

# The Good Shepherd Catholic Primary School



## Year 1

Autumn Curriculum Newsletter

In this booklet, I have included some information I feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, I have also included the objectives and expectations for each subject. I hope you will find this information useful and supportive and look forward to working with you across the year.

Miss Reynolds

Father, pour out your Spirit  
upon your people,  
and grant us a new vision of your glory,  
a new faithfulness to your Word  
and a new consecration to your service,  
that your love may grow among us,  
and your kingdom come:  
through Christ our Lord.

Amen

We follow the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<p><b>Branch One</b> <b>Creation and Covenant</b></p>	<p><b>HEAR</b> The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world.</p> <p><b>BELIEVE</b> That all that is comes from God. God is our Father. God's love and care for humanity is experienced through the beauty and order of Creation. Prayer is a way we draw closer to God.</p> <p><b>CELEBRATE</b> Praying is a way to draw people closer to God. That as a community, the Church prays the Creed and the Our Father to pray to God and worship him.</p> <p><b>LIVE</b> God wants us to love and care for the world because the world is God's gift to us. Caring for the world is one of the ways we love and care for each other. How a community in another part of the world cares for Creation.</p> <p><b>KEY VOCABULARY</b> God Father Creation Pope Francis Laudato Si' Our Father Creed</p>
	<p><b>Branch Two</b> <b>Prophecy and Promise</b></p>	<p><b>HEAR</b> The Annunciation (Luke 1: 26-38, focusing on 1:26-32,38) The Visitation (Luke 1:39-45) The Birth of Jesus (Luke 2:4-7) The Visit of the Shepherds (Lk 2:8-20)</p> <p><b>BELIEVE</b> Because God loves us, he gave us his only son Jesus. God called Mary to be the mother of his Son Jesus. Mary said, 'Yes' to God's call. Angels bring God's message and are a sign that Jesus is the Son of God. The stories about Jesus are in a special book called the Bible.</p>

**CELEBRATE**

We ask Mary to pray with us and for us and to comfort us in times of need, especially using the Hail Mary Prayer.

Hear and begin to join in with the words of the Hail Mary.

Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God.

**LIVE**

How Catholics around the world show honour to Mary, including diverse representations in art, sculpture and music.

How Christians in their local community celebrate the birth of Jesus.

**KEY VOCABULARY**

- Jesus
- Bible
- Annunciation
- angels
- Visitation
- Hail Mary
- Gloria

**ENGLISH**

CUSP CURRICULUM – SEE BELOW

**MATHS**

**Effective Maths**

		Block 1											
		1	2	3	4	5	6	7	8	9	10	11	12
Y1	Transition unit	Place value (U1)			Calculation (U1)		Calculation (U2)			Geometry		Money (U1)	
	[1] Counting to ten	[1] Reading and writing numbers [a]	[1] Number bonds for 5	There are 5 RTP quizzes linked to this unit, so 3 weeks is allocated.			[1] Identifying 3-D shapes	[1] Recognising coins					
	[2] Counting to 20	[2] Reading and writing numbers [b]	[2] Number bonds for 6	[1] Subtracting from 5	[2] Subtracting from 6	[2] Identifying 2-D shapes	[2] Recognising coins						
	[3] Ordering numbers from 0-20	[3] Reading and writing numbers [c]	[3] Number bonds for 7	[3] Subtracting from 7	[4] Subtracting from 8	[3] Creating 2-D shapes (cutting out and drawing)	[2] Recognising coins						
	[4] One more for numbers from 0-20	[4] Counting forwards in twos [a]	[4] Solving problems involving number bonds from 5 - 7	[5] Subtracting from 9	[5] Subtracting from 10	[4] Shapes around us and patterns with 2-D shapes	[3] The value of coins to 10p						
	[5] One more or less for numbers from 0-20	[5] Counting forwards in twos [b]	[5] Expressing the same addition sentence in different ways	[6] Subtracting from 10	[7] Solving problems with numbers to 10	[5] Patterns with 2-D and 3-D shapes	[4] The value of coins to £2						
	[6] Number bonds for 3 and 4	[6] Counting backwards in twos	[6] Number bonds for 8	[8] Number bonds for 4 and 5 and related facts (revision)	[9] Number bonds for 6 and 7 and related facts (revision)	[6] Compose 2-D and 3-D shapes from smaller shapes	[4] The value of coins to £2						
	[7] Subtracting from 3 and 4	[7] Identifying and representing numbers	[7] Number bonds for 9	[9] Number bonds for 6 and 7 and related facts (revision)	[10] Number bonds for 8 and 9 and related facts (revision)	[7] Compose 2-D and 3-D shapes from smaller shapes	[5] Solving problems (addition)						
		[8] Comparing and ordering numbers	[8] Number bonds for 10	[10] Number bonds for 8 and 9 and related facts (revision)	[11] Number bonds for 10 and related facts (revision)	[8] Positions (Eg: front, behind, top, bottom, above, below etc)	[6] Solving problems (subtraction)						
			[9] Solving problems involving number bonds to 10	[11] Number bonds for 10 and related facts (revision)	[9] Movements (Eg: forward, backward, up, down, inside, outside)	[9] Movements (Eg: forward, backward, up, down, inside, outside)	[6] Solving problems (subtraction)						
				[9] Solving problems involving number bonds to 10	[10] Turns (Eg: whole turn, half turn)	[10] Turns (Eg: whole turn, half turn)	[6] Solving problems (subtraction)						

**SCIENCE**

CUSP CURRICULUM – SEE BELOW

**HISTORY**

CUSP CURRICULUM – SEE BELOW

**GEOGRAPHY**

CUSP CURRICULUM – SEE BELOW

**COMPUTING**

**Computing systems and networks – Technology around us**

Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make them feel uncomfortable.

Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes

	<b>Creating media – Digital painting</b>	with learners considering their preferences when painting with and without the use of digital devices.
MUSIC		CUSP CURRICULUM – SEE BELOW
PE	<b>Real PE - Unit 1</b>	<b>Personal – Stay on Task</b> In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games. <ul style="list-style-type: none"> <li>• I can follow instructions and practise safely.</li> <li>• I can work on simple tasks by myself.</li> </ul>
	<b>Fundamental Movement Skills</b>	<b>Coordination:</b> Footwork <b>Static Balance:</b> One Leg Balance
	<b>Fitness</b>	<ul style="list-style-type: none"> <li>• To move at speed with control and in a safe way.</li> <li>• To move on and across apparatus.</li> <li>• To change direction with coordination.</li> <li>• To balance with control – both when staying still and on the move.</li> <li>• To perform a variety of jump combinations.</li> <li>• To play and compete against others.</li> </ul>
	<b>Real PE - Unit 2</b>	<b>Social - Support Others</b> In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, thematic stories and games. <ul style="list-style-type: none"> <li>• I can work sensibly with others, taking turns and sharing.</li> </ul>
	<b>Fundamental Movement Skills</b>	<b>Dynamic Balance to Agility:</b> Jumping and Landing <b>Static Balance:</b> Seated Balance
	<b>Dance</b>	In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.
ART DESIGN AND TECHNOLOGY		CUSP CURRICULUM – SEE BELOW
PSHE	<b>Get Heartsmart</b>	<b>Get HEARTSMART</b> Introduction to HeartSmart <b>Power</b> - How we can use our power in positive and negative ways <b>Feelings Bingo</b> - Understanding our emotions <b>What goes in, must come out - Worms!</b> What we put in our hearts is what comes out <b>Guess Who?</b> Who we are grateful for in our class and why <b>Healthy Choices</b> - Helping Boris make good choices to keep healthy

		<b>Get HEARTSMART Reflection</b> Circle time - What we have learned about Get HEARTSMART
	<b>Don't Forget to Let Love in!</b>	<b>Don't Forget to Let Love in!</b> Introduction to the 1st HeartSmart principle <b>Pants!</b> Learning about appropriate and inappropriate contact <b>Truth or Lies</b> Differentiating between truths and lies about us <b>Would you Rather?</b> Game of preference <b>Marshmallow Test</b> Learning that there is a choice in spending and saving Taking Care of Me Ways to take care of ourselves everyday <b>Don't Forget to Let Love in Reflection</b> Circle time - What we have learned about Don't Forget to Let Love in!
HOMEWORK	<b>Friday: Spelling</b>	End of week worksheets
	<b>Reading</b>	Children are expected to read daily. Your child will be given a school reading book according to a particular book band colour. Reading records should only be signed by an adult.

## English

### Poetry – pattern and rhyme (Block A)

<b>Part 1</b>
Identifying pattern and rhyme in poems

At the end of this unit, pupils will ...	
Know	Be able to
Rhyme adds musicality to poems	Recognise words that rhyme
Patterns in poems give poems rhythm	Count syllables in words

### Setting descriptions (Block A)

Part 1	Part 2
Explicit teaching of the grammatical structures and vocabulary building	Planning and execution of extended task

At the end of this unit, pupils will ...	
Know	Be able to
A setting is the place where the action takes place	Choose vocabulary to describe a setting
Features of a setting description	Say a sentence aloud before writing it

### Instructional writing (Block A)

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Execution of extended task

At the end of this unit, pupils will ...	
Know	Be able to
The features and layout of instructional writing	Use imperative verbs to write command sentences
How to write a set of instructions for something they have made	Use a numbered list to order steps in their writing

### Stories with familiar settings (Block A)

Part 1	Part 2	Part 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task	Opportunities to apply taught content and focused editing teaching

At the end of this unit, pupils will ...	
Know	Be able to
The component parts of a story	Sequence sentences to tell a story
To check their writing for sense	Use adjectives to describe a familiar setting

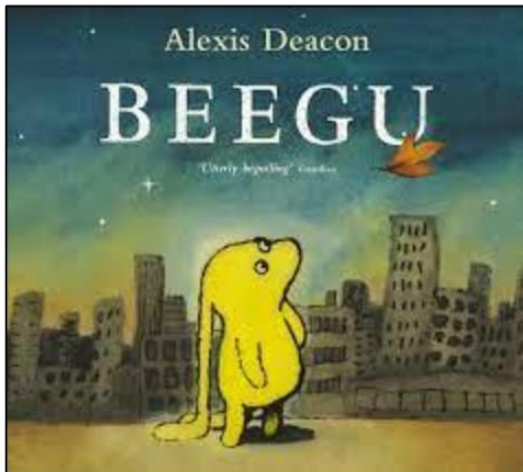
### Poetry – Playing with language (Block A)

Part 1	Part 2
Explicit teaching of the grammatical structures and vocabulary building	Planning and execution of extended task

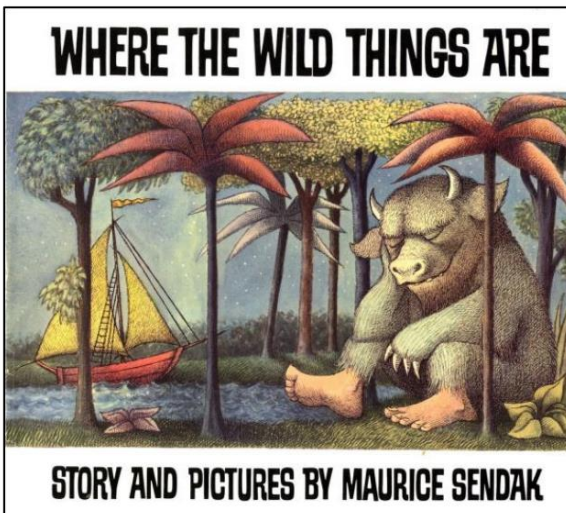
At the end of this unit, pupils will ...	
Know	Be able to
A synonym is a word that means the same as or similar to another word	Identify examples of rhyme and alliteration
Words with the same sound at the start alliterate	Use examples of synonyms and near synonyms in sentences



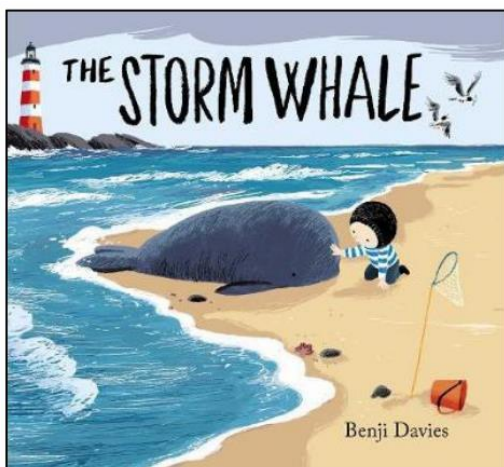
## Reading



The book tells the simple story of a child separated from her parents who struggles to cope in an unfamiliar world. The story centers around an alien child lost on Earth. Despite her friendly nature, she finds the people she encounters on Earth unwelcoming apart from some puppies and a group of children. The illustrations throughout the book provide rich opportunities to explore added layers of meaning.



This book demonstrates how solace can be found in our imagination. When the central character's anger and frustration overwhelms him, he is sent to bed without any dinner. Using his imagination, he creates some wild beasts to play with and satisfy his angry impulses. Despite being made king and being in control of his life in this fantasy world, he soon finds that he misses the comforts of home. In summary, his imagination becomes the tool that allows him to deal with and successfully manage his emotions.

