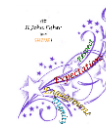
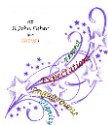


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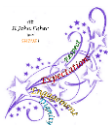
| Year 1 Long Term Curriculum Overview | | | |
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| Subject | Autumn | Spring | Summer |
| Reading | <p>Bog Baby & Owl Babies Speaking</p> <ul style="list-style-type: none"> To build and compose a sentence orally before writing. To practise oral sentences by saying out loud what they we are going to write about. Retell some familiar stories that have been read and discussed with them or that they have acted out. To take part in a discussion, considering the opinions of others, with support. Use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events. | <p>Lost and Found & Beegu Speaking</p> <ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates Join in and organise role play and pretend to be someone else talking. <ul style="list-style-type: none"> Re-tell favourite stories confidently and clearly. Show that they can use language to reason and persuade e.g. 'I agree/disagree.... because....' <ul style="list-style-type: none"> Name the letters of the alphabet: naming the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound. | <p>The Jolly Postman & The Naughty Bus Speaking</p> <ul style="list-style-type: none"> To build and compose a sentence orally before writing. To practise oral sentences by saying out loud what they we are going to write about. List events with some detail. <ul style="list-style-type: none"> Retell favourite stories. <ul style="list-style-type: none"> Describe events. To use words more specifically to make their meaning clear Discuss what they have written with the teacher or other pupils Read their writing aloud, clearly enough to be heard by their peers and the teacher |



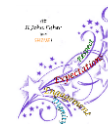
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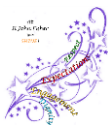
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| | <p>Reading</p> <ul style="list-style-type: none">• To develop the skill of blending the sounds into words.• To develop knowledge of common exception words and begin to read them accurately.• Listen to stories, poems and non-fiction that cannot yet be read independently.• To apply phonic knowledge and skills as the route to decode words 2. respond speedily with the correct sound to graphemes• To re-read what they have written to check that it makes sense. | <p>Reading</p> <ul style="list-style-type: none">• Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;• Read words with suffixes with support to build on the root words that can be read already.• Read other words of more than one syllable that contain taught GPCs.• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)• Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words | <p>Reading</p> <ul style="list-style-type: none">• To read all common graphemes and read unfamiliar words containing these graphemes.• To check that the text makes sense to them as they read<ul style="list-style-type: none">• As they read, correcting inaccurate reading; To discuss the significance of the title and events.• To read many common words containing GPCs taught so far• To predict what might happen on the basis of what has been read so far.• Read their writing aloud, clearly enough to be heard by their peers and the teacher• Become very familiar with key stories, fairy stories and traditional tales. |
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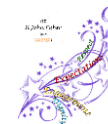
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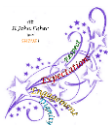
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| Writing | <p>Writing</p> <ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly.<ul style="list-style-type: none">• Combine words to make sentences.• To form lower-case letters in the correct direction, starting and finishing in the right place• To write sentences which can be read by themselves and others.• To write some irregular common words.<ul style="list-style-type: none">• containing each of the 40+ phonemes already taught• Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | <p>Writing</p> <ul style="list-style-type: none">• Writes sentences by sequencing sentences to form short narratives.• To demarcate sentences with capital letters, full stops and some use of question marks.• To re-read writing and check for capital letters and full stops.<ul style="list-style-type: none">• To use the co-ordinating conjunction 'and' and subordinating 'because'.• To form lower case letters in the correct direction, starting and finishing in the correct place.• To sometimes use present and past tense correctly while writing. | <p>Writing</p> <ul style="list-style-type: none">• To practise writing sentences by saying out loud what they are going to write about.<ul style="list-style-type: none">• To build and compose a sentence orally before writing.• Putting sentences together to make short narratives.• To re-read and edit writing to improve it.• To spell and write most of Y1 common exception words.• To use adjectives to describe.• Read their writing aloud, clearly enough to be heard by their peers and the teacher.• To re-read what they have written to check that it makes sense. |



