



ST. JOHN BOSCO CATHOLIC PRIMARY CURRICULUM PLANNING

YEAR 1	TERM 1		TERM 2		TERM 3	
Science	<p>Plants (1)</p> <p>To identify the main parts of the plant are the flower, stem, leaves and roots</p> <p>To know the different parts of the plant have different functions</p> <p>Roots – anchor the plant</p> <p>Leaf – makes food</p> <p>Stem – carries water</p> <p>Flower – attracts insects</p> <p>Trees are a type of plant</p> <p>There are two main types of tree; deciduous and evergreen</p> <p>Autumn and Spring are two of the four seasons</p> <p>To know In the autumn, the leaves on deciduous trees change colour and fall to the ground</p> <p>To know In the spring many plants begin to regrow, trees and large bushes begin to blossom</p>	<p>Animals inc Humans (1)</p> <p>Recognise that animals, including humans, have offspring which grow into adults</p> <p>Recognise how animals grow (Lifecycles)</p> <p>Identify and describe the basic need of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Materials (1)</p> <p>Correctly identify and name 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 (see key vocabulary) of a variety of everyday materials.</p> <p>Compare a variety of everyday materials on the basis of their simple physical properties.</p> <p>Group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Earth and Space (1)</p> <p>Name the 4 seasons and say when in the year they occur</p> <p>Observe and describe weather associated with the seasons</p> <p>Observe changes across the 4 seasons</p> <p>Can describe other features that change throughout the year that are caused by the change in weather e.g. numbers of mini beasts found outside, seed and plant growth, leaves on trees, clothes worn by people, hibernation and migration</p> <p>Explain how day length varies across the year (longer in summer, shorter in winter)</p>		<p>Forces and Magnets (1)</p> <p>Observe and describe different ways of moving</p> <p>Identify similarities and differences between movement of different objects</p> <p>Make suggestions about how objects can be made to move</p> <p>Explore contact forces (push and pull)</p> <p>Know that it is not only ourselves that make things move and ask questions about what is causing movement</p> <p>Explore how objects sink or float</p>
History	B V A L	<p>- Identify which toys are modern and which are from the past</p> <p>-Understand how they can tell this from the</p>	B V A L	<p style="text-align: center;">Women in History</p> <p>Identify who Mary Anning was, when and where she lived, and what her key discoveries were.</p> <ul style="list-style-type: none"> ● Sequence events from her lifetime. 	B V A L	<p>Local Study</p> <p>Hylton Castle</p>

	<p style="text-align: center;">U E S</p>		<p>materials used in their composition and their aesthetic</p> <ul style="list-style-type: none"> -Sequence toys using a timeline to show how they have developed -Compare toys from the past and modern toys using a variety of sources (including physical representation of toys and advertisements) and their own experiences -Explain why toys have changed over time and what might happen to toys in the future based on this understanding. 	<p style="text-align: center;">U E S</p>		<ul style="list-style-type: none"> ● Describe the key discoveries made by Mary Anning during her lifetime, identifying what was important about each of these and ordering them according to their significance. ● Identify how Mary Anning was recognised for her discoveries during her lifetime, and how Mary Anning is remembered for her achievements today. ● Explain and give own reasons why Mary Anning should be remembered today. ● Identify who Florence Nightingale was, when she lived, and know some key details about the time period in which she lived. ● Describe how Florence Nightingale changed conditions for soldiers and recognise the benefit that these had. ● Identify ways in which Florence Nightingale was and is remembered and why. ● Summarise the key achievements of both women, recognising that these achievements have been influential. ● Make a judgement on who they believe was the most ‘influential’ and give reasons for this opinion based on knowledge of the lives of these two women in history. 	<p style="text-align: center;">U E S</p>	<ul style="list-style-type: none"> -explore the history of Hylton castle. -Discover and investigate Sir William Hylton the owner of Hylton Castle. -Explore and discuss the materials of the castle. -Identify the parts of a castle.
<p>Geography</p>		<p>Where I live</p> <ul style="list-style-type: none"> -Children will be able to name features in their local area, they will also be able to locate their school and local places on a map. -They will be able to discuss the things that they like and dislike in their local area. - They will have lots of opportunities to observe features of their local area and understand how to walk around safely. -They will begin to understand what human and physical geography means. 			<p style="text-align: center;">Wonderful Weather</p> <ul style="list-style-type: none"> -Children will be able to describe what they see (using first hand observational skills, images, videos and an atlas). -They will be able to use a map of the world to locate the line of the Equator. -Children will be familiar with and be confident naming the four seasons and discussing the pattern in which they come. -They will also be able to understand how different weather affects us. - Over the course of the unit, children will be able to identify and locate hot countries in the world and be able to make connections between their location in the world and the location of the equator. -Children will also be able to identify weather patterns in their location (South Tyneside, Sunderland, Durham, Peterlee) and weather patterns in Antigua. 			