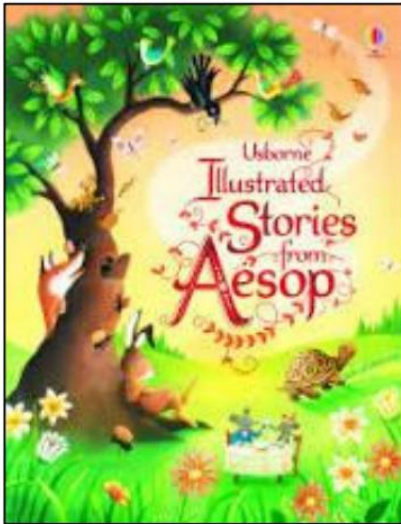


This is a story about a lonely boy who finds and rescues a whale that has been washed up on the beach. It explores the dilemma between a developing strong friendship and the consequences of what may happen when his father finds the whale in their home. The book touches on the challenges of single-parenting and ultimately celebrates the redemptive power of love. It could also be used to discuss issues around animal welfare.





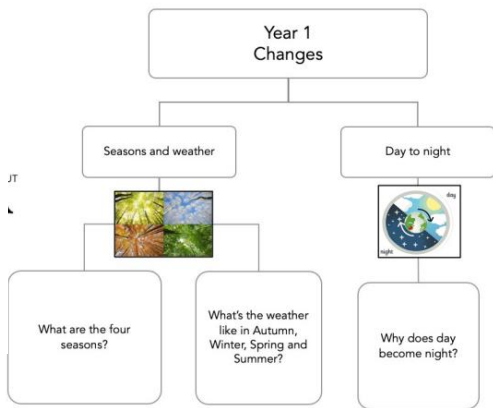
*The Owl and the Pussy-cat* is a classic children's poem first published in 1871 as part of Edward Lear's book *Nonsense Songs, Stories, Botany and Alphabets*. The poem tells of a love between Owl and Pussy-cat and their purchase of a ring from a pig and subsequent marriage with a turkey presiding over the proceedings. It is a nonsense poem clearly set in a fantasy world. The charming language, rhyme and imagery continue to appeal to readers today.



This is an anthology of the retelling of thirty of Aesop's fables. The stories are all accompanied with illustrations. The fables are organised around the themes of pride, greed, friendship, retorts, comeuppance, cunning, trickery and quarrels. Each of the fables conveys a moral with a message about how to behave towards others. *The Boy who Cried Wolf* focuses on the lesson that no one will believe someone who lies a lot, even when they are telling the truth.

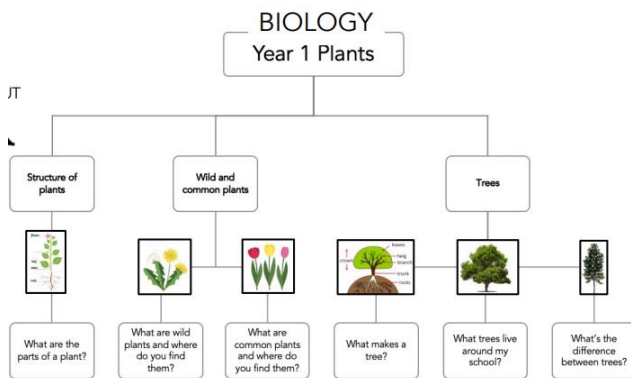
# Science

## Seasonal Changes and Weather



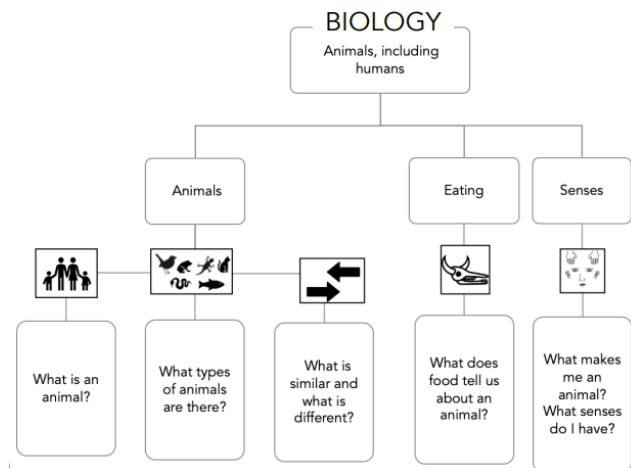
## Plants, Including Trees

BIOLOGY  
The study of living things



## Animals, Including Humans

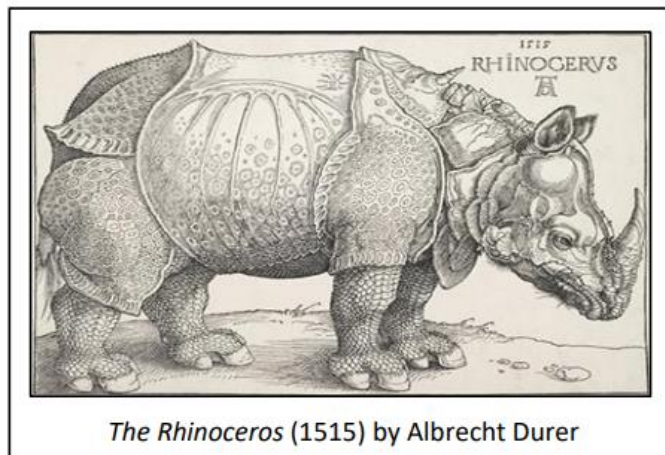
BIOLOGY  
The study of living things



# Art & Design

## Drawing - Block A

Lesson 1	Lesson 2	Lesson 3
Exploration of materials	Explicit teaching of techniques	Application of knowledge and techniques



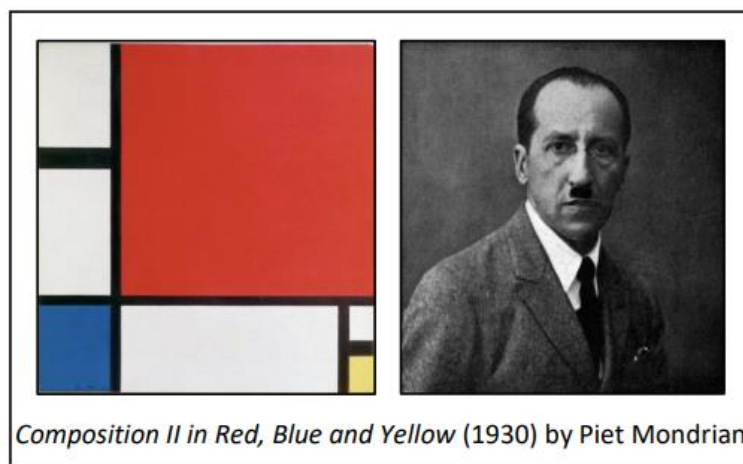
*The Rhinoceros (1515) by Albrecht Durer*

At the end of this block, pupils will ...	
Know:	Be able to:
Marks can be made using a variety of drawing tools	Select appropriate tools  Make a range of marks

In this block, pupils will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.

## Painting - Block B

Lesson 1	Lesson 2	Lesson 3
Exploration of materials	Explicit teaching of skills	Application of knowledge and techniques



*Composition II in Red, Blue and Yellow (1930) by Piet Mondrian*

At the end of this block, pupils will ...	
Know:	Be able to:
Paint can be used to create a range of marks	Make thick and thin marks
The names of the primary colours	Identify shades of primary colours

In this block, pupils will explore making thick and thin paint marks on a range of surfaces. They will use primary colours and the *dip, dip dab* method of painting.



# Design & Technology

## Design and Technology: Mechanisms – Block A How can you make a picture move?

Lesson 1	Lesson 2	Lesson 3
Exploring sliders and their applications	Experimenting with different slider systems	Developing practical skills
Developing practical skills	Developing practical skills	Evaluating Outcomes
	Developing designing and problem-solving skills	

At the end of this block, pupils will ...	
Know:	Be able to:
Common uses of sliders	Design and make a slider product
Different methods to create card sliders	Evaluate the success of their outcomes and recommend improvements
How sliders can create simple mechanisms	



Little Red Riding Hood  
Deans of London (1855)

In this block, pupils will investigate how sliders work. They will design and make their own card slider product.

