



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 1

Autumn 2023-2024

In order to help our pupils **'KNOW MORE and REMEMBER MORE'** we revisit knowledge that has been taught in a variety of ways. Each lesson, starts with reviewing prior learning, including games, quizzes and recaps; throughout each theme teachers regularly recap significant knowledge and at the end of each half term, pupils play the 'SJF Know More, Remember More Gameshow/Quiz'. This informs teachers' assessments, whilst also helping to move the significant knowledge (from each theme taught in each year group) into the long term memory of each pupil.
Helping to embed that significant knowledge.

Year 1	Foundation Subjects Curriculum coverage		Autumn 2023
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	Talk about their experience and feelings. Say what they wonder. Ask and respond to questions. Retell Bible stories linked to the topic. Recognise, describe and use some religious words, phrases, symbols. Ask questions about what they wonder about... Participate in periods of reflection in response to given stimulus. Wonder about the meaning and importance. Describe some religious actions and symbols. REFER TO RE TOPIC COVER SHEETS.	God loves and cares for everyone and we can trust God. Jesus was part of a loving family. The importance of prayer: night prayers. The psalms help us pray and think about God. God cares for us as a loving parent. Families show us love and care for each other. Baptism is an invitation from God to belong to the Church family. The Church family welcomes the one who is to be Baptised. A sacrament is God's way of being present at special moments in our lives. The words of Baptism. 'I baptise you in the name of the Father and of the Son and of the Holy Spirit. Some of the rite of the Sacrament of Baptism. The role of parents and godparents. Some of the symbols used in Baptism, particularly the candle which is given at Baptism. Hinduism - The story of Krishna and Ganesh Raksha Bandan Some aspects of the liturgical season of Advent: a time of waiting to celebrate Jesus' coming at Christmas. The Advent wreath and its symbolism. The Annunciation, the Visitation and the Nativity.	



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Science	<p>Perform simple tests and draw conclusions based on the observations made.</p> <p>Sort objects into the materials they are made from.</p> <p>Test the durability, transparency and absorbance of a range of materials and suggest suitable uses for these in everyday objects.</p> <p>Use simple equipment when performing tests.</p> <p>Record data on a table.</p>	<p>Materials:</p> <p>Recognise the importance of working in a safe science environment.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Explain what everyday material objects are made from.</p> <p>Recognise ways we can reuse and recycle materials.</p> <p>Group objects based on their properties.</p> <p>Seasonal Change:</p> <p>What is the weather like in autumn?</p> <p>What must we do to adapt to the weather in autumn?</p>	
History	<p>Understand that the past has already happened.</p> <p>Compare, identify and describe similarities and differences between now and the past relevant to technology, toys and transport</p> <p>Ask questions based on our previous learning and experiences.</p> <p>Use pictures to make comparisons between old and new objects.</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Identify similarities and differences between ways of life then and now.</p> <p>Compare toys from the past with toys from the present.</p> <p>Develop historical language and use of technical vocabulary.</p> <p>Develop enquiry skills to ask questions and learn information about toys.</p>	
Geography	<p>Use basic vocabulary to name human features (town, city, village, house, post office, school).</p> <p>Compare local areas based on size and amenities.</p> <p>Use first hand experiences, maps and other sources to identify landmarks, human and physical features.</p> <p>Compare similarities and differences in two different areas.</p>	<p>Name and locate the nations in the United Kingdom.</p> <p>Name landmarks that are unique to our local area.</p> <p>Begin to describe the location of areas on a map.</p> <p>Recognise the difference between human and physical features and can give examples.</p> <p>Name different types of weather and link them to the seasons they may take place in.</p> <p>Name the four seasons and the months of the year they take place.</p>	



