



# MEDIUM TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



Year 1 Spring 2022-2023										
WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	PSHE & RSE
Wk1	<p><b>Class Text:</b> Handa's surprise. Hook.</p> <p><b>Imitate</b> Internalising text. Using drama to understand the story.</p>	<p><b>Place Value within 20</b> Count within 20 Understand 10 Understand 11,12,13.</p>	<p><b>Animals including humans</b> <b>Hook</b> Naming and identifying our body parts.</p>	<p>Recognise special people in our lives who are there to help.</p>	<p><b>Flight of the Navigators</b> Understand that things have changed over time.</p>			<p><b>Games</b> Move safely and actively in spaces.</p> <p><b>Dance</b> Explore different ways of moving specific body parts.</p>	<p>Sing: learn a football chant.</p>	<p><b>Dreams and Goals</b> Set simple goals and tell you about things I can do well.</p>
Wk2	<p><b>Imitate</b> Using adjectives to describe characters. Use conjunctions effectively. Recognise time words to guide the reader. Box up the story into 5 parts.</p>	<p>Understand 14, 15 and 16. Understand 17, 18, and 19. Understand 20 1 more and 1 less. The number line to 20.</p>	<p>Using and exploring our 5 senses.</p>	<p>Recognise and describe the special jobs people have at church.</p> <p>Ask questions to someone who has a role in our church.</p>	<p>Learn about the first aeroplane flight.</p>			<p><b>Games</b> Throw and catch under-arm individually and with a partner.</p> <p><b>Dance</b> Explore moving different body parts in contrasting ways, in relation to stimuli.</p>	<p>Compose: practise the change and create a simple ostinato to accompany.</p>	<p>Set a goal and work out how to achieve it. Tell you how I learn best.</p>
Wk3	<p><b>Innovate</b> Innovate model text.</p> <p>Gather new ideas for their own new story. Box up a new story. Create a Toolkit.</p> <p>Shared write.</p>	<p>Use a number line to 20. Estimate on a number line to 20. Compare numbers to 20. Order numbers to 20.</p>	<p>Know which part of the body is associated with each sense.</p>	<p>Understand that Jesus is the special person for the parish family.</p> <p>Retell a story about Jesus and his special role for the church family.</p>	<p>Think of thoughtful questions.</p>			<p><b>Games</b> Throw and catch under-arm in a small group.</p> <p><b>Dance</b> Create a simple dance sequence and use characteristics of movement when performing.</p>	<p>Compose: practise the change and create a simple ostinato to accompany</p> <p><b>Musical snapshot</b></p>	<p>Understand how to work well with a partner and celebrate achievements.</p>



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Wk4	<b>Invent - Hot Task</b> Children write a story based on a journey story plot.  Cold task.	<b>Addition and subtraction (within 20)</b> Add by counting on within 20. Add ones using number bonds. Find and make number bonds to 20.	Recording data about a creature in a table.	The describe ways the parish family spend time together after Mass.  Remember and celebrate the special people who help us in church.	Learn about the invention of flight from different sources.			<b>Games</b> Throw over-arm towards a target. <b>Dance</b> Explore gestures using a variety of body parts.	Compose: compose melodies using Mi-Re-Do and the rhythm of the football chant.	Tackle a new challenge and understand this might stretch my learning.
Wk5	Class Text: <b>Amazing Antelopes</b> Hook: Explore animals from fiction and non-fiction text. <b>Imitate</b> Internalising text. Using labels. Using conjunctions effectively.	Doubles. Near doubles. Subtract ones using number bonds.	Identify and describe the features of animals from the 5 animal groups.	<b>Meals</b> Recognise special meals shared with our families.	Compare modes of flight over time.		<b>We are publishers</b> Plan a multimedia eBook, thinking carefully about an intended audience. Select and import images for an eBook, thinking carefully about what is appropriate for the intended audience. Record high-quality audio commentary for an eBook. Add text to eBook pages and format it. Search a picture library on the Internet to add further images to their eBook, and	<b>Games</b> Retrieve a ball to return to a partner or team. <b>Dance</b> Use gestures and movement to convey a character.	Compose and perform word patterns in groups	Identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.