## Design and Technology: Structures – Block B How can you stop a tower from toppling over?

Lesson 1	Lesson 2	Lesson 3
Identification of the problem	Explicit teaching of skills relating to the brief	Application of skills
Exploring materials		Evaluation and adaptation

At the end of this block, pupils will ...	
Know:	Be able to:
A freestanding structure is a structure that stands on its own foundation or base without attachment to anything else	Build structures that are freestanding using a range of different materials



The Leaning Tower of Pisa  
(started in 1173 and completed in 1372)

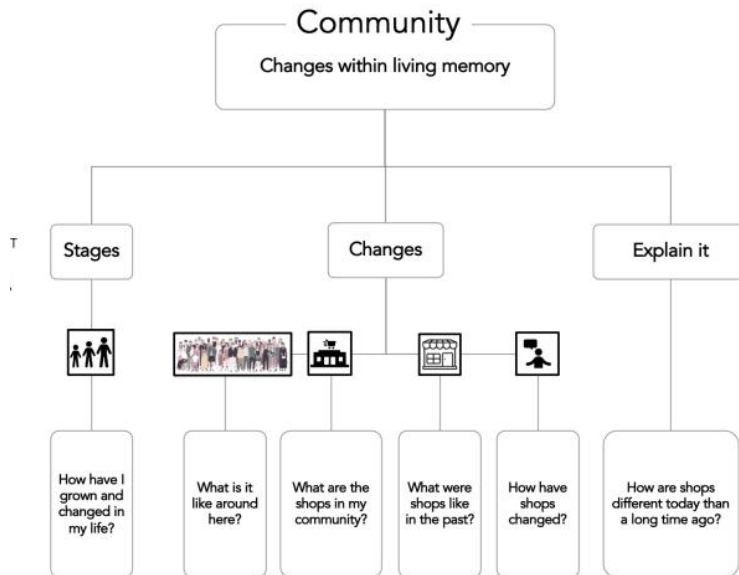
In this block, pupils will investigate what needs to be in place so that a structure can remain standing on its own. They will use a range of materials to explore and reason about why some structures may fall.

# History

## Study Changes Within Living Memory

### COMMUNITY

A group of people living in the same place



# Geography

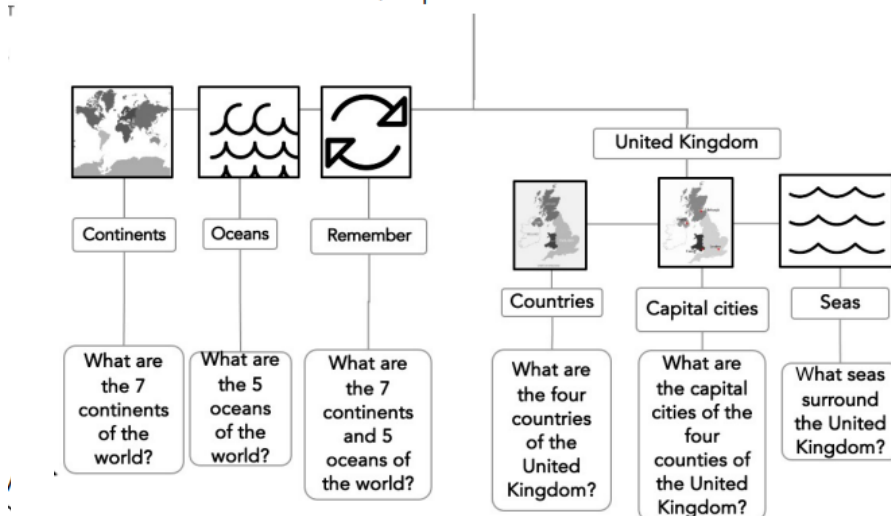
## Location study of continents and oceans

### LOCATION

where a place is found

### LOCATION

Year 1 Continents, oceans, countries, capital cities and seas





# Music

## Being together in music – Block A

Week 1	Week 2	Week 3	Week 4	Week 5
Understand what a nursery rhyme is	Learn nursery rhymes about counting	Co-ordinate actions with singing	Know that some songs tell a story	Reflect on the impact of singing together



Traditional nursery rhymes

At the end of this block, pupils will ...	
Know:	Be able to:
What a nursery rhyme is	Sing along to simple nursery rhymes
The terms melody and lyrics	Explain how singing makes them feel

## Introducing rhythm and pulse – Block B

Week 1	Week 2	Week 3	Week 4	Week 5
Introduce pulse through body percussion	Revisit pulse through untuned instruments	Introduce rhythm through body percussion	Revisit rhythm through untuned instruments	Combine rhythm and pulse through untuned instruments



Stomp



Johann Strauss Sr.

At the end of this block, pupils will ...	
Know:	Be able to:
The difference between rhythm and pulse	Copy back simple rhythms
The names of a selection of untuned instruments	Play the pulse of a song on untuned instruments