

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

<p>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.</p>	<p>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.</p>	<p>Aspirations- which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities.</p>	<p>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.</p>
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Year 1 Curriculum Overview

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Key Texts	<div style="text-align: center;">  </div> <p>Other texts: Traditional tales and tales with a twist</p> <p>Writing: Little Red Riding Hood</p> <p>Poetry: Brother</p>	<p>Other texts: Books about the United Kingdom Poetry: If I were a hawk</p> <p>Writing: The Queens Hat</p> <div style="text-align: center;">  </div>	<div style="text-align: center;">  </div> <p>Writing: Ice World Non Fiction</p> <p>Other Texts: Oliver Jeffers books</p> <p>Poetry: Granny, Granny, Please comb my hair</p>	<div style="text-align: center;">  </div> <p>Other books: Space</p> <p>Poetry: I’ve got a cold</p> <p>Writing: The Comet</p>	<div style="text-align: center;">  </div> <p>Writing: Diary</p> <p>Other Books: Fire/dragons</p> <p>Poetry: The monster under your bed</p>	<div style="text-align: center;">  </div> <p>Writing: On safari recount</p> <p>Other books: Africa</p> <p>Poetry: the sound of music</p>

<p>Why Did we Choose to Teach this Text / Topic Now?</p>	<p>Girl power abounds as Little Red unravels the big bad wolf's plan. On her way to Grandma's house, Little Red meets a wolf. That might scare some little girls, but not this little girl. She knows just what the wolf is up to, and she's not going to let him get away with it! In this modern picture book update to Little Red Riding Hood, author-illustrator Bethan Woollvin uses sly humor, striking visuals, and a bit of ingenuity to turn a familiar tale on its head. Perfect for mighty feminists and young readers who love fairy tales.</p>	<p>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</p>	<p>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.</p>	<p>When Nyla has to leave her home in the countryside to start life again in the city, all she can think about is everything she misses from before. So when a comet comes crashing through the city streets and starts to glow and grow, Nyla can't resist a chance to head somewhere that feels closer to what she had before . but what starts as an escape could be just the thing to make her finally feel at home. From the award-winning Joe Todd-Stanton, comes an exquisite and heartfelt picture book touching on the bewildering experience of moving house. This beautiful story explores how this can affect a child's sense of belonging, but also how it can open them up to new and wonderful experiences.</p>	<p><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</p>	<p>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.</p>
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		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?	Investigating the geography of school grounds	A visit to the Royal Pavilion – A kings Palace?	Penguin feeding at Drusillas		A visit from a fire man/fire engine?	Fruit tasting/food preparation
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>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>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>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>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>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

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

<p>In History..</p>	<p>'Famous People and Big Events'</p> <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 	<p>'Living Memory Heroes' Who are the famous people that shaped our lives?</p> <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. 		<p>Mae Jemison and Neil Armstrong</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally 	
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		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	Plants	Exploring Everyday Materials 2
In DT..		Construction/ textiles -Task: Design and make bunting Design <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 Make <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 Evaluate <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		Nutrition and cooking- Task: Design, make and evaluate fruit kebabs <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,	Fundamental Movement Skills Master basic movements,	Balls Skills Master basic movements, including throwing and catching.	Games/Athletics/Sports Day Participate in team games, developing simple tactics for	Games/Athletics/Sports Day Participate in team games, developing simple tactics for attacking and defending.

		balance and co-ordination.	including running, jumping, throwing and catching, as well as developing agility, balance and co-ordination.		attacking and defending.	
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<p>In Art..</p>	<p>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.</p>		<p>Painting Exploring water paints</p>		<p>Printing Fruit printing</p>	
<p>In Music.. We offer specialist teaching in Music. For more information on the progression of skills, vocabulary and knowledge, please see Music Curriculum overview.</p>						
<p>In RE.. (Come and See)</p>	<p>Families - God is present in every beginning Big Question: Why do we have a family and who is my family?</p> <p>Belonging - Baptism is an invitation to belong to God's family Big Question: What does it mean to belong?</p> <p>Judaism: Abraham and Moses</p> <p>Waiting – Advent: a time to look forward to Christmas Big Question: Is waiting always difficult?</p>		<p>Special People - People celebrate with the parish family Big Question: What and why do people celebrate?</p> <p>Meals - The parish family gathers to celebrate Eucharist Big Question: Why do people gather together?</p> <p>Change - Looking forward to Easter Big Question: How and why do things grow?</p>		<p>Holidays and holydays - Pentecost; a holy day Do we need holidays and holydays?</p> <p>Being sorry - God helps us to choose well and to be sorry. Big Question: Who is my neighbour?</p> <p>Islam - Muhammad</p> <p>Neighbours - Neighbours share God's world Big Question: Who is my neighbour?</p>	
<p>In Computing.. (Teach Computing resources)</p> <p>Our Computing Curriculum is Supported by external subject support: The Digital School House. Please check their progression doc for more information.</p>	<p>Computing Systems and Networks - Technology Around Us</p>	<p>Creating media – Digital Painting</p>	<p>Creating media – Digital Writing</p>	<p>Data and Information – Grouping Data</p>	<p>Programming A Moving a robot</p>	<p>Programming B Introduction to Animation</p>
<p>In Active Citizenship</p>		<p>KS1 Module 1, Unit 1 <i>Religious understanding</i> KS1 Module 2, Unit 1 <i>Religious understanding</i></p>	<p>KS1 Module 2, Unit 2 <i>Personal relationships</i></p>	<p>KS1 Module 2, Unit 3 <i>Keeping safe</i></p>	<p>KS1 Module 3, Unit 1 <i>Religious understanding</i></p>	<p>KS1 Module 3, Unit 2 <i>Life in the wider world</i></p>

Vocabulary, grammar and punctuation – Years 1 to 6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	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 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>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark