

Caritas Curriculum

Key Learning Outcomes

Year 1





Year 1	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	We are all part of a community			Helping each other			We are brothers and sister – one family – one world		
Topic	Home is where the heart is			Inside the castle walls			All creatures great and small		
Hook with a Book	The Lighthouse keeper’s Lunch			The Queen’s Handbag			Six Dinner Sid		
Science	Weather and seasons			Materials: Names and properties			Identifying animals/structures of animals and pet Animal survival Senses		
History	Linking of prior learning*			Elizabeth I and Elizabeth II			Changes in living memory – Our History		
Geography	The UK			Linking of prior learning*			Linking of prior learning*		
Art	Spirals (Drawing) ARTIST FOCUS: LS Lowry			Playful making (Sculpture)			Inspired by flora and fauna (Collage)		
Design & Technology	Linking of prior learning*			Constructions			Linking of prior learning*		
Computing	Technology around us Data Handling			Digital Writing Beebot Goes Wild			Digital Painting Sharing sweets Email		
PE	Throwing and catching skills	Balancing skills	Problem Solving	Gymnastics	Dance	Racket Skills	3 Tees Cricket	Athletics/ Sports Day Races	Parachute games
Music	Hey you!		Nativity Performance	Rhythm In The Way We Walk and Banana Rap		In The Groove	Round and Round		Your Imagination

Linking of prior learning* - No discrete learning is identified. In the teaching of key learning outcomes for other areas of learning, links will be made back to this subject where possible



Curriculum Narrative

Year 1	Autumn	Spring	Summer
	<p>Year 1 Home is where the heart is. Staring with the Lighthouse Keeper’s Lunch story we travel the UK in this topic and find the difference between physical and human geography comparing how people live in their communities. During science we discover all the different seasons and begin to measure the changes, noticing how they are different across the UK. In art we discover how our bodies can make spirals and explore the spiral shapes in the physical geography around us, especially shells by the coastline. Through our music we will learn to rap and create our own rap about our community. And of course, we will bring our community together at the end of term as we prepare a nativity performance remembering how important a community is in caring for everyone.</p>	<p>Inside the Castle Walls As year 1 run the race across the UK to find the Queen’s Handbag they learn how important it is to help one another if they need to solve a problem. Exploring more castles in history they find out about Queen Elizabeth the first and second and how their lives were different to our own. Through science they learn about all the many different types of materials and use this knowledge in design and technology to create their very own castles and in art their very own royal related sculptures. In music we will not only learn to rap but get into the groove listening to the same piece of music performed in a different style from baroque to folk tale and create our own royal celebration.</p>	

Subject	Sub theme	Key Learning Outcomes	When
Caritas	Love of self Our families & community	<ul style="list-style-type: none"> We are all part of a community 	Autumn
Caritas	Love of others	<ul style="list-style-type: none"> Happiness is ...Helping each other 	Spring
Caritas	Love Common Good	<ul style="list-style-type: none"> We are brothers and sister – one family – one world 	Summer



English	Reading	<ul style="list-style-type: none">• Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• Reads accurately by blending sounds in unfamiliar words• Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• A child should be able to read many common words containing GPCs taught so far (e.g., shout, hand, stop, or dream) without needing to blend the sounds out loud first.• Develops pleasure in Reading: Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.• Develops pleasure in Reading: 2. Become very familiar with key stories, fairy stories and traditional tales. (Recall the main plot and characters)• Understanding books read fluently or listened to: Check that the text makes sense to them as they read.• Understanding books read fluently or listened to: 2. As they read, children can correct inaccurate reading;• Understanding books read fluently or listened to: 3. Discuss the significance of the title and events.• Understanding books read fluently or listened to: Predict what might happen on the basis of what has been read so far.• Discuss meanings of new words and link these with words already known• Retrieve and record information from non-fiction• Recognise and understand terms: Author, title, illustrator and illustration• By the ends of Year 1 a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge• Reading of common exception words (Year 1 List) should be secure meaning a child can read them easily and automatically.	
English	GDS	<ul style="list-style-type: none">• Identify how the writer has used precise word choices for effect to impact on the reader• Make connections with prior knowledge and experience• Begin to build on others' ideas and opinions about a text in discussion• Explain why text types are organised in a certain way	



