



Curriculum Information Year 1 2020-21



“St Mary’s aims to develop the talents of each pupil as a unique individual whose full potential can be developed in a community which has Christ at its centre.”

Our Core Mission & Values:



As our School Mission Statement states: St Mary's aims to develop the skills and talents of all its pupils, in a nurturing family environment, which has Christ's living example of love at the heart of everything we do. As a thriving Catholic Christian school community, we have a unique and privileged position in living out this Mission: facilitating outstanding learning opportunities for our pupils; promoting values of empathy, tolerance and respect; being a living embodiment of 'church' for our wider school community.

Our Vision:

A Vision of Growth from St Catherine of Siena:

"Be who God means you to be and you will set the world on fire."

The vision of St Mary's RC Primary School is as a hub of excellence in all we do: Educational Excellence, in our Teaching and Learning, in the formative Faith experiences we help facilitate for our pupils and wider school family, and in the way in which we strive to build God's Kingdom in our local and global community, piece by piece. By each member of our school family being encouraged, supported and inspired to live and work to the absolute fullness of their potential, our school will continue to be a beacon of educational, spiritual and community excellence for all to see.

Our Commitments to Excellence and Growth:

As a community dedicated to excellence and growth in all we do, we commit to striving towards being the absolute best we can be. As a learning community, we have the highest expectations of our pupils, and as such, hold ourselves to account by the highest standards. Our home school partnership aims to outline the commitments we make towards one another, in order that we may best meet the needs of all pupils in our school. As a learning community, we strive to work as closely as possible with the parents and carers of our young people, as initial educators, to support and encourage educational, social, moral, physical and spiritual growth and development. Through choosing the family of St Mary's for your child's education, you are choosing to enter in to a partnership which strives to support, encourage, empathise and enable, and one of which we hope to all be proud.

Our Curriculum:



At St Mary's, we strive to offer a broad and balanced Curriculum, based on firm groundings, which inspires, motivates and supports, and is delivered by highly skilled Teachers and support staff. We are committed to excellence in all we do, and the promotion of growth and development of each individual child.

The principles of the St Mary's Curriculum are as follows:



Curriculum Subjects:

Our Core Curriculum consists of Religious Education, English, Mathematics and Science. Alongside this, pupils will access a Foundation Curriculum through which topics in Humanities (History and Geography), Computing, Art and Design Technology, Music, Physical Education and French will be taught. You will be able to see the class' planned units of study outlined on their Curriculum Overview. Further information can be found on our school website (<http://www.whickhamstmarys.org.uk/curriculum-information.html>).

Year 1 Curriculum Overview:

