



St. John the Evangelist Catholic Academy

Curriculum Overview Year 1



Religious Education						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 1	Creation Families and Celebrations P.S.H.E.: Relationships	Prayer Advent Christmas	Jesus: teacher & Healer Forgiveness P.S.H.E.: Relationships	Lent Holy Week	Easter Pentecost	Sharing Jesus' Life Following Jesus Today P.S.H.E.: Relationships Living in the Wider World
Objectives	<ul style="list-style-type: none"> - To recognise different parts of God's Creation and be able to show appreciation for it. - To know and be able to sequence the story of creation. - To be able to write prayers for use in a harvest liturgy associated with God's Creation. - To know the story of St. Francis of Assisi. - To be able to describe celebrations in which they have been involved with at home or in school and to identify celebrations as an important part of family life. - To understand that Mass is an important celebration for God's 	<ul style="list-style-type: none"> - To understand that prayer is a special way of spending time with God and will be able to describe ways in which they pray. - To be able to identify what they want to praise, thank and ask God for in prayer and be able to include these in their own prayers. - To understand how some things can help Christians pray and the way in which Christians give praise and thanks to God in traditional prayers. - To understand that Advent is a time of waiting and preparation for the celebration of the birth of Jesus. 	<ul style="list-style-type: none"> - To understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles that healed people. - To know some of the parables that Jesus told and will be able to explain what he is teaching through them. - To know that Jesus performed miracles that healed people of illness, disease. Disability and know that Christians are called to follow this example of care today. - To know that there are times when forgiveness needs to 	<ul style="list-style-type: none"> - To know that Lent is a special season in the Church's year when we try to change and grow to be more like Jesus by following his example more closely. - To know some of the sayings of Jesus and identify some ways of applying them to real life situations. - To know that Jesus, in his words and action, gave people a chance to change, and that Lent is a special time when we too are given that same chance. - To know the names and sequence of the important events of Holy Week, and be 	<ul style="list-style-type: none"> - To know that Easter celebrates the resurrection of Jesus from the dead and know the story of the women finding the empty tomb. - To be able to identify and explain the significance and symbolism of the Easter candle. - To know that after the Resurrection the disciples told people about what they had seen and begin to understand the message of the Resurrection. - To understand that the Holy Spirit is God and that Jesus promised to send the Holy Spirit when he went back to heaven. - To know the story of 	<ul style="list-style-type: none"> - To know the stories of the call of the disciples and some information about them. - To know and be able to recall some stories about Jesus and his disciples, which show that the disciples shared in the life and work of Jesus. - To identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives.- - To understand that they belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus.

	<p>family and be able to describe the different words, actions and gestures that take place.</p> <ul style="list-style-type: none"> - To understand that in Jesus' life, his family and friends celebrated together and know the stories that tell of this. 	<ul style="list-style-type: none"> - To know how the season of Advent is structured and will be able to explain some ways in which the season is celebrated at home, parish and school. - Can explain the importance of making preparations for the celebration of Jesus' birth and identify some ways of doing this. - To understand that Advent is a time of joy and will be able to participate in a special liturgy to celebrate the season. - To know and be able to describe the story of the Annunciation, Joseph's dream, the Journey to Bethlehem, Jesus' birth in the stable and the visit of the wise Men. - To know that the birth of Jesus was a very important event in the lives of the characters in the story and continues to be important today for Christians. 	<p>be given and received.</p> <ul style="list-style-type: none"> - To be able to describe the parable of the Prodigal son and the story of the sinful woman, and explain what they teach us about God's forgiveness and the chances he gives us to change. - To understand that everyone makes choices and be able to differentiate between good or bad ones, identifying possible consequences of both. - To understand the need to say sorry and be able to identify ways of showing sorrow and forgiveness. 	<p>able to describe most of what happened on each occasion.</p> <ul style="list-style-type: none"> - To be able to empathise with the characters in the story and begin to understand the importance of the events for Christians today. 	<p>Pentecost and be able to describe how the disciples changed after receiving the Holy Spirit.</p> <ul style="list-style-type: none"> - To be able to identify and explain some of the symbols associated with the Holy Spirit and used in celebrations of Pentecost. 	<ul style="list-style-type: none"> - To be able to describe signs of their belonging to the Church and ways in which they, and other members of the Church, follow Jesus and celebrate his life.
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Science

Working scientifically to be planned for throughout the year. Create an observation station to cover objectives linked to "Seasonal Changes" and provide opportunities for consolidation of objectives covered in focus areas.

