

# 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 the children 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.

Mrs Tidman

*Father, creator of all,  
you 'ordered the earth' to bring forth life  
and crowned its goodness by  
creating family life.  
Teach us the beauty of human love,  
show us the value of family life  
and help us to live in peace  
with everyone.  
Amen.*

### Launch of CUSP Curriculum 2022

We have decided to implement the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

This comprehensive curriculum model is based heavily on research around the working memory, cognitive overload, and retrieval. The new curriculum resources that the school has purchased will support myself, the teacher in Year 1, to plan and teach History, Geography, Science, Art & Design, Design and Technology, English Spelling.

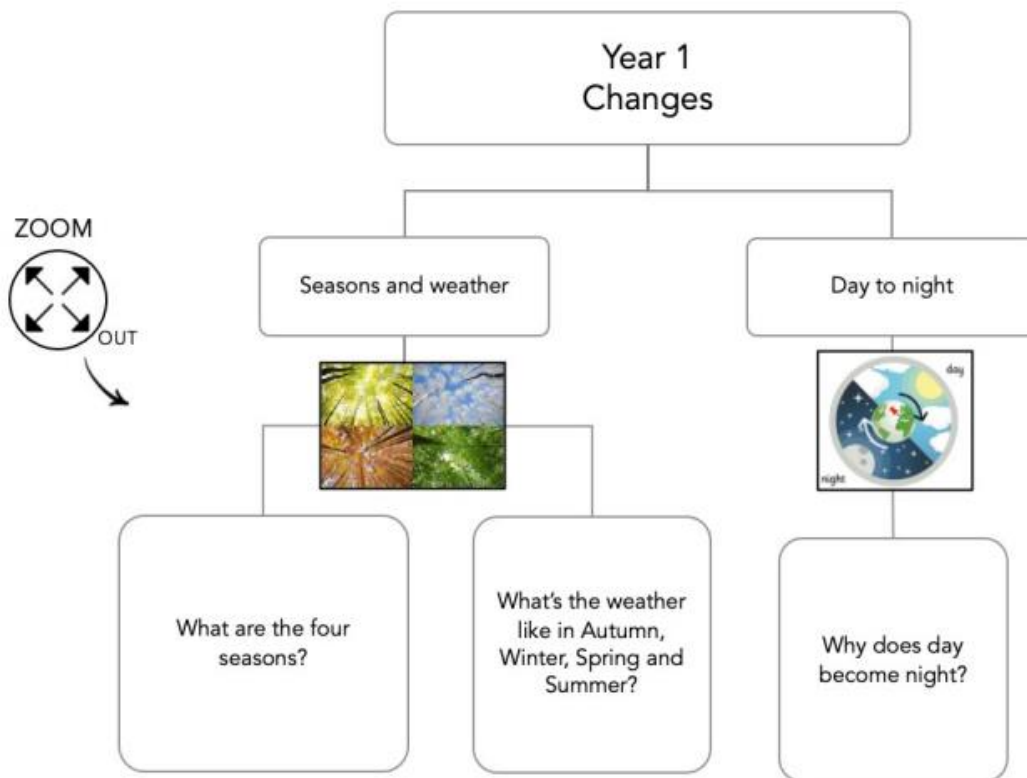
SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<b>Saint Nicholas</b>	To begin our year, each class will spend one lesson focusing on our school mission statement and how each child lives out our mission. We will also be looking at our class saints St. Nicholas
	<b>Domestic Church – Family</b>	<p><b>This Topic: learning outcomes</b>            Know and understand:</p> <ul style="list-style-type: none"> <li>• The love and care shown in the family – <b>Explore</b></li> <li>• God's love and care for every family – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p>
	<b>Baptism/Confirmation – Belonging</b>	<p><b>This Topic: learning outcomes</b>            Know and understand:</p> <ul style="list-style-type: none"> <li>• About belonging to different groups – <b>Explore</b></li> <li>• That Baptism is an invitation to belong to God's family – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p>
	<b>Judaism - Look</b>	<p><b>This Topic: learning outcomes</b>            Know and understand:</p> <ul style="list-style-type: none"> <li>• About the Judaism faith</li> </ul>
	<b>Advent - Waiting</b>	<p><b>This Topic: learning outcomes</b>            Know and understand:</p> <ul style="list-style-type: none"> <li>• About the times that it is necessary to wait and the use of that time – <b>Explore</b></li> <li>• That Advent is a time of waiting to celebrate Jesus' coming at Christmas – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p>
ENGLISH		<ul style="list-style-type: none"> <li>• Sentence Composition</li> <li>• Poetry: pattern and rhyme.</li> <li>• Setting descriptions.</li> <li>• Stories with familiar settings.</li> <li>• Instructional writing.</li> <li>• Shape poems and calligrams.</li> </ul> <p>Children will also develop their understanding of phonics through the Read, Write, Inc Programme.</p>
MATHS	<b>Building on previous Reception experiences.</b>  <b>Counting within 100.</b>	<ul style="list-style-type: none"> <li>• Count forwards and backwards within 100.</li> <li>• Count from different numbers apart from 1</li> <li>• Explore equipment such as number lines and 100 squares to aid with their counting.</li> <li>• Understand how the tens and one's digit change as we count.</li> </ul>

