



Summary of Work
Year 1
2018 - 2019



RE



The children will look at different topics throughout the year including -

- Domestic Church **FAMILIES** - God's love and care for every family
- Baptism- **BELONGING** - Baptism: an invitation to belong to God's family
- Advent- **WAITING** - Advent: a time to look forward to Christmas
- Local Church- **SPECIAL PEOPLE** - People in the parish family
- Eucharist - **MEALS** - Mass, Jesus' special meal
- Lent and Easter- **CHANGE** - Lent: a time for change
- Pentecost- **HOLIDAYS AND HOLYDAYS** - Pentecost: feast of the Holy Spirit
- Reconciliation- **BEING SORRY** - God helps us choose well
- Universal Church- **NEIGHBOURS** - Neighbours share God's world
- Judaism - Abraham and Moses
- Islam- Muhammad

The children also learn through the Catholic Life of the school and during Collective Worship which takes place every day. Collective worship may be as a class, Key stage, whole school or parish community. In school or Church.

English



The children will use the RWI programme to begin to develop their understanding of sounds to segment and blend words. This will rapidly build up their reading fluency and comprehension skills which in turn will help develop their writing skills.



SPaG objectives will be covered within RWI lessons and also through weekly SPaG homework. This includes,

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Forming all letters correctly.
- Holding sentences and transcribing them.

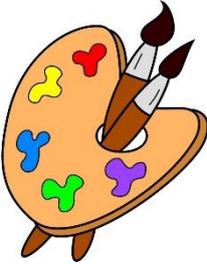
Maths



The children will develop their skills in the following areas throughout the year -

- **Number and Place value**- Recognise, read and write all numbers to 100 and count in 2s, 5s and 10s.
- **Addition and subtraction**- Know all number bonds to 20 off by heart, complete addition and subtraction calculations and complete missing number problems.
- **Multiplication and division**- Solve simple problems using pictures and concrete resources to help.
- **Fractions**- Recognise, name and draw $\frac{1}{2}$ and $\frac{1}{4}$ of shapes and quantities.
- **Measurement** – Tell the time to the hour and half hour, measure and compare a range of weights, heights and lengths. Sequence events including days, weeks, months and years and identify and begin to use different denominations of coins.

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| | <ul style="list-style-type: none"> • Geometry – Recognise a range of 2d and 3d shapes and identify $\frac{1}{4}$ and $\frac{1}{2}$ turns. <p>The children will also develop their Fluency, Reasoning and Problem Solving skills in the range of areas.</p> |
| <p>Science</p>  | <p>Throughout the year children will be looking at the animals and their habitats, plants, animals including humans and materials. We will also look at the seasons as they progress through the year and track the similarities and differences between them.</p> <p>They will be</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions <p>In summer term we will take part in National Science Week where all children will learn to work scientifically by completing a range of fun, engaging experiments.</p> |
| <p>Music</p>  | <p>Y1 will be given daily music lessons for 15 minutes every day of the school year. They will be learning to follow the beat and rhythm of music by learning a repertoire of songs. The children will also participate in weekly hymn practices and half termly Liturgies. They will also participate in two key musical events during the year their Key Stage Nativity and Glastonbede.</p> <p>All the above will enable them to –</p> <ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. • Learn to sing and to use their voices, to create and compose music on their own and with others, • Understand and explore how music is created |
| <p>P4C/PHSE</p>  | <p>The children will learn to –</p> <ul style="list-style-type: none"> • Explore ideas and thoughts through discussion • Learn to listen to the opinions of others and accept that not everyone will agree on an answer <p>The development of listening skills is an important part of the children’s development and will occur throughout the school day but also during weekly P4C lessons.</p> |
| <p>Computing</p>  | <p>The children will be using the programme Purple Mash in their computing this year to develop and improve their computing skills. Children will be taught to</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create, organise, store, manipulate |

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| | <p>and retrieve digital content (word, PowerPoint, publisher)</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> |
| <p>PE</p>  | <p>The children participate in various sports over the year including dance, gymnastics, team games, invasion games and athletics.</p> <p>The children will learn –</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns. |
| <p>Art</p>  | <p>Throughout the year the children will begin to develop their skills by</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Learn about the work of a range of artists and try and replicate their designs. Artists will include William Morris, Guiseppe Arcimboldo, Roy Lichtenstein, Andy Warhol and Kandinsky. <p>Children will continue to use their sketch books to complete a termly piece of work. This will include portraits, landscapes and sculpture. This book will follow them through school and will show their progress when they reach Y6.</p> |
| <p>Other foundation subjects will have a year long key themes. This theme will run for the whole year and children will explore this theme in a range of ways. This will enable the children to really understand this theme in depth and detail rather than just skim the surface.</p> | |
| <p>Geography</p>  | <p>Our key theme for geography will be the UK. We will explore this by beginning to look at our school and the local area before broadening our study to look at England, Scotland, Wales and Northern Ireland and their capitals. We will also study seasonal and daily weather patterns through the use of our class calendar which is updated and discussed daily.</p> <p>Throughout the year the children will learn to –</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Identify seasonal and daily weather patterns in the United Kingdom and 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 • Use maps, atlases and globes • Use simple compass directions (North, South, East and West) |
| <p>History</p> | <p>Our key theme for history will be famous faces. By focusing on these individuals in detail the children will be able to develop their historical skills really focusing on posing questions and exploring the time period of that person. Throughout the year the children will learn about–</p> |



- Samuel Pepys
- Guy Fawkes
- George Stephenson
- Florence Nightingale
- Wright Brothers
- Christopher Columbus
- Nelson Mandela
- Queen Elizabeth II
- Neil Armstrong

They will then explore the key events relating to these individuals in more detail in Y2 therefore allowing the children to have a depth of understanding.

DT



Our key theme for history will be **structures**. Throughout the year the children will learn to design, make and evaluate products related to structures. The children will do this by

- Designing purposeful, functional, appealing products
- Generate, develop, model and communicate their ideas through talking and drawing
- Select from and use a range of tools and equipment to perform practical tasks
- Select from and use a wide range of materials and components
- Explore and evaluate a range of existing products

Children's models will stay on display so they are able to constantly evaluate their products in order to make them more effective and successful on their next build.