

Our Lady of Lourdes – Year 1 Yearly Plan

A dynamic, inclusive school; rooted in its Catholic values and respect for all people; a safe place of successful, enjoyable and challenging learning.

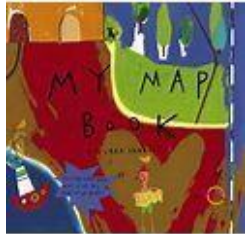
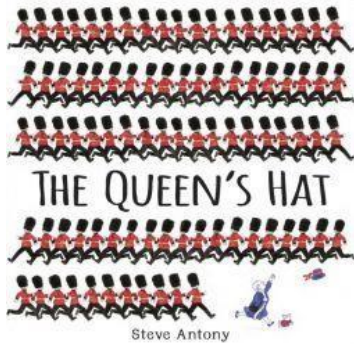



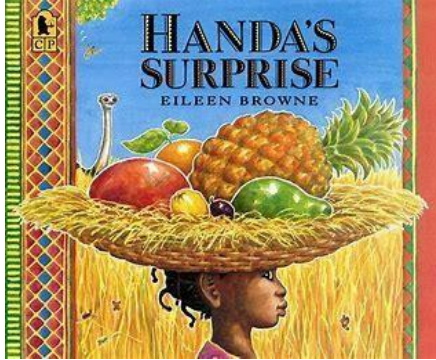
INTENT

1. We look to keep our curriculum inclusive, yet challenging, developing children who are ready for their journey into secondary school.
2. We seek to have the reading of high quality, diverse texts at the core of our curriculum.
3. We look to build the knowledge, confidence, resilience, creativity and adaptability of our children through a curriculum that is balanced and broad, giving all the chance to excel.
4. We keep religious education as a cornerstone of our curriculum as we use the opportunities every day to develop our understanding and love of God.

Key Drivers of our Curriculum at Our Lady of Lourdes

Life Skills- These broaden a child's possibilities and opportunities. High quality, diverse books and stories will be the main driver for the topics and curriculum. Children will acquire rich vocabulary through a love of books that will enable them to express themselves confidently. The basic skills of reading, writing and mathematics entwined with our curriculum will ensure pupils acquire secure building blocks, which will equip them with essential life skills.	Diversity and Spirituality- These help pupils to be tolerant, respectful and value the difference in others. This will help them understand their role, rights and responsibilities as a citizen in the local and global community.	Aspirations- which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities.	Growth and Well-Being- which help pupils develop confidence, motivation, self- belief and a strong sense of self-worth. They develop socially and emotionally and are being equipped to become independent thinkers, leaders and to lead by example.
---	---	---	--

Year 1 Curriculum Overview

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Key Texts						
Why Did we Choose to Teach this Text / Topic Now?	A child's view of the world in an imaginative picture book about maps. Through the bold and humorous pictures, children can examine their place in the world around them through detailed and engaging maps drawn from a child's perspective. A springboard for introducing the concepts of mapping that will encourage children to not only want to draw their own maps but annotate them, label and write captions helping develop children's early writing skills.	Favourite scenes from the nation's capital city with a whimsical twist as the queen is led on a merry chase when the wind snatches her favourite hat from her head and takes it flying over a selection of famous landmarks. Children will love the search-and-find fun of the story and the hysterical mayhem that breaks loose. The Queen's Hat shows some of London's most famous sites. This book presents opportunities for children	With beautiful illustrations and a charming storyline, this poignant and richly enjoyable picture book has won Awards. Illustrated in Jeffers' inimitable style, it is a visual delight, and its themes of loneliness and friendship will resonate with children.	Dapo Adeola is an award-winning illustrator and designer who creates characters and images that challenge expectations around race and gender in a fun and upbeat way. This charming picture book gifts us with a gorgeous character in Rocket, a girl whose passion for all things space is as inspiring to the reader as her heroine Mae Jemison is to her. Sprinkled with facts about meteors and space, this picture book is also a lovely representation of family, sibling	<i>The Great Fire of London</i> is a beautiful visual re-telling of one of the most well-known disasters in the city's history. Powerful and sumptuous drawings from the] illustrator, James Weston Lewis, bring the events of November 1666 to life in this stunning book. Lewis's drawings take readers on a journey, from the single smouldering coal that falls out of the baker's oven to the swirling clouds of ash that engulf the city and then in to the very heart of the fire itself. As the pages turn, you can witness London burning to the ground and then rebuilding	A modern classic named one of the best culturally diverse picture books in the UK, this is the story of Handa, who's part of the Luo tribe in south-west Kenya. Handa decides to take seven pieces of delicious fruit to her friend, Akeyo, who lives in the neighbouring village. But as Handa wonders, I wonder what fruit Akeyo will like best?, a series of sneaky animals steal something from Handa's basket, which she's carrying on her head.

		to continue building on mapping/geographical skills.		relationships and one girl’s infectious enthusiasm.	again. Children will love examining the rich detail of each spread, from the detailed city map to the drawings of London before, during and after the fire took hold. This book takes the dramatic historical information surrounding the Great Fire of London and transforms it into a breathtaking story.	
Where are the examples of vivid experiences and memory making in this unit?	Walks around the local area using maps.	A visit to the Royal Pavilion – A kings Palace?	A visit to Drusilla’s to feed the penguins?	A visit to Hurstmoncieux Observatory	Great Fire of London Workshop	Fruit tasting?
In English Lessons we will focus on:	<p>Common Exception Words to be taught:</p> <ul style="list-style-type: none"> the a do to today of said says <p>Spelling Focus:</p> <ul style="list-style-type: none"> Days of the Week The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck <p>Writing Focus: Labels and Captions</p> <p>Children should be taught:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p>Common Exception Words to be taught:</p> <ul style="list-style-type: none"> are were was is his has I you <p>Spelling Focus:</p> <ul style="list-style-type: none"> The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) <p>Writing Focus: Fiction (Changing the royal character /landmarks /city /item of clothing) Toolkit: Openings/Endings</p> <p>Children should be taught:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p>Common Exception Words to be taught:</p> <ul style="list-style-type: none"> your they be he me she we no <p>Spelling Focus:</p> <ul style="list-style-type: none"> Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word <p>Writing Focus: Fiction (Changing the animal and habitat) Toolkit: Description</p> <p>Children should be taught:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p>Common Exception Words to be taught:</p> <ul style="list-style-type: none"> go so by my here there where <p>Spelling Focus:</p> <ul style="list-style-type: none"> Adding –er and –est to adjectives where no change is needed to the root word <p>Writing Focus: Non Fiction Fact files for Mae Jennison / Neil Armstrong</p> <p>Children should be taught:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p>Common Exception Words to be taught:</p> <ul style="list-style-type: none"> love Come some one once ask friend <p>Spelling Focus:</p> <ul style="list-style-type: none"> Words ending –y Using k for the /k/ sound <p>Writing Focus: Diary entry</p> <p>Children should be taught:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p>Common Exception Words to be taught:</p> <ul style="list-style-type: none"> school put push pull full house our <p>Spelling Focus:</p> <ul style="list-style-type: none"> Adding the prefix –un <p>Writing Focus: Fiction (Change the setting e.g farm, zoo, fairytale land / animals / food) Toolkit: Description</p> <p>Children should be taught:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

In our Maths lessons we will focus on:	Place Value within 10 Addition and Subtraction within 10 Shape – 3d and 2d		Place Value within 20 Addition and Subtraction within 20 Place Value within 50 Length and height Mass and Volume		Multiplication and Division Fractions Position and Direction Place Value within 100 Money Time	
In Geography..	<p>Human and Physical Geography: ‘Around My School’</p> <ul style="list-style-type: none">• Use basic geographical vocabulary to refer to:✚ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather✚ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none">• Use simple compass directions and locational and directional language [e.g. near and far, left and right], to describe location of features and routes on a map• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;• Devise a simple map; and use and construct basic symbols in a key• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	<p>Locational Knowledge ‘Villages and Cities’</p> <ul style="list-style-type: none">✚ Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none">✚ Use world maps, atlases and globes to identify the United Kingdom and its countries✚ Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map✚ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>Link to Science:</p> <ul style="list-style-type: none">✚ Identify seasonal and daily weather patterns in the United Kingdom	<p>Locational knowledge:</p> <ul style="list-style-type: none">• Name and locate the world’s 7 continents and 5 oceans <p>Human and Physical Geography:</p> <ul style="list-style-type: none">• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles• Use basic geographical vocabulary to refer to:✚ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather✚ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		<p>Link to Science:</p> <ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the United Kingdom	<p>Kenya</p> <p>Locational knowledge</p> <ul style="list-style-type: none">• Name and locate the world’s 7 continents and 5 oceans <p>Place knowledge</p> <ul style="list-style-type: none">• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>Human and physical geography</p> <ul style="list-style-type: none">• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles• Use basic geographical vocabulary to refer to:✚ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather✚ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