	<b>Comparison of quantities.</b>	<ul style="list-style-type: none"> <li>• Explain that items can be compared using length and height.</li> <li>• Explain that items can be compared using weight/mass and volume/capacity.</li> <li>• Count a set of objects.</li> <li>• Compare sets of objects.</li> <li>• Use equality and inequality symbols to compare sets of objects.</li> <li>• Use equality and inequality symbols to compare expressions.</li> <li>• Explain what a whole is.</li> </ul>
	<b>Time</b>	<ul style="list-style-type: none"> <li>• Learn how to read the time to o'clock and half past.</li> <li>• Recall the days of the week and months of the year and their sequence.</li> <li>• Learn about the seasons</li> </ul> <p>This will be embedded through the entire year as part of the children's daily routines.</p>
SCIENCE		CUSP CURRICULUM – SEE BELOW
HISTORY		CUSP CURRICULUM – SEE BELOW
GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
COMPUTING	Computer Systems and Networks: Technology around us	Children will be taught to: identify technology. identify a computer and its main parts. to use a mouse in different ways to use a keyboard to type on a computer to use a keyboard to edit text to create rules for using technology responsibly
	Creating media: Digital painting	Children will explore: how we can paint using computers. how to use the shape tool and the line tool. making careful choices when painting a digital picture. how to explain their choice of tool when creating a drawing. how to use a computer on my own to paint a picture. compare painting a picture on a computer and on paper
MUSIC	CUSP Music –  Tuned and untuned percussion /singing	Singing focus: Being together in music  Control the voice – Nursery rhymes



		<p>to understand our emotions and describe and express their feelings.</p> <p>that whatever we put into our hearts is what comes out.</p> <p>why we are grateful for another person</p> <p>to make choices that keep our minds and bodies healthy.</p>
	Don't Forget to Let Love in!	<p>Children will learn:</p> <p>to let love into our hearts.</p> <p>that there are different types of touch.</p> <p>to differentiate between the truth and lies that are spoken over us or about us.</p> <p>To appreciate the ways in which we are all unique.</p> <p>There is a choice in spending and saving and there is a reward that comes from saving.</p> <p>the different ways we can take care of ourselves every day.</p>

## Science



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

Ac  
Go

Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

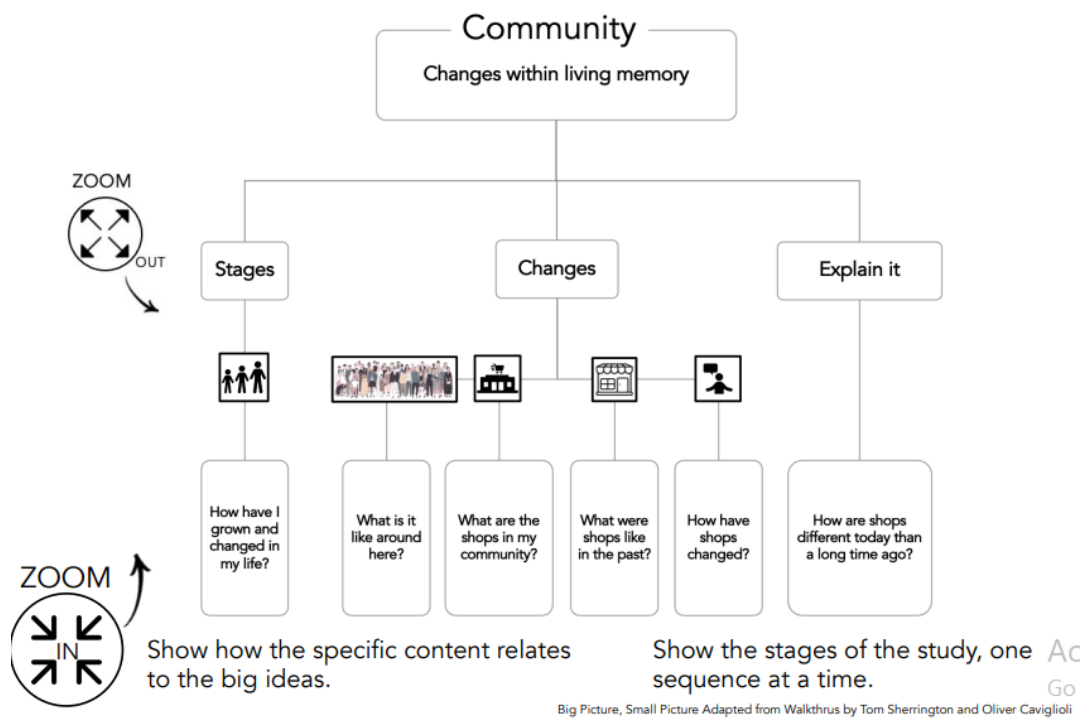
# History

## History

The study of the past - learning about people, places, events and changes.

## COMMUNITY

A group of people living in the same place.