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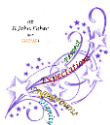
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| | <p>Grammar</p> <ul style="list-style-type: none"> • Leave spaces between words. • Punctuate sentences using a capital letter and a full stop. • Introduction to capital letters, full stops, question marks and exclamation marks • To use Capital letters for names and for the personal pronoun I. • To join words and join clauses using 'and' and 'because'. | <p>Grammar</p> <ul style="list-style-type: none"> • To join words and join clauses using 'and'. • To continue to develop their understanding of the following concepts: leaving spaces between words. • To use a capital letter for the names of people, places, the days of the week and the personal pronoun 'I'; • Regular plural noun suffixes –s or –es. | <p>Grammar</p> <ul style="list-style-type: none"> • To continue to develop their understanding of the following concepts: leaving spaces between words, jointing words/clauses using and, punctuation sentences using a capital letter and a full stop • Turning words into plural using –s or –es. • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). |
| Maths | <p>Unit 1: Numbers to 10 Unit 2: Part-whole within 10 Unit 3: Addition within 10 Unit 4: Subtraction within 10 Unit 5: 2D and 3D shapes</p> | <p>Unit 6: Numbers to 20 Unit 7: Addition and subtraction within 20 Unit 8: Numbers to 50 Unit 9: Introducing length and height Unit 10: Introducing weight and volume</p> | <p>Unit 11: Multiplication and division Unit 12: Halves and quarters Unit 13: Position and direction Unit 14: Numbers to 100 Unit 15: Money Unit 16: Time</p> |



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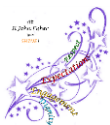
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| RE | <i>Please see attached Come and See termly letters</i> | | |
| Science | <p>The Seasons Animals Including Humans</p> <ul style="list-style-type: none"> • To be able to observe and describe weather associated with the seasons. • To be able to observe weather and seasons closely, using simple equipment. • To be able to gather data to answer a question. • Identify the names of each of the four seasons. • To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • To identify and name carnivores, herbivores and omnivores. • To describe and compare the structure of a variety of common animals. | <p>Materials Plants</p> <ul style="list-style-type: none"> • Explore, name, discuss and about everyday materials. • Raise and answer questions about materials. • Become familiar with the names of materials and properties. • To explore everyday materials, including wood, plastic, glass, metal, water, and rock. • To explore materials and their properties. • To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • To identify and describe the basic structure of a variety of common flowering plants, including trees. | <p>Working Scientifically Light</p> <ul style="list-style-type: none"> • Observe and name a variety of light sources • Explore materials which allow light through and those that will not. Investigate shadows, explore what may be seen in. • To ask simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none"> • using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions. • To ask simple questions and recognising that they can be answered in different ways. • To observe closely, using simple equipment. |



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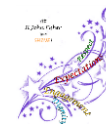
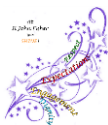
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| | <ul style="list-style-type: none"> To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | <ul style="list-style-type: none"> To perform simple tests. |
| Computing | <p>Modern Tales What is a Computer?</p> <ul style="list-style-type: none"> I can recognise the ways we use technology in our classroom and my home. <ul style="list-style-type: none"> I understand that once something is posted you lose control of it. I understand something online may upset me and know where to find help. I am beginning to know the main parts of a computer. (Input, CPU, output) <ul style="list-style-type: none"> I am starting to describe hardware and software. | <p>Beegu Information Technology Science Data Handling</p> <ul style="list-style-type: none"> I can take a good quality photograph on an iPad/digital camera. I can use technology to create a simple animation. <ul style="list-style-type: none"> I can store and retrieve my digital work. I can collect data on a topic. I can create a tally chart and pictogram. | <p>My Friend the Robot Transport Quiz</p> <ul style="list-style-type: none"> I can create algorithms that can be turned into a program using a robot or digital device. I can combine text, graphics and sound to make a simple quiz e-book of more than one page. |



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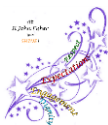


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| Geography | Local Area <ul style="list-style-type: none">• Learn the difference between rural and urban areas and know what type of settlement children live in.• To recognise rural and urban areas and their features.• Explore and record the features of our local area and school grounds• Recognise the symbols used on an Ordnance Survey map.• To create a map of the local area. | Weather and Seasons <ul style="list-style-type: none">• To order the months of the year and recognise seasons.• Know and understand the differences between seasons.• Identify the types of clothing worn in different weather and how the weather affects different jobs. | The United Kingdom <ul style="list-style-type: none">• Learn and locate on a map the four countries of the UK.• Identify the four capital cities and surrounding areas of the UK.• Explain the difference between human and physical features.• Describe the human and physical features of one of the UK's capital cities. |
| History | Toys from the Past <ul style="list-style-type: none">• To words related to the past to describe old and new toys.• To recognise how toys have changed over time.• To recognise and sort old and new toys. | Florence Nightingale <ul style="list-style-type: none">• To learn about the life and history of Florence Nightingale.• To find out facts about Florence Nightingale and her life.• To recognise her life and her most important achievements. | History of Flight <ul style="list-style-type: none">• To learn how people from the past tried to fly.• To research and discover who invented the aeroplane.• To learn about the Wright Brothers invention. |

