



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 1 Autumn 2021										
WEEK	English	Maths	Science	RE	History/ Geog	Art & Design	Computing	PE	Music	PSHE & RSE
Wk1	<p>Class text: The Gigantic Turnip</p> <p>Imitate Internalising text Using drama to understand the story.</p>	<p>Place Value to 10 Sorting objects Counting objects.</p>	<p>Safety Identify ways to be safe in our science lessons.</p>	<p>Domestic Church Families Recognise who is in our family. Describe ways love is shown in the family.</p>	<p>Our local area To visit the key areas around our school.</p>	<p>Formal elements of art Create abstract art using shapes and colours- Beatriz Milhazes</p>	<p>We are treasure hunters Giving and following instructions.</p>	<p>Athletics Safety skills and simple movements.</p>	<p>Listening and Singing Pulse as a continuous beat Pitch -find your singing voice.</p>	<p>Being me in the world Understand the rights and responsibilities as a member of my class.</p>
Wk2	<p>Imitate Using adjectives to describe characters Use the correct punctuation Box up the story into 5 parts.</p>	<p>Counting and representing objects to 10 Count forwards Counting backwards.</p>	<p>Animals including humans Hook Naming and identifying our body parts.</p>	<p>Learn about God's love from the Bible and Psalms.</p>	<p>Our local area Identify and locate key areas of our school on a map.</p>	<p>Drawing different types of lines.</p>	<p>We are treasure hunters Giving and following instructions.</p>	<p>Athletics Moving at different speeds.</p>	<p>Listening and Singing Pulse as a continuous beat Pitch -find your singing voice.</p>	<p>Being me in the world Understand the rights and responsibilities of being a member of my class.</p>
Wk3	<p>Innovate Innovate nursery rhymes and the model text Gather new ideas for their own new story. Box up a new story. Create Toolkit Shared write Cold task.</p>	<p>One more and one less One to one correspondence Compare groups of objects.</p>	<p>Using and exploring our 5 senses.</p>	<p>Recognise ways God takes care of everyone.</p>	<p>Our local area Identify landmarks and key human and physical features using maps</p>	<p>Create a water effect using lines.</p>	<p>We are treasure hunters Sequences of instructions using an object.</p>	<p>Athletics Sending and receiving a ball.</p>	<p>Listening and Singing Pulse as a continuous beat Pitch -find your singing voice.</p>	<p>Being me in the world Know my views are valued and can contribute to the Learning Charter.</p>
Wk4	<p>Invent - Hot Task Children write a story based on the cumulative story plot.</p>	<p>Introduce <, = and > Compare and order numbers Ordinal numbers.</p>	<p>Know which part of the body is associated with each sense.</p>	<p>Make links to Jesus and his family who loved and cared for him.</p>	<p>Our local area Identify how we travel to school.</p>	<p>Making new colours by mixing primary colours.</p>	<p>We are treasure hunters Experimenting with the Bee-Bot.</p>	<p>Athletics Sending and receiving sports equipment.</p>	<p>Listening and Singing Pulse as a continuous beat Pitch -find your singing voice.</p>	<p>Being me in the world Recognise the choices I make and understand the consequences.</p>



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Wk5	Model text: How to Catch a Star Hook Imitate Internalising text Developing a deeper understanding of the text.	Addition and Subtraction Part-part whole model Fact families.	Recording data about a creature in a table.	Judaism Abraham's promise.	Our local area Local area trip.	Using secondary colours in the style of Jasper Johns.	We are treasure hunters Programming the Bee-Bot.	Athletics Exploring different ways of travelling.	Listening and Singing Feeling the pulse Pitch - matching the pitch of a song.	Being me in the world Understand my rights and responsibilities within our Learning Charter.
Wk6	Innovate: Gather new ideas for their own new story. Text map new story. Shared write.	Number bonds to 10 Compare number bonds.	Identify and describe the features of animals from the 5 animals groups.	What makes Moses a good leader?	Our local area Identify human and physical features in our local area.	Art and Design skills Investigate how to make a print.	We are treasure hunters Predicting outcomes.	Athletics Jumping for height.	Listening and Singing Feeling the pulse Pitch - matching the pitch of a song.	RSE - Social and Emotional Please, thank you and sorry.
Wk 7	COLD TASK Invent: Gather new ideas for their own new story. Text map new story. Start Hot task.	Adding together and adding more Finding a missing part from the part whole model.	Sorting animals into the 5 groups by describing and comparing their features.	Baptism/Confirmation Belonging Recognise the groups we belong to.	Our local area Compare our area to another area.	Make a print using foam.	We are treasure hunters Debugging instructions.	Athletics Jumping for distance.	Listening and Singing Feeling the pulse Pitch - matching the pitch of a song.	RSE - Social and Emotional Acceptable and unacceptable behaviours.
HALF TERM										
Wk 8	Invent: Complete hot task.	Subtraction How many are left and finding a part Fact families.	Seasonal Change Autumn.	Understand what happens to a child in Baptism and make a link to Jesus' teachings.	History in living memory Identify and discuss key events and ways of life in 2021.	Windmills Identify features of windmills.	We are digital artists Create colour blocks- Rothko.	Gymnastics Travelling safely and using new shapes.	Listening and Singing Feeling the pulse Pitch - awareness of higher and lower pitch.	Celebrating difference Identify similarities between people in my class.
Wk 9	Model text: How to Catch a Fairy Hook Imitate Internalising text	Subtraction Counting back and finding the difference Comparing addition and subtraction statements.	Naming and classifying herbivores, omnivores and carnivores.	Recognise and describe the elements of Baptism Visit from Priest.	Comparing our lives to others and discussing changes from their time.	Explore ways to make strong structures.	Select brushes and choose colours to create patterns and shapes – Kandinsky.	Gymnastics Basic techniques of how to jump.	Listening and Singing Feeling the pulse Pitch - awareness of higher and lower pitch.	Celebrating difference Identify differences between people in my class.