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Computing	<p>Improve mouse skills Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. Using a basic range of tools within graphic editing software. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools. Recognising devices that are connected to the internet. Logging in and out and saving work on their own account.</p> <p>Online Safety Recognising devices that are connected to the internet. Understanding that we are connected to others when using the internet. Understanding some of the ways we can use the internet. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. To be able to recognise what a digital footprint is and how to be careful about posting online.</p>	<p>Improve mouse skills “log in” and “log out” means to begin and end a connection with a computer A computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. Passwords are important for security and to keep us safe.</p> <p>Online Safety Know that the internet is many devices connected to one another. Know what to do if you feel unsafe or worried online – tell a trusted adult. Know that people you do not know on the internet (online) are strangers and are not always who they say they are. Know that to stay safe online it is important to keep personal information safe. Know that ‘sharing’ online means giving something specific to someone else via the internet and ‘posting’ online means placing information on the internet.</p>	



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Art	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Explore mark-making using a range of tools</p> <p>Create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.</p> <p>Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Describe and compare features of their own work and others artwork</p>	<p>An outline is a joined up line that shows a 2D shape.</p> <p>Drawing tools create different marks and lines.</p> <p>Texture means ‘what something feels like’.</p> <p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks.</p> <p>Things we see have darker and lighter areas.</p>	
Design & Technology	<p>Learning the importance of a clear design criteria. Including individual preferences and requirements in a design.</p> <p>Making stable structures from card, tape and glue.</p> <p>Learning how to turn 2D nets into 3D structures.</p> <p>Following instructions to cut and assemble the supporting structure of a windmill.</p> <p>Making functioning turbines and axles which are assembled into a main supporting structure.</p>	<p>Understand that the shape of materials can be changed to improve the strength and stiffness of structures.</p> <p>Understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses).</p> <p>Understand that axles are used in structures and mechanisms to make parts turn in a circle.</p> <p>Begin to understand that different structures are used for different purposes.</p> <p>Know that a structure is something that has been made and put together.</p>	
Physical Education	<p>Dance</p> <p>Link travelling and jumping movements together.</p> <p>Spread body weight evenly to remain balanced.</p> <p>Games</p> <p>Children will develop their spatial awareness and ability to move confidently and safely in their own general space.</p> <p>Explore running, jumping and throwing activities, and take part in simple challenges and competitions.</p> <p>Experiment with different ways of travelling, throwing and jumping, increasing awareness of speed and distance.</p>	<p>Dance</p> <p>Move forwards and backwards using my senses.</p> <p>Use different body parts to create different moves.</p> <p>Recognise what to do before moving into a different space.</p> <p>Games</p> <p>Travel in multiple ways including skipping, jumping and sliding.</p> <p>Understand the importance of warming up.</p> <p>Recognise which body parts we can use to stop a moving ball.</p> <p>Recognise where our hands need to be when catching a ball.</p>	



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Music	<p>Distinguish between talking, whispering and singing voices.</p> <p>Pitch-match with increasing accuracy.</p> <p>Sing in a group and individually.</p> <p>Feel and mark the pulse in different ways using the voice, body and percussion.</p> <p>Move rhythmically to the pulse of the music.</p> <p>Sing songs and play percussion instruments with improved control using appropriate changes in dynamics.</p> <p>Begin to recognise and name different sound sources.</p> <p>Begin to define how a sound has been produced.</p> <p>Perform and compose simple accompaniments and short pieces that create a specific mood or effect.</p>	<p>Everyone has a singing voice.</p> <p>The voice can be pitched higher and lower.</p> <p>Good vocal technique improves vocal sound quality and control.</p> <p>Pulse is a continuous, regular, steady beat that can be felt internally, like a musical 'heart-beat'.</p> <p>Changes in dynamics are used to add contrast or create a particular effect.</p> <p>Different sound sources produce different sound qualities.</p> <p>A sound source can make a range of different sounds.</p>	
PSHE & Relationships, Sex Education	<p>Listen respectfully when others are speaking.</p> <p>Share ideas about differences and similarities.</p> <p>Take turns to speak.</p> <p>Respect each other's privacy.</p> <p>Only use names when giving compliments or being positive.</p>	<p>Recognise that our feelings may change.</p> <p>Explain why the classroom is a safe place to learn.</p> <p>Give examples of the ways I am similar and different to other people.</p> <p>Identify ways of being kind and helpful to others.</p> <p>Explain what bullying is and what to do if it happens to me or another person.</p>	