## Previous learning: curriculum narrative



## ELG: Understanding the world

### Past and Present

Talk about the lives of the people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and storytelling

### People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps



# Geography

## GEOGRAPHY

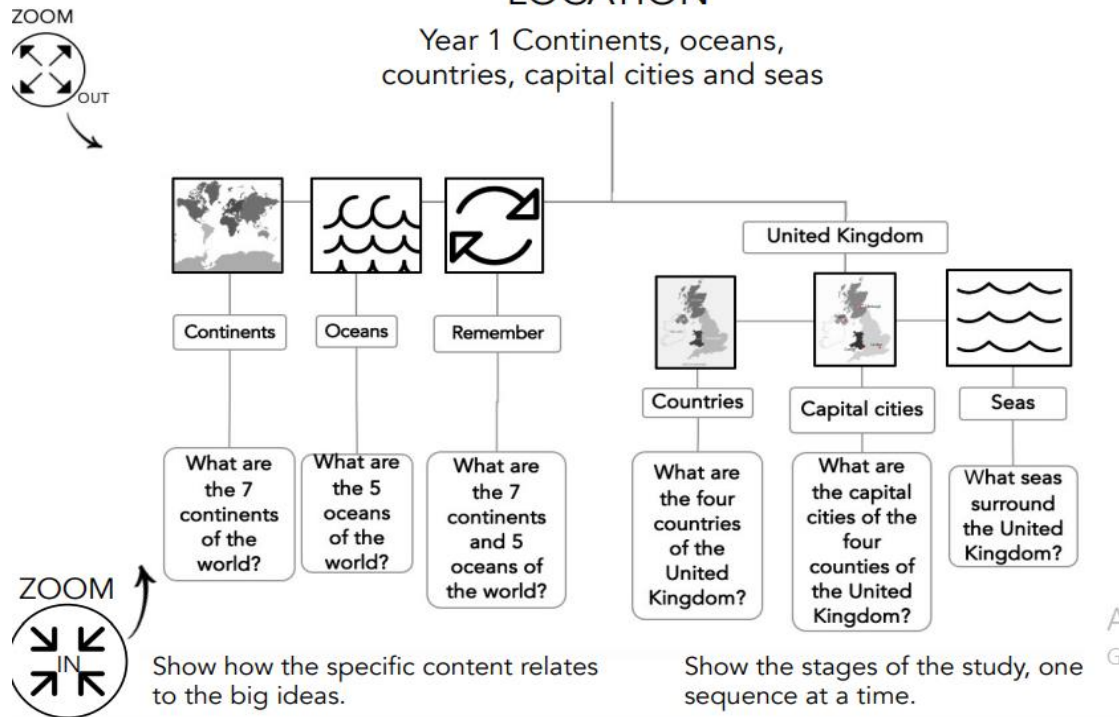
Geography is the study of where places are found, what they are like, and the relationships between people and their environments.

### LOCATION

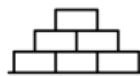
where a place is found

### LOCATION

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



### Previous learning: Curriculum Narrative



#### ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.

Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

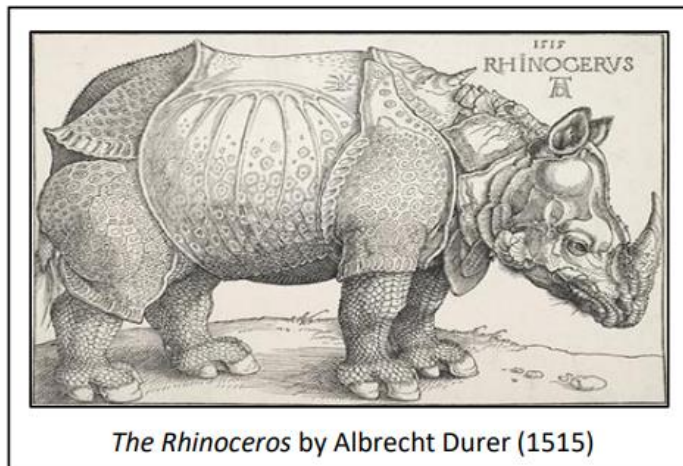
#### ELG: The Natural World

Exploring the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.

# Art & Design

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



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.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response



**Prior Learning**

Pupils will be able to:

- hold drawing tools correctly

- position their paper according to whether they are left or right-handed

# Design and Technology

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	



*Little Red Riding Hood*  
Deans of London (1855)

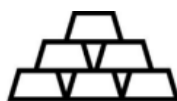
At the end of this block, pupils will ...	
Know:	Be able to:
Common uses of sliders	Design and make a slider product
Different methods to create card sliders	Evaluate the success of their outcomes and recommend improvements
How sliders can create simple mechanisms	

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

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Systems	Food and Nutrition	Structures
Year 4	Food and Nutrition	Mechanisms	Electrical Systems	Structures	Textiles	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Pupils will be able to:

- manipulate fabric and yarns by poking, pulling, threading and weaving



**Prior Learning**

- draw around a template
- use scissors to cut along straight and curved lines and around shapes