		<ul style="list-style-type: none"> Identify some text type organisational features, for example, narrative, explanation, persuasion Understand that the text, illustration and features combine to give meaning 	
English	Writing Working towards	<ul style="list-style-type: none"> To use their own simple story ideas or retell a familiar story using short, simple sentences. To spell some words containing previously taught phonemes and GPCs accurately. To write lower case letters in the correct direction, starting and finishing in the right place. To write sentences in order to create short narratives and non-fiction texts with correct use of full stops and capital letters To use some capital letters for names, places, the days of the week and the personal pronoun 'I'. finger spaces. full stops to end sentences. To write lower case and capital letters in the correct direction, starting and finishing in the right place 	
English	Writing At expected	<ul style="list-style-type: none"> To spell some Y1 common exception words accurately (from English Appendix 1). To use the joining word (conjunction) 'and' to link ideas and sentences. To spell most words containing previously taught phonemes and GPCs accurately including adding -s and -es to form regular plurals correctly To spell most y1 common exception words and days of the week accurately (from English Appendix 1) To use adjectives that have been modelled. To use adjectives to describe. 	
English	Writing GDS Autumn	<ul style="list-style-type: none"> To write simple sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose. To use some adjectives to describe (sometimes ambitious beyond the year group). Are able to regularly use capital letters for beginning of sentences and some names, places, the days of the week and the personal pronoun 'I'. Are able to regularly use some full stops to end sentences. To use some suffixes -ing, -ed, -er and -est to root words. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. 	Aut
English	Writing GDS Spring	<ul style="list-style-type: none"> To write some sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose. To use many adjectives to describe (sometimes ambitious beyond the year group). 	Spr



		<ul style="list-style-type: none"> • Are able to regularly use capital letters for beginning of sentences, names, places, the days of the week and the personal pronoun 'I'. • Are able to regularly use full stops to end sentences. • Are able to regularly use question marks and exclamation marks. • To use many suffixes -ing, -ed, -er and -est to root words. • To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. 	
English	Writing GDS Sum	<ul style="list-style-type: none"> • To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose. • To use adjectives to describe (sometimes ambitious beyond the year group). • Are able to regularly use capital letters for names, places, the days of the week and the personal pronoun 'I'. • Are able to regularly use full stops to end sentences. • Are able to regularly use question marks and exclamation marks. • To reread their writing to check that it makes sense and make suggested changes • To add the suffixes -ing, -ed, -er and -est to root words. • To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. 	Sum
Mathematics	Wts	<ul style="list-style-type: none"> • Count to / across, read and write to 100 • Identify 'one more' and 'one less' • Use +, - and = symbols • Know number bonds to 20 • Count in 1s, 2s, 5s and 10s • Add and subtract one-digit and two-digit numbers to 20, including zero • Use language to compare like 'more than', 'most', 'less than' • Use common vocabulary for comparison, e.g. heavier, taller, full, longest, shortest, quickest, slowest • Recognise and name common 2-d and 3-d shapes • Describe position & movement, including half and quarter turns • Solve one step problems using the above 	Autumn
Mathematics	AT	<ul style="list-style-type: none"> • Use language of days, weeks, months & years • Use ordering vocabulary e.g. before, after, next, yesterday, tomorrow • Solve one-step problems, including simple arrays for \times and \div 	Spring