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	Identify the features of instructions Make and follow their own set of instructions.									
Wk 10	Time words Imperative verbs Layout of instructions Innovate Generating ideas Shared write Cold task.	Geometry Recognise, name and sort 2-D and 3-D shapes Making patterns with 3-D and 2-D shapes.	Describing the structure of pets - bring in pets.	Describe the role of parents and godparents.	To recognise and describe how toys have changed over time.	Explore ways to make strong sails.	Select and set brushes to create a simple drawing – Picasso.	Gymnastics Using simple rolls.	Listening and Singing Feeling the pulse Pitch - awareness of higher and lower pitch.	Celebrating difference Tell you what bullying is.
Wk 11	Invent - Hot task Text map and write new instructions for How to Catch a Star.	Place Value to 20 Counting forwards and backwards Representing numbers to 20.	Describing and comparing the feature of pets.	Advent/Christmas Waiting Identify times they have waited and is it necessary? Advent is a time of waiting.	To explore how transport has changed.	Design a windmill using a design criteria.	Create and transform multiple layers – Matisse.	Gymnastics Using basic jumps with apparatus.	Listening and Singing Feeling the pulse Pitch - awareness of higher and lower pitch.	Celebrating difference Know some people who I could talk to if I was feeling unhappy or being bullied.
Wk 12	Class text: Handa's Surprise Hook Imitate: Internalise the model text Adjectives for fruit and characters Time words.	Identify tens and ones One more and one less.	Identifying and describing features of a fictional creature.	Advent wreath Remember that Mary and Elizabeth waited for the birth of Jesus.	To explore how technology has changed.	Construct a windmill using a strong structure.	Create a painting as a layer above a photo - Julian Opie.	Gymnastics Linking more than one movement together.	Listening and Singing Feeling the pulse Recognising melodies.	Celebrating difference Know how to make new friends.
Wk 13	Create toolkit Box up model text Innovate: Generate ideas Boxing up innovated text	Comparing groups of objects Compare numbers.	London Zoo trip.	Nativity story.	To explore how music has changed.	Evaluate windmills.	To learn to draw grid paintings – Mondrian.	Gymnastics Creating a sequence to perform.	Listening and Singing Feeling the pulse Recognising melodies.	Celebrating difference Tell you some ways I am different from my Friends.



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	Shared write.									
Wk 14	Cold Task. Invent: Generate ideas Text map new story Hot task.	Order groups of objects Order numbers.	Seasonal Change Winter.	Christingle.	Children to discuss changes over time to another year group.	Christmas art.	Typing a letter - Christmas card.	Gymnastics Performing a sequence in front of peers.	Listening and Singing Feeling the pulse Recognising melodies.	

Foundation Subjects Curriculum coverage Autumn 2021

Subject and Topic	Key Skills	Key Knowledge
Religious Education	<ul style="list-style-type: none"> ● Families (Domestic Church) ● Abraham and Moses (Judaism) ● Belonging (Baptism/Confirmation) ● Waiting (Advent/Christmas) <p>Talk about their experience and feelings. Retell religious stories. Make links and connections between stories and religious practises. Recognise, describe and use some religious words and phrases. Participate in periods of reflection in response to given stimulus.</p> <p>Refer to topic cover sheet.</p>	<p><u>Families</u> Stories and psalms tell us about God’s love and care. We can trust God who loves and cares for us. Jesus was part of a loving family.</p> <p><u>Belonging</u> We all belong to different groups and one of them is God’s family. Baptism is an invitation from God to belong to the Church’s family. Describe the main elements of the rite of Baptism.</p> <p><u>Waiting</u> Recognise that Advent is a time of waiting to celebrate Jesus at Christmas. Recognise the Advent wreath, calendar, the colour purple and the Crib as religious signs and symbols.</p>



