



St. Gerard's Curriculum Overview Year 1

Computing

- 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
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about context or contact on the internet or other online technologies

Geography

Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country (MY LOCAL AREA V India - including field work & map work)

Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (cc link with DANCE)

Use basic geographical vocabulary to refer to: key human features e.g. citu. town. villaae. factoru. farm. house. office & shop

Design Technology

Design (PUPPETS)

-design purposeful, functional, appealing products for themselves and other users based on design criteria
-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups

Make

-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

-explore and evaluate a range of existing products
-evaluate their ideas and products against design criteria

Technical knowledge

-build structures, exploring how they can be made stronger, stiffer and more stable (e.g. HOMES cc link with Science)

Cooking & Nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from Soup – linked with Oliver's vegetables (HEALTH WEEK – cc link with science, geography & English).

Science including working scientifically

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- 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
- distinguish between an object and the material from which it is made
- 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.
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

PSHE

- Recognise and discuss likes/ dislikes, what is fair/unfair and what is right/wrong.
- Recognise and name feelings
- Recognise choices they can make
- Recognise groups that they belong to
- Recognise basic needs of themselves and others
- Recognise and name main parts of the body
- Know that families and friends should care for each other

Art

- to use a range of materials creatively to design and make products (PLASTICINE & CLAY – MULTIFAITH WEEK)
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (VAN GOGH including cc link with COMPUTING)
- about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

History

- events beyond living memory that are significant nationally or globally The Monarchy
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Louis Braille, Richard III, Van Gogh (cc link with ART)]
- significant historical events, people and places in their own locality The Monarchy

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhyme
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of recorded music

Physical Education

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
 - participate in team games, developing simple tactics for attacking and defending
 - Perform dances using simple movement patterns.
- Dance, gymnastics, multiskills, football, athletics, net striking/fielding.

Modern Foreign Languages

Not a requirement for KS1

Covered:

- Greetings
- Sign of the cross
- Colours
- Numbers
- Animals

Religious Education

Advent, Christmas, Lent, Holy week and Easter are taught to every class each year.

- Creation
- Families & celebrations
- Prayer
- Jesus, teacher and healer
- Forgiveness
- Pentecost
- Sharing Jesus' Life
- Following Jesus today