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							learn about copyright and what to do if they see inappropriate images when searching. Review and revise their eBook contents.			
Wk6	<p><b>Imitate</b> Creating exciting titles. Describe using effective adjectives. Use similes. Explore the importance of using punctuation correctly.</p>	<p>Subtraction – counting back. Related facts. Missing number problems</p>	<p>Sorting animals into the 5 groups by describing and comparing their features.</p>	<p>Understand that Catholics go to Mass as members of God’s family.</p> <p>Retell the story of The Last Supper where Jesus has a special meal.</p>	<p>Use primary and secondary sources to find the legacy of the Wright Brothers, Amy Johnson and Bessie Coleman.</p>	<p><b>DT - Puppets</b> Block lessons Join fabrics together using different methods. Use a template to create my design Join two fabrics together accurately Embellish my design using joining methods.</p>		<p><b>Games</b> Apply throwing and retrieval skills within a game. <b>Dance</b> Create a dance sequence, using a character as a stimulus.</p>	<p>Compose: compose melodies for the word patterns using Mi-Re-Do</p>	<p>Tell you how I felt when I succeeded in a new challenge and how I celebrated.</p>
HALF TERM										



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Wk 7	<b>Innovate:</b> Gather new ideas and decide a new animal to focus their text on. Text map the information report. Shared write.	<b>Place value (within 50)</b> Count from 20 to 50. 20, 30, 40 and 50. Count by making groups of tens. Groups of tens and ones.	Seasonal Change Spring.	Recognise how the special meals for the parish family are prepared.	<b>Once upon a season</b>  Identifying the four seasons in the United Kingdom.	<b>Art - Formal elements of art</b>  Create abstract art.	<b>We are rhythmic</b> Record and playback audio in ScratchJr	<b>Games</b> Effectively use throwing and retrieval skills within a game. <b>Dance</b> Explore different ways of moving specific body parts.	<b>Active listening: 'Dawn' from Benjamin Britten's Sea interludes</b>	
Wk 8	Cold Task. <b>Invent:</b> Generate further ideas and research their new animal. Text map the new information report. Hot task.	Partition into tens and ones. The number line to 50. Estimate on a number line to 50 1 more, 1 less.	Naming and classifying herbivores, omnivores and carnivores.	Understand the importance of the Our Father, the family prayer of the parish.  Understand that the parish family gathers for a celebration after Mass.	Comparing weather throughout the seasons.	Know how to create different types of lines.	Program sprites in ScratchJr to playback recorded audio.	<b>Games</b> Use hands or equipment when striking a ball into space and decide where to stand to make it difficult for an opponent. <b>Dance</b> Explore moving different body parts in contrasting ways, in relation to stimuli.	Listen & respond: identifying and moving to three contrasting themes	<b>Healthy Me</b> Understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.
Wk 9	<b>Invent:</b> Hot task. Write a non-fiction report using key features such as heading subheadings and labels.	<b>Length and height</b> Compare lengths and heights. Measure length using objects.	Describing the structure of our pets.	Make links between special meals celebrated.  Remember and celebrate different meals celebrated.	Locating hot and cold areas of the world.	Explore line and mark-making to draw water.	Use repetition in ScratchJr to play a pattern using recorded audio.	<b>Games</b> Strike a ball using your feet into space. <b>Dance</b> Create a simple dance sequence.	Listen & respond: compose rhyming lyrics, create and perform a movement piece to recorded music.	Know how to make healthy lifestyle choices.
Wk 10	<b>Poetry</b> Discover different types of poetry. Learn a new poem.	Measure length in centimetres.	Describing the structure of common pets.	<b>Lent</b> Recognise ways we change and grow.	Use maps and atlases to locate countries around the world.	Investigate how to mix colours.	Record audio in GarageBand and experiment with audio effects.	<b>Games</b> Able to roll, bounce, throw and catch a variety of equipment individually, with a	Improvise: call and response, and improvising musical conversations.	Know how to keep myself clean and healthy.



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				To understand that Ash Wednesday is the start of Lent.				partner and against an opponent. <b>Dance</b> Explore gestures using a variety of body parts.		Understand that germs can cause illness/disease.  Household products can be harmful if not used properly.
Wk 11	<b>Poetry</b> Identify the key features of acrostic poems. Develop ideas for an acrostic poem based on seasons.	<b>Mass and volume</b> Heavier and lighter. Measure mass. Compare mass.	Identifying and describing features of a fictional creature.	Understand that Lent is an opportunity to change and recognise that Lent is a new start.	Measuring weather and using graphs to display the findings.	Apply knowledge of colour mixing when painting.	Create a repeating percussion pattern in GarageBand.	<b>Games</b> Able to throw, hit and kick a ball in a variety of ways in a game. <b>Dance</b> Use gestures and movement to convey a character.	Compose: creating a musical phone call using instruments.	Understand that medicines can help me if I feel poorly and I know how to use them safely.
Wk 12	Hot task: Writing a new acrostic poem.  Cold Task.	Full and empty. Compare volume. Measure capacity. Compare capacity.		Retell the story of Palm Sunday.  Describe the story of Good Friday and Easter Sunday.  Remember and celebrate what we have learnt about how we change and grow.		Easter Art		<b>Games</b> Able to work as a team to retrieve objects in a game. <b>Dance</b> Create a dance sequence, using a character as a stimulus.	Creating musical scores to capture our compositions.	Know how to keep safe when crossing the road and about people who help me stay safe.