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Foundation Subjects Curriculum coverage Autumn 2021

Subject and Topic	Key Skills	Key Knowledge
		Describe the key events during the Nativity story. Refer to topic cover sheet.
Science	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. Name and identify parts of the body. Observe, recognise and describe changes from Autumn to Winter	I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals by what they eat (carnivores, herbivores and omnivores). I can describe and compare the structure of a variety of common animals, including pets. I can identify, name, draw and label the basic parts of the human body. I can say which part of the body is associated with each sense. I can describe the number of hours of sunlight, changes in weather, clothing and animals.
History	Understand that the past has already happened. Compare, identify and describe similarities and differences between now and the past relevant to technology, toys and transport Ask questions based on our previous learning and experiences. Use pictures to make comparisons between old and new objects.	I can identify changes in technology including communication, education and entertainment and begin to discuss reasons I can identify major life events taking place in the present time. I can name old and new modes of transport. I can name the current year and compare it to those in the past.
Geography	Use basic vocabulary to name human features (town, city, village, house, post office, school). Compare local areas based on size and amenities. Use first hand experiences, maps and other sources to identify landmarks, human and physical features. Compare similarities and differences in two different areas.	I can name amenities in our local area. I understand why we need certain facilities. I can name landmarks that are unique to our local area. I can begin to describe the location of areas on a map. I know that people travel to school in different ways I know the difference between human and physical features and can give examples.



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Subject and Topic	Key Skills	Key Knowledge
Computing	<p><u>We are treasure hunters</u> Give and follow instructions. Program a robot to follow an algorithm. Predict how programs will work Debug programs</p> <p><u>We are digital artists</u> Select and set brushes and colours. Use blocks of colours and lines to create art. Use the undo function. Use and transform layers. Paint on top of photographs.</p>	<p><u>We are treasure hunters</u> A programmable robot can be controlled by inputting a sequence of instructions. An algorithm is a sequence of instructions. Understand how to identify a problem and correct it to debug a program.</p> <p><u>We are digital artists</u> Understand how blocks of colours, lines, brushes and layers can create art. Know how to use the undo tool if I make a mistake.</p>
Art	<p>Make abstract art by using different shapes and colours. Use and describe different lines. Use a variety of materials to make different types of marks. Work collaboratively on one large piece of art. Mix primary colours to make secondary colours. Use the right amount of paint to print with. Work accurately when making patterns.</p>	<p>I know abstract art uses lots of shapes, colours, lines and patterns. Lines can be used in different ways and they look different. I can describe the lines in my work (wavy, vertical, horizontal and cross hatch lines). I know there are many different ways of drawing lines and they feel different to make. I know that red, blue and yellow are primary colours because they cannot be made. I know which primary colours can be mixed to make secondary colours. I know a print is a mark on a surface.</p>
Design & Technology	<p>Compare different windmills and identify similarities, differences, likes and dislikes. Investigate ways of making different shapes for a structure. Picking suitable materials and finding ways of joining. Design a windmill using a design criteria.</p>	<p>I know that windmills have an axle which makes the blades/sails move in the wind. Understand that windmills have a strong and sturdy structure. I can make a strong structure by making shapes, using different materials and joining the materials together.</p>



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	<p>Construct a windmill using a strong structure and sails that move in the wind by using an axel.</p> <p>Evaluate windmills</p>	<p>A design criteria is a set of rules to help us with our ideas and test how well it works at the end.</p> <p>We evaluate by looking at the good points and bad points. Then we think about ways we can improve it to make it better.</p>
Physical Education	<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>Children will develop their spatial awareness and ability to move confidently and safely in their own general space.</p>	<p>I can move forwards and backwards using my senses.</p> <p>I can use different body parts to create different moves.</p> <p>I can travel in multiple ways including skipping, jumping and sliding.</p>
Music	<p>Distinguish between talking, whispering and singing voice</p> <p>Pitch-match with increasing accuracy (solfa - m-s-l)</p> <p>Identify and mark the steady pulse in songs and other pieces</p> <p>Follow changing pitch movements with their hands.</p>	<p>Everyone has a singing voice</p> <p>Voice can be pitched higher and lower.</p> <p>Pitch can be heard internally using the thinking voice.</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>I can recognise that our feelings may change.</p> <p>I can explain why the classroom is a safe place to learn.</p> <p>I can give examples of the ways I am similar and different to other people.</p> <p>I can identify ways of being kind and helpful to others.</p> <p>I can explain what bullying is and what to do if it happens to me or another person.</p>