Mathematics	GDS	<ul style="list-style-type: none">• Begin to measure length, capacity, weight• 6 Recognise coins and notes• Use time vocabulary e.g. hour, minutes, seconds, o'clock, half past• Tell the time to the hour and half-hour• Recognise find, and use $\frac{1}{2}$ and $\frac{1}{4}$ of an object, shape or quantity	Summer
Mathematics	GDS	<ul style="list-style-type: none">• Working at greater depth across most areas of the curriculum, using and applying Mathematical knowledge and Thinking Mathematically	
Science	Animals Including Humans Sum	<ul style="list-style-type: none">• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals• identify and name a variety of common animals that are carnivores, herbivores and omnivores• describe and compare the structure of a variety of common animals (Fish, amphibians, reptiles, birds and mammals, including pets)• notice that animals, including humans, have offspring which grow into adults	Summer
Science	Everyday Materials	<ul style="list-style-type: none">• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock• describe the simple physical properties of a variety of everyday materials• compare and group together a variety of everyday materials on the basis of their simple physical properties.• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.• distinguish between an object and the material from which it is made	Spring
Science	Seasonal Changes	<ul style="list-style-type: none">• observe changes across the four seasons• observe and describe weather associated with the seasons and how day length varies.	Autumn
Science	Working Scientifically	<ul style="list-style-type: none">• ask simple questions and recognise that they can be answered in different ways• observe closely, using simple equipment• perform simple tests	On going
Science	GDS	<ul style="list-style-type: none">• Working at a greater depth across the majority of the curriculum, Can use Scientific knowledge in relation to the world around them.• Can work scientifically through questioning and reasoning with fluency. Challenging themselves through higher order thinking.	



History	Chronology	<ul style="list-style-type: none"> sequence some events or objects in chronological order. 	Spr & Su
History	Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Tell the difference between past and present in own and other people's lives. 	Spr & Su
History	Interpretations of Historical Enquiry	<ul style="list-style-type: none"> Begin to identify and recount some details from the past from sources (e.g. Pictures, stories) Find answers to simple questions about the past from the sources of information (e.g. Pictures, stories) 	Spr & Su
History	Organisation and Communication	<ul style="list-style-type: none"> Build knowledge of significant individuals from the past Shows knowledge and understanding about the past in different ways (e.g. Role play, drawing, writing, talking). 	Spr & Su
History	GDS	<ul style="list-style-type: none"> To describe in detail similarities/differences in artefacts. 	
Geography	Locational Knowledge	<ul style="list-style-type: none"> Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	Autumn
Geography	Place Knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small areas of the United Kingdom. 	Autumn
Geography	Human and Physical Geography	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: city, town and port. Use basic geographical vocabulary to refer to key physical features, including: hill, mountain, river, valley, season and weather. Identify seasonal and daily weather patterns in the United Kingdom. 	Autumn
Geography	Geographical skills and fieldwork	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. 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 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. Use aerial photographs to recognise landmarks and basic human and physical features Devise a simple map; and use and construct basic symbols in a key. 	Autumn



Geography	GDS	<ul style="list-style-type: none"> To be able to confidentially use geographical language when talking about a country or place. To be able to ask geographical questions about their own location and beyond that location. 	
Art	Spirals (Drawing) ARTIST FOCUS: LS Lowry	<ul style="list-style-type: none"> draw from my fingertips, my wrist, my elbow, my shoulder, my body make a drawing using a continuous line for a minute or two. draw from observation for a few minutes at a time. make different marks with different drawing tools. make marks with a soft pencil, a graphite stick and a handwriting pen. explore how water affects the graphite and pen, and explore how I can use a brush to make new marks. make choices about which colours I'd like to use in my drawing. analyse the work of an artist and including how the artist made the work. I have been able to share how I feel about the work I am able talk about what I like in my drawings, and what I'd like to try again. 	Autumn
Art	Playful making (Sculpture)	<ul style="list-style-type: none"> explore what we mean by "sculpture" and I think about what I like about different pieces of sculpture. use my sketchbook to make visual notes about artwork that I see. use my hands to make small sculptures out of lots of different materials using bending, twisting, folding, cutting and fastening. use my hands to make sculptures without designing first. 	Spring
Art	Inspired by flora and fauna (Collage)	<ul style="list-style-type: none"> make drawings using pen to describe what I see. experiment using different drawing tools. cut out shapes in different colours, and use these shapes to make a recognisable life form. evaluate my own work 	Summer
Design & Technology	Developing, planning and communicating ideas	<ul style="list-style-type: none"> Begin to draw on their own experience to help generate ideas and research conducted on criteria. Begin to understand the development of existing products: What they are for, how they work, materials used 	Spring
Design & Technology	Working with tools, equipment, materials and	<ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Begin to use simple finishing techniques to improve the appearance of their product. 	Spring and Summer