	Autumn 1 8 weeks		Autumn 2 7 weeks		Spring 1 6 weeks		Spring 2 6 weeks		Summer 1 6 weeks			Summer 2 5 weeks		
English	<ul style="list-style-type: none"> Toys and Books The Velveteen Rabbit and That Rabbit Belongs to Emily Brown – 4 weeks Non-fiction linked to Toys History Topic Information Text 2 weeks Non-fiction Instructions unit - Mr Wolf's Pancakes 1 week 		<ul style="list-style-type: none"> Contemporary Fiction – Lost and Found 3 weeks Non-fiction: and/or Reports geography focus - Our School Report 2 weeks Poetry – Humorous Poems 1 Week Christmas Focus 1 week 		<ul style="list-style-type: none"> Topic link - Coastlines The Storm Whale or The Light House Keeper's Lunch 3 weeks Non-fiction :Letters and Postcards Dear Greenpeace 2 weeks Non-Fiction Explanation/ information text – How Does a Lighthouse Work?– 1 week 		<ul style="list-style-type: none"> Classic Children's Literature – Where the Wild things Are or The Tiger Who Came to Tea 2 weeks Diary – Grace Darling link to History Topic 2 weeks Poetry – Poems about the senses 1 week 		<ul style="list-style-type: none"> Twisted Tales: Prince Cinder and/or The True Story of the Three Little Pigs 3-4 weeks Information Texts History Topic link Nurses 2 weeks Recount My Life So Far – 1 week 			<ul style="list-style-type: none"> Non-Fiction Recount My Life So Far – 1 week Story Beegu 2 weeks Traditional Poetry 1 week 		
Maths	Place Value (within 10)	Addition and Subtraction (within 10)	Geometry: Shape	Place Value (within 20)	Addition and Subtraction (within 20)	Place Value (within 50)	Length and Height	Weight and Volume	Multiplication and Division	Fractions	Geometry: Position and Direction	Place Value (within 100)	Money	Time
RE	Domestic Church Families	Judaism Abraham & Moses	Baptism Belonging	Advent Waiting	Local Church Special People	Islam Muhammad	Eucharist Meals	Lent/Easter Change	Pentecost Holidays and Holy Days		Reconciliation Being Sorry	Universal Church Neighbours		
Science	Everyday materials		Seasonal Changes		Animals including humans		Plants		Seasonal Changes			Working Scientifically		
History	Changes within living memory: Toys and Books						Significant person in own locality: Grace Darling		Life of significant individuals: Mary Seacole, Florence Nightingale and Edith Cavell					
Geography			Local study: Our School		Seasides and castles							Geography Fieldwork skills		
Art	Drawings and paintings of toys, book illustrations				Artist: Paul Klee 'Castle and Sun' – sculpture and painting				Exotic Birds: Gaudi - drawing and collage			Art/DT project choice		
DT			Mechanisms: moving pictures in storybooks				Structures: Lighthouses Food – seaside picnic					Art/DT project choice		
Music	Charanga units: Hey You! – 6 weeks		Charanga units: Rhythm in the way we walk – 3 weeks Christmas Carols and play preparation – 3 weeks		Charanga units: In the Groove – 6 weeks		Charanga units: Round and Round – 6 weeks		Charanga units: Reflect, Rewind and Replay – 6 Weeks			Charanga units: Your Imagination – 4/5 weeks		
Computing	<ul style="list-style-type: none"> Online Safety and Exploring Purple Mash – 4 weeks Grouping & Sorting – 2 weeks Pictograms – 1 week 		<ul style="list-style-type: none"> Pictograms continued – 2 weeks Lego Builders – 3 weeks Maze Explorers – 2 weeks 		<ul style="list-style-type: none"> Maze Explorers continued – 1 week Animated Stories – 5 weeks 		<ul style="list-style-type: none"> Coding – 6 weeks 		<ul style="list-style-type: none"> Spreadsheets – 3 weeks Revision 			<ul style="list-style-type: none"> Technology Outside School – 2 weeks Revision 		
French	Greetings, name, age and where you live		Greetings, name, age and where you live		Classroom items		pencil case items		numbers 1-10			Days of the week		
PE	<ul style="list-style-type: none"> Games – throwing, catching and aiming 		<ul style="list-style-type: none"> Gymnastics 		<ul style="list-style-type: none"> Dance 		<ul style="list-style-type: none"> Tri-Golf Games – striking and fielding 		<ul style="list-style-type: none"> Athletics Active Play 			<ul style="list-style-type: none"> OAA Active Play 		

Curriculum Recovery



In responding to the lost school time faced by many of our pupils in the Summer Term of the 2019-20 academic year, we have made provision across our Curriculum to aid continued learning by:

- Revisiting and consolidating key learning from their previous year's study.
- Teaching new concepts missed in the Summer Term as part of new units visited in their current year group.
- Revising certain units of study taking into consideration potential lost learning (even if they were 'taught' remotely during the Summer Term).

As a school we believe that good recovery planning,

DOES:

- Prioritise above all else the child's emotional well-being.
- Build progressively on children's prior learning.
- Take into consideration what children have learned – not what we expect them to have learned.
- Build in time for exploring, consolidating and revisiting key points of learning.
- Focus on short-term targets and ongoing review as well as having a view of the 'bigger picture'.
- Aim for security and confidence.

DOES NOT:

- 'Cram' learning – which can lead to cognitive overload.
- Miss out 'chunks' of learning.
- Prioritise Core subjects to the ultimate detriment of Foundation curricula.
- Give undue weighting towards a particular assessment or test.

Year 1 Autumn Targets



Taking into consideration ongoing assessment since the start of the Autumn Term, here are some general targets which would help the majority of the class to make continued progress in their core learning. Please help your child with their ongoing learning by focusing specifically on these areas in any additional home learning tasks they undertake.

Maths:

- Counting on and back from any number to 30 – particularly not starting at 1.
- Recognise and write numbers to 20 as numerals and as words.
- Practice finding more than and less than numbers to 20.

English:

- Children should be reading every day. The Read Write Inc book bag book should be read daily, as well as the banded book sent in their reading folders.
- Children should practice reading the high frequency words sent out each week until they recognise them at sight without sounding out and blending them. Once children can read them at sight, they should practice spelling them accurately.
- Children work so hard to decode the words they are presented with, but they often end up sounding robotic and monotone, when they read. It is important to encourage them to read with expression and to convey meaning.