In History..	‘Famous People and Big Events’ <ul style="list-style-type: none">• Develop an awareness of the past, using common words and phrases relating to the passing of time.• Significant historical events, people and places in their own locality	‘Living Memory Heroes’ Who are the famous people that shaped our lives? <ul style="list-style-type: none">• Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.• Changes within living memory.		Mae Jemison and Neil Armstrong <ul style="list-style-type: none">• The lives of significant individuals in the past who have contributed to national and international achievements.	The Great Fire of London <ul style="list-style-type: none">• Events beyond living memory that are significant nationally or globally	
---------------------	--	---	--	---	---	--

		Where appropriate, these should be used to reveal aspects of change in national life		<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 		
In Science..	Exploring Everyday Materials 1	Seasonal Changes	Animals including Humans: All About Animals	Animals including Humans: All About Humans	Exploring Everyday Materials 2	Plants
In DT.. (Plan Bee Resources)		<p>Construction/ textiles -Task: Design and make a hat for the queen</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 		Mechanisms -Task: Make moving pictures using sliders, levers, pivots and wheel mechanisms		<p>Nutrition and cooking- Task: Design, make and evaluate fruit kebabs</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from

In PE..	Dance Perform dances using simple movement patterns.	Gymnastics Master basic movements, including developing agility, balance and co-ordination.	Fundamental Movement Skills Master basic movements, including running, jumping, throwing and catching, as well as developing agility, balance and co-ordination.	Throwing and Catching Master basic movements, including throwing and catching.	Games/Athletics/Sports Day Participate in team games, developing simple tactics for attacking and defending.	Games/Athletics/Sports Day Participate in team games, developing simple tactics for attacking and defending.
---------	--	---	--	--	--	--

In Art..	Drawing: Mark Making Learn simple skills such as holding a pencil correctly for drawing before exploring mark making with a variety of mediums and materials. Children will go on to learn about the famous artist Paul Klee, imitating his techniques to create their own piece of art.		Painting: Animal Art Explore animals from each of the seven continents and create art to reflect the animals found in each one. Starting with British wildlife and ending all the way down in Antarctica, children will use visual clues to help them identify animals, explore patterns, colours and features, and have the chance to create varied, challenging and engaging art projects.			Printing: Fruit printing Create prints of natural objects (fruit) Create repeating patterns Explore printing with different fruit by pressing and rolling to create different effects/patterns.
In Music.. We offer specialist teaching in Music. For more information on the progression of skills, vocabulary and knowledge, please see Music Curriculum overview.						
In RE.. (Come and See)	Families - God is present in every beginning Big Question: Why do we have a family and who is my family? Belonging - Baptism is an invitation to belong to God’s family Big Question: What does it mean to belong? Judaism: Abraham and Moses Waiting – Advent: a time to look forward to Christmas Big Question: Is waiting always difficult?		Special People - People celebrate with the parish family Big Question: What and why do people celebrate? Meals - The parish family gathers to celebrate Eucharist Big Question: Why do people gather together? Change - Looking forward to Easter Big Question: How and why do things grow?		Holidays and holydays - Pentecost; a holy day Do we need holidays and holydays? Being sorry - God helps us to choose well and to be sorry. Big Question: Who is my neighbour? Islam - Muhammad Neighbours - Neighbours share God’s world Big Question: Who is my neighbour?	
In Computing.. (Teach Computing resources) Our Computing Curriculum is Supported by external subject support: The Digital School House. Please check their progression doc for more information.	Computing Systems and Networks - Technology Around Us	Creating media – Digital Painting	Creating media – Digital Writing	Data and Information – Grouping Data	Programming A Moving a robot	Programming B Introduction to Animation
In RSHE and EPR (Life to the Full)		KS1, Module 1, Unit 1 KS1, Module 2, Unit 1	KS1, Module 2, Unit 2	KS1, Module 2, Unit 3	KS1, Module 3, Unit 1	KS1, Module 3, Unit 2

Vocabulary, grammar and punctuation – Years 1 to 6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>