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Year 1	Foundation Subjects Curriculum coverage	Spring 2022-2023
Subject and Topic	Key Skills	Key Knowledge
<b>Religious Education</b>	<p>Refer to the topic cover sheet.</p> <p>Discuss their experience and feelings about the special people and mass and what they know or have heard about.</p> <p>Wonder about the help special people give them or the special meals they have shared.</p> <p>Recognise some stories about Jesus' life.</p> <p>Recognise how everyone helps each other because they belong to the parish family.</p> <p>Make links between stories about Jesus and ways we live our lives.</p> <p>Retell some stories about Jesus' life.</p> <p>Ask and respond to questions about what makes a person special.</p>	<p><b>Special People</b>            People have different jobs and they help in different ways.            People have different roles in church including the priest.            Jesus is a special person for the parish family and we hear about him at church where we gather together to celebrate Mass.            We can love and serve Jesus by helping others.</p> <p><b>Meals</b>            Meals feel special when we are with the people we love.            Catholics celebrate Jesus' last meal at church.            The bread represents his body and the wine represents his blood.            Holy Communion means being close to Jesus, God his father and to each other as we God's children.</p> <p><b>Lent/Easter</b>            Lent is a time of waiting and preparation for Easter.            Ash Wednesday is the start of Lent and a time to change our ways and follow Jesus.            The Our Father Prayer reminds us to ask for forgiveness when we make wrong choices.            Jesus died on Good Friday because he loves us.            Easter Sunday is a sign of hope when Jesus was given a new life.</p>
<b>Science</b>	<p><b>Animals including humans</b>            Ask questions based on previous learning.            Use observations of animals first hand to identify and compare features of their body.            Use senses to describe different textures, sounds and smells.            Use labels to identify parts of the body.            Observe, recognise and describe changes from Autumn to Winter</p>	<p><b>Animals including humans</b>            Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.            Identify and name a variety of common animals by what they eat (carnivores, herbivores and omnivores).            Describe and compare the structure of a variety of common animals, including pets.            Identify, name, draw and label the basic parts of the human body.            Locate which part of the body is associated with each sense.            Describe the number of hours of sunlight, changes in weather, clothing and animals.</p>
<b>History</b>	<p><b>Flight of the navigators</b>            Pupils use common words and phrases relating to the passing of time.            Compare and identify similarities and differences between life now and the past.            Ask questions based on our previous learning.            Use a wide range of vocabulary relating to everyday historical terms.            Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p><b>Flight of the navigators</b>            Use key words to describe the passing of time.</p> <p>Name key modes of flight.            Name important figures in early aviation, including The Wright Brothers, Bessie Coleman and Amy Johnson.            Understand how flight changed the world.</p>
<b>Geography</b>	<p><b>Once upon a season</b>            Use basic vocabulary to name weather types.            Compare the weather in multiple locations around the world.</p>	<p><b>Once upon a season</b>            Name the four seasons and the months of the year they take place.            Locate the United Kingdom and a world map.            Name different types of weather and link them to the seasons they may take place in.</p>