Important Information for Year 1:



Homework

This year, homework will be set via eschools. All pupils will be given their own login details to access weekly messages with activities to be completed at home. Homework will usually be set on a **Thursday**. This will consist of at least one English task and one Maths task, plus weekly spellings, and may utilise a number of online services to which the school subscribes such as Numbots and Purple Mash. Homework does not need to be returned. It should be discussed with an adult at home. The class teacher can track engagement and progress on many of the online services used for home learning.

PE

PE will take place every **Thursday**. Children should come to school on their PE day in full PE kit which comprises:

- School PE t-shirt (yellow) or blue school polo shirt.
- School hoody, sweatshirt or cardigan.
- Plain tracksuit bottoms (ideally navy or black).
- Trainers.

Appropriate alternative sports kit may be worn occasionally if required (ie. Not simply a preference).

Reading Routines

Reading folders will be given to every child. Please encourage your child to read regularly and bring their reading folder into school on the directed day for their reading group. Please fill out your child's reading diary throughout the week with examples of all the reading they undertake with you at home. Class teachers will check pupils' reading diaries and reward those pupils making particular effort with their reading. As per our Reading Policy, pupils will bring home up to three books: a Read, Write, Inc book linked to our phonics scheme and banded book – both which should be read with a 95% accuracy, and a shared reader for pleasure (this may be read to or with your child). Please ensure that your child takes good care of school resources at home.

Spellings

The children will be tested each week on set spellings. All spellings follow the Year 1 & 2 Programme of Study and include revision of specific spelling patterns, as well as words from the Word List. We would encourage children to use a wide range of spelling

strategies in order to learn their weekly patterns and to tackle particular difficulties with important spellings. You may find some of these suggestions from our 'Spelling Menu' useful – in particular if your child struggles with the traditional 'look, cover, write, check' method, or makes regular errors in their writing in spite of doing well in weekly tests.



Spelling Menu

Try to use a range of strategies to practise your weekly spellings.

	<p><u>Word Parts</u></p> <p>Write your word in different colours to divide the word into syllables.</p> <p>caterpillar</p>	<p><u>Other Handed</u></p> <p>Write each word 5 times switching the hand you write with. Say the word as you spell it.</p> 	<p><u>Vowel Spotlight</u></p> <p>Write your words using one colour for the vowels and another for the consonants.</p> 
<p><u>Pyramid words</u></p> <p>s sp spe spel spell spelli spellin spelling</p>	<p><u>Rainbow Writing</u></p> <p>Write your word out using a different colour for each letter.</p> 	<p><u>Writing Race</u></p> <p>Set a timer for 2 minutes. How many times can you write the word out in your best handwriting?</p> 	<p><u>Bubble Letters</u></p> <p>Write your spellings out in bubble writing.</p> 
<p><u>Train words</u></p> <p>Write the entire list end-to-end as one long word. Write each word as a new colour.</p> <p>environmentstatementamazementdevelopment</p>	<p><u>Backwards Words</u></p> <p>Write each word forwards and then backwards.</p> <p>BACKWARDS</p>	<p><u>Spelling Scribble</u></p> <p>Draw a scribble and write your words as many times as you can in each section.</p> 	<p><u>Silly Sentences</u></p> <p>Write 3 or more silly sentences using as many of your spelling words as you can.</p> 
<p><u>X Factor</u></p> <p>Write 2 words with one letter in common so that they cross through each other.</p> <p>cheese ad</p>	<p><u>Words within words</u></p> <p>How many new words can you make using the letters from one of your spelling words?</p> <p>E.g. catch - Cat, hat, hatch, at</p>	<p><u>Words without vowels</u></p> <p>Write all of your words replacing your vowels with a dash. Go back and see if you can fill in the vowels.</p> <p>E.g. q--s t-- = question</p>	<p><u>Picture and Story</u></p> <p>Draw a picture defining each word. Write a sentence about your picture using the spelling word.</p> 
<p><u>Ransom Words</u></p> <p>Cut letters out of a newspaper or magazine to spell your words.</p> 	<p><u>Scrabble</u></p> <p>In a game of Scrabble, each letter is worth a number of points. Work out the total points for each word.</p> 	<p><u>ABC Order</u></p> <p>Write all of your spelling words in alphabetical order.</p> 	

What's Special in Year 1:



Year 1 Phonics Screening Check

At the end of the year, children will sit the Y1 Phonics Screening Check. Children will be challenged to read a mixture of 20 real words and 20 pseudo words, known as 'alien words'. This tests the ability of a child to decode phonetically plausible words by sounding out and blending.

