a pattern.
Skills To talk about the work of LS Lowry and record my ideas and opinions about his work. To compare two Lowry painting identifying similarities and differences. To mix paint using Lowry colours. To use a variety of tools and techniques including different brush sizes and types to paint a seascape. To paint a background using a range of art techniques. To work on different scales. To draw simple buildings from observation and imagination. To draw matchstick figures that show an action. To use scissors safely and effectively. To assemble a multimedia collage in the style of Lowry. To arrange and glue materials to different backgrounds.	**Skills** To explore and evaluate a range of existing textile pencil cases. To describe how they will make their pencil case suitable for their intended user. To select from and use textiles according to their characteristics. To develop and communicate their ideas by talking and drawing. To follow instructions to measure, mark out and cut out materials. To follow instructions to join two pieces of material together by sewing. To use different finishing techniques.

Year 1 Plants



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

Science	
Knowledge	**Skills**
To identify and name some common garden plants. To identify some common plants in the wild. To know the names of the parts of a plant- root, leaf, stem, flower. To identify what a plant needs to grow. To identify deciduous and evergreen trees.	To plant a seed. To measure the growth of a plant with a ruler. To sort plants into groups of common garden plants and wild plants. To label the parts of a plant. To describe what a plant needs to grow. To sort trees and their leaves into groups of deciduous and evergreen. To use their observations to give reasons for their answers to questions.