	<ul style="list-style-type: none"> -Children will develop an understanding of how to read some map symbols; they will locate local features on a map and will be able to link local features to map symbols and photos. - Pupils will understand that a home is a human feature and that there are many different types of homes. -They will recognise the similarities and differences and discuss why some may be better choices than others. -Children will gain an awareness of different types of settlement and will be able to identify whether they live in a town, a city, or a village. -They will discuss the features of towns, cities and villages. 					
ICT	<p>Computing/Systems and Networks – IT Around Us</p> <ul style="list-style-type: none"> ▪ Children will investigate how IT benefits society children will explore responsible use 	<p>Creating Media Digital Painting</p> <p>Children to create their own paintings using digital devices Digital Painting</p>	<p>Creating Media Digital Painting</p> <ul style="list-style-type: none"> ▪ Children will familiarise themselves with typing on a keyboard and begin using tools to change the look of writing. 	<p>Data and Information – Grouping Data</p> <ul style="list-style-type: none"> ▪ Children will be able to label data ▪ Children will be able to sort objects into different groups to answer 	<p>Programming Moving a Robot</p> <ul style="list-style-type: none"> ▪ Children will explore using individual commands ▪ They will identify floor robot commands 	<p>Programming/ Animation</p> <ul style="list-style-type: none"> ▪ Children are introduced to on screen programming Scratch ▪ Children investigate sprites/ backgrounds

				questions about data	Children will explore algorithms	Children will use programming blocks to use, modify and create programs
	E-Safety					
Music	<p>How can we make friends when we sing together? Introducing beat</p> <p>Pulse - Keep a steady pulse in a group and be able to pick out two different tempos in music Rhythm - 1 bar repetition using crotchets and quavers. Melody - Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids Listening- Identify features of a range of high quality and recorded music Replicate basic rhythms heard. Performing - Play basic rhythms on untuned percussion instruments and using body percussion. Introduce repetition. Singing - Sing simple folk tunes in unison both with and without accompaniment or backing tracks Composition - Improvise Simple rhythms based on given stimuli (e.g. rhythm grids)</p>	<p>How does music tell stories about the past? Adding Rhythm and Pitch</p> <p>Pulse - Keep a steady pulse in a group and be able to pick out two different tempos in music Rhythm - 1 bar repetition using crotchets and quavers. Melody - Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids Listening- Identify features of a range of high quality and recorded music Replicate basic rhythms heard. Performing - Play basic rhythms on untuned percussion instruments and using body percussion. Introduce repetition. Singing - Sing simple folk tunes in unison both with and without accompaniment or backing tracks Composition - Improvise Simple rhythms based on given stimuli (e.g. rhythm grids)</p>	<p>How does music make the world a better place? Introducing Tempo and Dynamics</p>	<p>How does music help us to understand our neighbours? Combining Pulse, Rhythm and Pitch</p>	<p>What songs can we sing to help us through the day? Improvisation</p>	
RSHCE	<p>RE</p> <ul style="list-style-type: none"> Me, My Body, My Health Emotional Wellbeing Life Cycles 		<p>RE</p> <ul style="list-style-type: none"> Personal Relationships Keeping Safe 		<p>RE</p> <ul style="list-style-type: none"> Living in the Wider World Transition 	
Art	<p>Formal Skills Van Gogh Finger Painting -to develop a wide range of art and design techniques in using colour, pattern, texture,</p>	<p>Painting William Morris Repeated Patterns - about the work of a range of artists, craft makers and designers, describing the</p>	<p>Drawing Wax Art - to develop a wide range of art and design techniques in using colour, pattern, texture,</p>	<p>Sculpture Louise Bourgeois Spiders - about the work of a range of artists, craft makers and designers, describing the</p>	<p>Digital Art Alex Calder Primary Shapes - about the work of a range of artists, craft makers and designers, describing the</p>	<p>Local Study Collage Art - to develop a wide range of art and design techniques in using colour, pattern, texture,</p>

	line, shape, form and space. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	differences and similarities between different practices and disciplines, and making links to their own work - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	line, shape, form and space.	differences and similarities between different practices and disciplines, and making links to their own work.	differences and similarities between different practices and disciplines, and making links to their own work. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	line, shape, form and space.
DT		Food Tech Past and present recipes - design purposeful, functional, appealing products for themselves and other users based on design criteria. -evaluate others and their own products.	Model Rain Gauge Sun Dial -to use a range of materials creatively to design and make products. - design purposeful, functional, appealing products for themselves and other users based on design criteria.	Textiles Weather Mobile - to use a range of materials creatively to design and make products. - design purposeful, functional, appealing products for themselves and other users based on design criteria.		Test 3D Structures Hylton Castle - to use a range of materials creatively to design and make products. - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. - build structures, exploring how they can be made stronger, stiffer and more stable.
RE	Families Belonging Waiting		Special People Meals Change		Holidays Holy Days Being Sorry Neighbours Abraham/Moses	
Spanish	Library Of Languages		Library Of Languages		Library Of Languages	
PE	Dance Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions.	Gymnastics Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence.	Invasion Games Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways.		Net/Wall Games Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball.	S W Athletics Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can

	<p>Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.</p>	<p>Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care</p>	<p>Run at different speeds. Begin to use space in a game.</p>	<p>Use rolling skills in a game. Practise accurate throwing and consistent catching.</p>	<p>throw by using more power. Perform different types of jumps. Perform a short jumping sequence. Jump as high and as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog and sprint in a straight line. Change direction when jogging and sprinting. Maintain control as they change direction when jogging and sprinting.</p>
--	---	---	---	--	---