Eg. **ger** (An alien word)  **teacher** (A real word)

The teaching of synthetic phonics is a priority in the Year 1 Reading Curriculum, and your child will become very familiar with the style of challenge expected of them within the screening check. This year's check will be complete during the week of 7th June 2021.

Weekly Timetable:

Arrive 8:30-8:40	8:45-9:15	9:15-10:00	10-10:20	10:20-10:30	10:30-11:30	11:30-12	12-12:30	12:30 – 13:00	13:00- 14:00	14:00 - 14:15	14:15- 15:00
Monday	Guided Reading	Maths	Break Time	Mental Maths	English	Lunch (Hall)	Lunch Break	Phonics and Spelling	Science	Playtime NS	Science
Tuesday	Guided Reading	Maths		Mental Maths	English			Phonics and Spelling	History/Geography		History/ Geography
Wednesday (Mrs Dobson - am)	Guided Reading	Maths		Mental Maths	English			Phonics and Spelling	RE		RE
Thursday	Guided Reading	Maths		Mental Maths	English			Music	French (Mrs Innerdale)		PE (Mrs Dobson)
Friday	Guided Reading	Maths		Mental Maths	English			Phonics and Spelling	Art/DT		Computing
15:00 Depart											

Please note, the class timetable may change throughout the year to accommodate changes in staffing/curriculum etc.

Remote Learning Curriculum

Though we remain hopeful that we will not face a full school closure this academic year, full – or more likely, partial – school closures cannot be ruled out within the climate of the current coronavirus pandemic.

All schools must now have a remote learning curriculum to ensure continuity in learning should children be unable to attend school for a period of time.

In the eventuality of pupils being asked to stay away from school for a period of time, the class teacher would continue to provide daily learning tasks to be undertaken at home which would:

- Amount to broadly the same number of hours ‘learning’ as a typical school day.
- Be supplemented with ‘teaching’ materials (eg. videos) to introduce new content.
- Provide feedback from teachers to support ongoing learning and progress.
- Utilise online platforms familiar to the children.
- Not be heavily reliant on printed materials.
- Seek to benefit from adult support provided at home.

Eschools is the learning platform which we will use to share all tasks, instructions and resources, to receive messages and work, and to respond to pupils. Please ensure that you and your child are confident using eschools, and that you contact school asap if you do not have access to an appropriate internet-ready device, and/or basic learning materials/stationary at home.

How can I help my child at home?

There is a wealth on online material you can use to support your child's ongoing learning at home. Here are a few websites we would recommend to support parents in reinforcing key learning concepts with their child and provide useful home learning challenges.

Free online resources:

- **White Rose Maths home learning resources** (<https://whiterosemaths.com/homelearning/>)
White Rose is the Maths scheme we follow in school. These home learning videos and follow-up tasks demonstrate 'how' concepts are taught and explored in school. Particularly useful when your child is stuck with a concept or strategy at home. Follows our planning so that you can 'keep up' with sequences of learning and revisit key areas of learning with your child.
- **Oak National Academy** (<https://classroom.thenational.academy/>)
Online resource with a wealth of 'home learning lessons' and activities. Good resource base for revision and continued home study.
- **BBC Bitesize** (<https://www.bbc.co.uk/bitesize/articles/zvqgsk7>)
'Home learning' and 'catch-up lessons' grouped by topic. Easy to navigate learning objectives with useful explanation videos and follow up tasks and challenges to complete.
- **Phonics Play** (<https://www.phonicsplay.co.uk/>)
Good free resource for consolidation and support around phonics.
- **Oxford Owl** (<https://home.oxfordowl.co.uk/>)
Free ebooks for children aged 3-11.
- **Top Marks** (<https://www.topmarks.co.uk/>)
Free learning games and resources in a range of subject areas.
- **Gateshead Libraries Borrowbox** (<https://capitadiscovery.co.uk/gateshead/>)
Free membership with unlimited borrowing of a range of ebook and audiobook titles.

Username and password provided by school:

- **Times Table Rockstars**

(<https://play.ttrockstars.com/auth/school/student/19730>)

Multiplication table challenges; very effective way of learning multiplication and division facts for rapid recall.

- **Numbots** (<https://play.numbots.com/#/account/school-login/19730>)

Linked to TTRS (same username and password); challenges designed for quick recall of addition and subtraction facts.

- **Purple Mash** (<https://www.purplemash.com/sch/stmarysne16>)

Comprehensive resource base for all kinds of learning activities for many different subject areas. Especially good for Computing and ICT.