	components to make quality products		
Design & Technology	Evaluating processes and products	<ul style="list-style-type: none"> When looking at existing products explain what they like and dislike about Products and why. 	Spring
Design & Technology	Food and Nutrition	<ul style="list-style-type: none"> Know how to use techniques such as cutting, peeling and grating. Know how to prepare simple dishes safely and hygienically, without using a heat source. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught 	Summer
Computing		<ul style="list-style-type: none"> 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. recognise common uses of information technology beyond school use technology purposefully to create, organise, store, manipulate and retrieve digital content 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 	Spr & Sum
PE	Acquiring and Developing Skills	<ul style="list-style-type: none"> move confidently and safely in their own and general space, using change of speed and direction explore and use skills, actions and ideas individually and in combination to suit the game they are playing be confident and safe in the spaces used to play games explore gymnastics actions and still shapes 	
PE	Selecting and applying skills, tactics	<ul style="list-style-type: none"> copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts choose and use skills effectively for particular games 	



	and compositiona l ideas		
PE	Knowledge and understandin g of fitness and health	<ul style="list-style-type: none"> • know that being active is good for them and fun • recognise how their body feels when still and when exercising • know how to carry and place equipment 	
PE	Evaluating and improving performance	<ul style="list-style-type: none"> • watch, copy and describe what they and others have done • watch, copy and say why it is good for them • use simple vocabulary to describe movement 	
MFL		•	
Music		<ul style="list-style-type: none"> • play classroom instruments by tapping, shaking, scraping, rattling • follow simple signals: stop/start • 6 co-ordinate actions to go with a song • speak and chant together 	Autumn
Music		<ul style="list-style-type: none"> • perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing • sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment • recognise and respond through movement /dance to the different musical characteristics and moods of music 	Spring
Music		<ul style="list-style-type: none"> • recognise the sounds of the percussion instruments used in the classroom and identify and name them • play loudly, quietly, fast, slow • begin to use musical terms [louder/quieter, slower/faster] • begin to articulate how changes in speed, pitch and dynamics affect the mood • sequence symbols to make a simple structure [score] 	Summer
PSHE	Being me in my learning world	<ul style="list-style-type: none"> • I can explain why my class is a happy and safe place to learn a happy and safe place to learn. • I can give different examples where I or others make my class happy and safe. 	Autumn 1



PSHE	Celebrating Difference	<ul style="list-style-type: none">• I can tell you some ways that I am similar or different to other people in my class and why this makes me special.• I can explain why bullying is and how being bullied might make somebody feel.	Autumn 2
PSHE	Dreams and Goals	<ul style="list-style-type: none">• I can explain how I feel when I am successful and how this can be celebrated positively• I can say why my internal treasure chest is an important place to store positive feelings	Spring 1
PSHE	Healthy me	<ul style="list-style-type: none">• I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.• I can give examples where being healthy can help me feel happy.	Spring 2
PSHE	Relationships	<ul style="list-style-type: none">• I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.• I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	Summer 1
PSHE	Changing Me	<ul style="list-style-type: none">• I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.• I can explain why some changes I might experience might feel better than others.	Summer 2