- 1) asking simple questions and recognising that they can be answered in different ways
- 2) observing closely, using simple equipment
- 3) performing simple tests
- 4) identifying and classifying
- 5) using their observations and ideas to suggest answers to questions
- 6) gathering and recording data to help in answering questions.

Seasonal Changes

- 1) observe changes across the four seasons
- 2) observe and describe weather associated with the seasons and how day length varies

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 1	Everyday Materials (Polar Adventures/Clothing)	Light (Celebrations/ Space/ Electricity)	Plants (Treasure Island)	Plants (On Safari)	Animals, including humans (Who am I?)	Whole School Topic
Objectives	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials (Can they be changed by squashing, bending, twisting and stretching?)</p>	<p>Associate shadows with a light source being blocked by something.</p> <p>Can observe and name a variety of sources of light, inc. electric lights, flames and the sun.</p>	<p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores)</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p>		

	<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>			<p>Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>	
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History						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 1	Changes within living memory (Clothing – link with explorers)	Significant Individual (Neil Armstrong)			Historical events, people and places) Travel/ Transport (James Brindley) P.S.H.E.: Living in the Wider World	
Objectives	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. □	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.			Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.	

Geography

Location Knowledge: Use display in hall to encourage children to locate places within the U.K. (First News)

Create Weather Station in Key Stage 1 playground.

Location Knowledge:

- 1) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

- 2) 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

- 3) 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

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 1			Place Knowledge (Fieldwork – aerial photos/ create simple maps to show locations of different plants/features.) P.S.H.E.: Living in the Wider World			
Objectives			Human and physical geography 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. Geographical skills and fieldwork 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; 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.			

Computing

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.S.H.E.: Health & Well- Being (There will be a particular focus on cyber-bullying, accessing safe sites, use of social networks and ensuring children are able to employ appropriate strategies to keep themselves safe.)

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 1	Computer Networks (We are Collectors)	Programmming (We are Astronauts)	Programmming (We are Treasure Hunters)	Productivity (We are Celebrating)	Creativity (We are painters)	Communication/ Collaboration (We are storytellers)
Objectives	recognise common uses of information technology beyond school	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	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 and retrieve digital content	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Art and Design						
Throughout the year children will have the opportunity to produce a painting, a sculpture/3D model/ drawing (pencil/charcoal)/Printing/explore the work of an artist(s)						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 1			Georgia O' Keeffe/Andy Goldsworthy/Darren Woodhead			Caroline Shotton/Cow Parade
Objectives	<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. - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines and making links to their own work. 					

Design and Technology						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 1	Designing/Making a Tent	Designing/Making Moon Buggies			Moving Animals or Puppets	
Objectives	<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. - Select from and use a range of tools and equipment to perform practical tasks such as 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. - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria. - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms such as levers, sliders, wheels and axles in their products. 					

Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 1	Gymnastics Multi-skills P.S.H.E.: Health & Well- Being Relationships	Dance Multi-skills P.S.H.E.: Health & Well- Being Relationships	Games Fitness P.S.H.E.: Health & Well- Being Relationships	Gymnastics Dance P.S.H.E.: Health & Well- Being Relationships	Multi-sports P.S.H.E.: Health & Well- Being Relationships	Athletics Multi-sports P.S.H.E.: Health & Well- Being Relationships
Objectives	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. 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.	Participate in team games, developing simple tactics for attacking and defending. 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.	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 Perform dances using simple movement patterns.	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.	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.

Music						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 1						
Objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 					