RE:

This term, within our 'Come and See' Curriculum, we will be studying the three themes of Domestic Church (Family), Baptism and Confirmation (Belonging) and Advent and Christmas (Loving). Each class will approach the themes through different topics. The children will also spend a week studying Judaism.

Whole-School Curriculum Overview ('Come and See') – Autumn Term

DOMESTIC CHURCH – FAMILY

Early Years	MYSELF - God knows and loves each one
Year 1	FAMILIES - God's love and care for every family
Year 2	BEGINNINGS - God is present in every beginning
Year 3	HOMES - God's vision for every family
Year 4	PEOPLE - The family of God in Scripture
Year 5	OURSELVES - Created in the image and likeness of God
Year 6	LOVING - God who never stops loving

SUGGESTIONS FOR HOME ACTIVITIES

Make a collage using family photographs of all the significant family members—grandparents, parents, children, aunts, uncles etc. who show God's love.

Write underneath it
"We show God's love to one another."

Include those who have died.

JUDAISM

Pupils will study various aspects of Judaism for one week. Ask them what they have been learning about.

BAPTISM AND CONFIRMATION - BELONGING

Early Years	WELCOME - Baptism: a welcome to God's family
Year 1	BELONGING - Baptism: an invitation to belong to God's family
Year 2	SIGNS AND SYMBOLS - Signs and symbols in Baptism
Year 3	PROMISES - Promises made at Baptism
Year 4	CALLED - Confirmation: a call to witness
Year 5	LIFE CHOICES - Marriage, commitment and service
Year 6	VOCATION AND COMMITMENT - The vocation of priesthood and religious life

SUGGESTIONS FOR HOME ACTIVITIES

Talk to someone who has been to a Baptism and/or Confirmation about their memories of this celebration.

ADVENT/CHRISTMAS - LOVING

Early Years	BIRTHDAY - Looking forward to Jesus' birthday
Year 1	WAITING - Advent: a time to look forward to Christmas
Year 2	PREPARATIONS - Advent: preparing to celebrate Christmas
Year 3	VISITORS - waiting for the coming of Jesus
Year 4	GIFT - God's gift of love and friendship in Jesus
Year 5	HOPE - Advent: waiting in the joyful hope for Jesus, the promised one
Year 6	EXPECTATIONS - Jesus born to show God to the world

SUGGESTIONS FOR HOME ACTIVITIES

Discuss with the children how your family welcomes visitors to your home.

Find out about some Christian symbols for Advent e.g. Advent wreath, calendar, Jesse tree.

Use the CAFOD or Missio websites to get a religious Advent calendar.

Important Dates in the Church:

ALL SAINTS

(1 November)

We celebrate the lives of special and ordinary people who have responded to God's invitation to love.

THE COMMEMORATION OF ALL THE FAITHFUL DEPARTED (ALL SOULS)

(2 November)

Today and throughout the rest of November we pray for those who have died. Eternal rest grant unto them, O Lord, and let perpetual light shine upon them. May they rest in peace. Amen.

OUR LORD JESUS CHRIST, UNIVERSAL KING

(25 November)

ADVENT

(Begins 1 December)

Advent means 'coming'. We think of the coming of Jesus when he was born but we also think of his promise that he would come again at the end of time. It is a time of waiting and preparing. It is only in the last week of Advent that we focus upon the events to be celebrated at Christmas.

THE IMMACULATE CONCEPTION OF THE BLESSED VIRGIN MARY

(8 December)

This feast marks the first stage of the existence of Mary, the mother of Jesus. She was 'full of grace' from the very beginning and co-operated with God throughout her life.

CHRISTMAS DAY, THE NATIVITY OF THE LORD

(25 December)

On this day we begin our celebration of the birth of Christ.

THE HOLY FAMILY OF JESUS, MARY AND JOSEPH

(30 December)

Term Dates:

2020-21

	START	END	HALF-TERM
AUTUMN	1.9.20	18.12.20	26.10.20 – 30.10.20
<i>INSET</i>	1.9.19		
SPRING	4.1.21	1.4.21	15.2.21 – 19.2.21
<i>INSET</i>	TBC		
SUMMER	19.4.21	19.7.21	31.5.21 – 4.6.21
<i>INSET</i>	19.7.21		

Dates for the Diary

Due to the current situation regarding national and local restrictions in place to protect against the spread of COVID-19, events and activities for the upcoming term are under constant review. Please continue to check the weekly News Bulletin for updates.