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	<p>Use first hand experiences, maps and other sources to identify landmarks, human and physical features.</p> <p>Compare daily weather patterns.</p> <p>Measure daily rainfall and sunshine hours.</p>	<p>Know the four compass points.</p> <p>I know the difference between human and physical features and can give examples.</p> <p>Give examples of hot and cold places on Earth.</p>
<b>Computing</b>	<p><b>We are publishers</b></p> <p>Plan a small multimedia eBook.</p> <p>Choose and import pictures.</p> <p>Record audio commentary.</p> <p>Add and format tiles and other text.</p> <p><b>We are rhythmic</b></p> <p>Record audio on the iPad.</p> <p>Playback audio they have recorded.</p> <p>Program sprites in 'ScratchJr' to play audio.</p> <p>Apply filters to audio they have recorded.</p> <p>Create a repeating sequence of drum or other percussion sounds.</p>	<p><b>We are publishers</b></p> <p>Take account of the interest of the audience when deciding what to include in their eBook.</p> <p>Respecting privacy and other people's copyright is important.</p> <p>Audio is sound and Clipart is a stock of images.</p> <p>Ebook stands for electronic book.</p> <p><b>We are rhythmic</b></p> <p>Through a microphone, sounds can be recorded, played back and re-recorded if needed.</p> <p>My sprite is programmed by me to perform instructions.</p> <p>I can make complex patterns by using the repeat block.</p> <p>I can add effects to change the sound of my recordings.</p>
<b>Art</b>	<p>Create an abstract piece of art using shapes and colours in an interesting way.</p> <p>Describe the lines in the work of an artist and in my own work.</p> <p>Experiment with different resources to create different types of lines.</p> <p>Hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist.</p> <p>Use different materials and lines to make different types of marks, reflecting what I can hear in music.</p> <p>Evaluate my art and the work of others using the language I have learnt.</p> <p>Mix primary colours to make secondary colours.</p> <p>Choose a suitable brush for the marks I want to make.</p>	<p>Abstract art uses lots of shapes, colours and lines.</p> <p>There are different types of lines to make and they look different.</p> <p>The primary colours are red, yellow and blue.</p> <p>Primary colours cannot be made.</p> <p>Blue and red make purple.</p> <p>Blue and yellow make green.</p> <p>Yellow and red make orange.</p> <p>Say which two primary colours are needed to mix each of the secondary colours.</p>
<b>Design &amp; Technology</b>	<p>Using a template to create a design for a puppet.</p> <p>Cutting fabric neatly with scissors.</p> <p>Using joining methods to decorate a puppet.</p> <p>Sequencing steps for construction.</p> <p>Reflecting on a finished product, explaining likes and dislikes.</p>	<p>Know that 'joining technique' means connecting two pieces of material together.</p> <p>Know that there are various temporary methods of joining fabric by using staples, glue or pins.</p> <p>Understand that different techniques for joining materials can be used for different purposes.</p> <p>Understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</p> <p>Know that drawing a design idea is useful to see how an idea will look.</p>
<b>Physical Education</b>	<p><b>Games</b></p> <p>Find space by using senses.</p> <p>Throw under arm by swinging back before releasing.</p> <p>Throw over arm by releasing the ball at the correct time.</p> <p>Strike a ball with a bat/racket by looking at the moving ball and aiming before hitting.</p>	<p><b>Games</b></p> <p>Recognise different body parts, the way they can move and how we can use them in different sports and activities.</p> <p>Know that when throwing/hitting accurately they should look at the target and aim.</p> <p>Know how to hold a racket or a bat safely and correctly.</p>



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	<p><b>Dance</b>            Experiment with different ways of travelling, jumping and increasing awareness of speed and distance.            Develop spatial awareness and ability to move confidently and safely in general space.            Create a dance sequence by using a beginning, middle and end.            Change speed throughout sequences.</p>	<p><b>Dance</b>            Recognise the importance of warming up, stretching and cooling down.            Recognise the importance of staying hydrated while exercising.            Name the human senses and use them when finding space.            Know how to begin and end a dance routine by standing still.            Identify how many counts each movement should last (eight).</p>
<b>Music</b>	<p>Sing with awareness of posture, breath control and clear diction.            Identify aurally longer and shorter sounds and silences using voices and percussion.            Clap back short rhythmic patterns given aurally.            Identify and mark the pulse and / or the rhythm of a song.            Identify, mark and maintain a steady pulse when singing or performing.            Identify aurally how many sounds have been combined or organised (one, several, many).            Begin to identify simple structures (like verse chorus).</p>	<p>Good vocal technique improves vocal sound quality and control.            Rhythm is a pattern of sounds and silences of different lengths.            In a song, the rhythm fits with the syllables of the words (lyrics).            Pulse is a continuous, regular, steady beat that can be felt internally, like a musical heart-beat.            Pulse continues even when the rhythm rests.            Pitch can be represented aurally in different ways including using SOLFA pitch names and hand signs.            Sounds can be combined in different ways to create different effects.            Pieces in music are organised in different ways, to give them shape – a beginning, middle and end.</p>
<b>PSHE &amp; Relationships, Sex Education</b>	<p><b>Dreams and goals</b>            Identify goals and challenges that I can set for myself.            Understand how to achieve a goal and understand that it will stretch my learning.            Identify obstacles that I may come across and ways to overcome them.            Recognise the feeling of success and celebrate.</p> <p><b>Healthy me</b>            Understand the difference between healthy and unhealthy lifestyle choices and identify choices.            Identify ways to keep myself clean, healthy and safe.            Recognise people who help me keep safe.</p>	<p><b>Dreams and goals</b>            Goals are targets that we work towards.            We may face obstacles and we can think of ways to overcome them.            We have different feelings and it is important to recognise them.            We celebrate when we have met a goal and can set a new challenge for ourselves.            We can learn from each other.</p> <p><b>Healthy me</b>            Healthy and unhealthy lifestyle choices are different.            Germs cause disease/illness.            Household products including medicines can be harmful if not used properly.            Know how to keep safe when crossing the road and about people who can help me keep stay safe.</p>