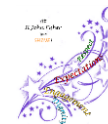


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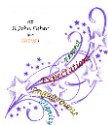
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| | <ul style="list-style-type: none"> • <u>To find out answers to simple questions about the past.</u> • To complete a timeline showing the timeframe toys were invented. • To compare present toys to toys from the past. | <ul style="list-style-type: none"> • To recognise the changes Florence Nightingale made and impact the changes have made today. • To compare Florence Nightingale with Mary Seacole. • To learn about the life and history of Mary Seacole. • To recognise the impact both women had on Nursing – How did Mary and Florence help? | <ul style="list-style-type: none"> • To write a fact file about a Significant person – Amy Johnson. • To identify similarities and differences between Bessie Coleman and Amelia Earhart. • Talk, write and draw about aeroplanes from the past. • To recognise some differences between past aeroplanes and aeroplanes the present. |
| Art | <p style="text-align: center;">Spirals</p> <ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To explore how they can make spiral drawings using their whole bodies by making “snail drawings”. • To explore different qualities of line, colour blending, and mark making using chalk and oil pastels. | <p style="text-align: center;">Flora and Fauna</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <p style="text-align: center;">Making Birds</p> <ul style="list-style-type: none"> • To create observational drawings of feathers using a variety of medium and mark making. • To look carefully and slowly and respond to images and film by creating observational drawings. • To manipulate paper to create 3d forms. • To make my own standing bird sculpture taking inspiration from artists’ work. |



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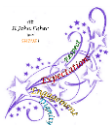


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| | <ul style="list-style-type: none">To create drawings using their whole body, whilst experiencing a range of drawing materials. | <ul style="list-style-type: none">To know about the work of a range of artists, craft makers and designers.To describe the differences and similarities between different practices and disciplines, and making links to their own work. | |
| DT | Food <ul style="list-style-type: none">To begin to understand that all food comes from plants or animals. To identify the main food groups, including fruit and vegetables.To explore common food sources.To select and name the tools you will need to make your product.To evaluate the product, you have made and the process you have used. | Textiles <ul style="list-style-type: none">To understand what textile art is and give an opinion on different pieces of textile art.To explore different ways of combining materials together.To use a range of materials creatively to design and make productsTo create and use a wide range of patterns and colours for effect and purpose.To design the hat, you will make. | Structures <ul style="list-style-type: none">To begin to understand the development of existing moving products.To explain what the moving products are for, how they work, what materials have been used.To develop your design ideas applying findings from their research.To model your ideas in card and paper.To begin to evaluate your products as they are developed.To attempt to make your model stronger if it needs to be |



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| Music | Introducing Beat <ul style="list-style-type: none"> To learn how playing and singing together helps us to be friends. To explore stories from the past while learning about dynamics and temp. Children will learn to identify the beat and rhythm in different pieces of music. Children will understand what is meant by a steady beat and rhythm. Children will be able to compose as a small group | Music Makes the World a Better Place <ul style="list-style-type: none"> To combe pulse, rhythm and pitch. To enjoy lots of happy songs together, and explore tempo and dynamics To sing songs that help us to understand our neighbours. Begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve work together. | Having Fun with Improvisation <ul style="list-style-type: none"> To learn songs that can help us through the day. To create stories with sound. Children to express themselves in different ways by exploring music and creativity. To tell stories through music. Clap and improvise (simple rhythmic patterns). Play and Improvise (simple patterns). To Improvise! Take it in turns to improvise using one or two notes. |
| PE | Gymnastics Team Building & Fundamentals <ul style="list-style-type: none"> To explore travelling movements. To develop and combine travelling movements. | Dance Target Games Net & Wall Games <ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting | Athletics Fitness Sending & Receiving <ul style="list-style-type: none"> To move at different speeds over varying distances. To develop balance. |



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| | <ul style="list-style-type: none">• To develop rolls and use them in a sequence.• To co-operate with a partner to complete challenges.• To explore and develop working as a team. To explore balance, stability and landing safely.• To explore how the body moves differently when running at different speeds. | <ul style="list-style-type: none">• To explore pathways in my dance.• To create my own dance using, actions, pathways and counts.• To copy, repeat, create and perform actions that represent the theme.• To develop underarm throwing towards a target.<ul style="list-style-type: none">• To develop throwing for accuracy. | <ul style="list-style-type: none">• To develop changing direction quickly.• To develop throwing for distance.• To develop knowledge of how exercise can make you feel.• To begin to understand the importance of daily exercise. To develop knowledge about how exercise relates to breathing. |
| Reading Spine | Cops and Robbers Knuffle Bunny Can't You Sleep Little Bear | Where the Wild Things Are The Tiger Who Came for Tea Avocado Baby | Meerkat Mail Peace at Last The Elephant and the Bad Baby Elmer |