



# ST. MARY'S CATHOLIC PRIMARY SCHOOL

## CURRICULUM CYCLE B



### 2023/24 CLASS 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	Fighting Fit and Florence Nightingale	Explorers	Robots and recycling	Growth & Green Fingers	Animal Antics	Lancashire Seaside
<b>Big Question</b> 	Is everybody fit and does everybody have access to the food and care they need?	Are we looking after our planet? Laudato Si – Pope Francis  Why are aspirations important?	How have robots helped change the world? How can they help maintain the world?	What problems can farmers face?	How do we treat animals and how should they be treated?	Are our waste systems helping the world and what more can we do in school?
<b>Ethical/world thinking</b> 	Always appreciate our NHS and Emergency Service. Some countries do not have access to this. Consider and be thankful to people who help us and keep us safe.	The world from space Appreciate the awe and wonder of space and the beauty of the earth from Space. What should we keep and what should we change and why?	Reduce, Reuse, Recycle  Why is recycling important?	Land and climate around the world  Fairtrade-explore growing conditions and climate change issues-link to Ladauto Si, Fratelli Tutti +CAFOD	Kindness and care for animals. The need for compassion and the need for animals alongside humans.	Explore the effects of plastic pollution in the ocean. How will this shape our actions?

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<b>Extraordinary Ending</b> 	Florence Nightingale Virtual Visit	Space Gallery-in the hall	Present their recycled robots and work to Class 2	Walk to Support Hunger to help those in need! (CAFOD link)	Fundraise for the RSPCA or adopt a class animal WWF vote	Recycling programme in school: create art work using recycled materials
<b>Interest generator</b> <b>Hook to inspire/topic launch/ Stickability- what will we remember?</b> <i>Real life links to the topic.</i> 	Dress as Florence Nightingale to visit the children and tell of her experience as a nurse from the past. Introduce the topic.	Space topic table created in class.  Message from an astronaut-play Chris Hadfield (Space Odyssey) singing astronaut  Watch Winnie in Space, read by Miss Deakin to see multicultural astronauts.	Eureka Trip- Human body/ robotics.  Lego Coding Kits	CAFOD visit from Christine to present and hold workshop on climate change, Fairtrade and how this affects growing conditions and lifestyles.  Why is CAFOD important?	Local farmer brings an animal to school and gives talk on how to look after animals	Dress in scuba clothes (Dougal) but attach plastic litter to self. Talk about the endangered animals and the plastic pollution in the oceans-some fish can't swim! How can humans help? How should humans help?

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<b>RELIGIOUS EDUCATION</b> 	<b>The Chosen People</b> We are Chosen God chose Abraham Abraham obeyed God Moses God's plan for Moses Daniel Daniel in the Lions' Den  <b>Creation</b>	<b>The Mystery of God</b> Mysteries The Holy Trinity The Annunciation Advent The Mystery of the Incarnation The Wise Man  <b>Advent</b>	<b>The Good News</b> Jesus as a Little Boy Jesus goes to the Temple Loss and Finding of Jesus Jesus Chooses Disciples Good New, Sad News Feeding the 5,000 Cure of the Paralysed Man  <b>Epiphany</b>	<b>Easter tide</b> Jesus is Alive Jesus Appears to Mary of Magdala Jesus Appears to the Disciples After the Resurrection The Ascension Pentecost  <b>Easter</b>	<b>The First Christians</b> Good Friends The Apostles The Beginning of the Church Jesus Helps the Apostles The Holy Spirit Peter in Prison Peter's Escape  <b>Pentecost</b>	<b>The Mass</b> The Beginning of Mass The Readings at Mass The Offertory The Consecration Holy Communion Living out the Mass  <b>The First Christians</b>
<b>Catholic Social Teaching</b> 	Link with local care home – make a gift to share.  MacMillan coffee morning	How can we 'share the light' with others during advent? How can we make the world fairer? Children in Need. Christmas Jumper Day – Save the Children. Anti-bullying week	NSPCC Number Day	Lent foodbank collection	Use the fruits of the Holy Spirit to help others – inspired by examples of Saints and holy people eg. Oscar Romero, St Teresa of Avila.	Links with local Jewish community.  Be a Good Samaritan.
<b>Sacraments, Holy Days of Obligation and other significant Days</b> 	St Francis Feast Day	All Saints Day  Christ the King	Epiphany	Palm Sunday  Ash Wednesday	Ascension  Pentecost  Ss Peter and Paul  May Procession	Corpus Christi

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<b>PSHE/HRSE</b> 	<b>Respectful Relationships</b> 	<b>Anti-bullying, feelings and friendships.</b>	<b>Safety and Wellbeing</b>  Online relationships and safety Safety week	<b>Careers</b>	<b>Money Sense</b>  <b>Individual liberty</b> Money- what can we do with it and where does it come from.	<b>Wider World</b>  Living in the wider world.  Values/British Values
<b>HRSE</b> <b>KS1 CYCLE B</b>		<b>Mod 1 Unit 1</b> We Belong <b>Mod 1 Unit 2</b> Me, My Body, My Health	<b>Mod 1 Unit 3</b> Feelings and Emotional Wellbeing	<b>Mod 1 Unit 4</b> Life Cycles	<b>Mod 2 Unit 3</b> Keeping Safe 'Pantasaurus'  <b>Mod 3 Unit 1</b> The Trinity	<b>Mod 3 Unit 2</b> Living in the Wider World
<b>OUTDOOR LEARNING</b> 	<b>Science Investigation</b> - Lessons outside exploring heart rate. How muscles need energy? Learn how different food sources are grown and processed. Pod/ Millennium- create a human	<b>Forest school</b> - Environmental art and planting - Observing plants within the school grounds – creative outdoor learning.			<b>Nature and field journals:</b> <i>Observing changes over time of plants and animals</i>  <b>Weather</b> - Observe daily weather patterns in Garstang.	<b>Beach combing</b> – natural and human features  <b>Nature and field journals:</b> <i>Observing changes over time of plants and animals</i>

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	figure using natural materials.					
<b>LOCAL LINK</b> 	Local nurse to talk about medicines	Local school grounds	Local recycling centre		Is it hot or cold where we live in the UK? Local farm and own school enterprise-chickens and eggs	Lancashire Seaside
<b>NATIONAL LINK</b> 	Great Britain Sports teams, look at what they do to give them the best energy/ sustainability for their sport.	Well-known rivers in the UK	National recycling	Research where food is grown and transported e.g. journey of baked beans.	Is the weather the same over the UK or can it vary? Look at a live weather report notice similarities and differences.  How do animals adapt and live in hot and cold places around the world?	UK in the past
<b>GLOBAL LINK</b> 	World athletes - look at what they do to give them the best energy/ sustainability for their sport.	Focus on the culture of Kenya, Africa. Identify hot/cold areas of the planet	Robotics around the world and their uses		UK North pole/South Pole	



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VISITS/ VISITORS	Florence Nightingale – virtual visitor	Explorer– Virtual visitor	Recycling Centre – virtual visit	Myerscough College visit – learn about planta and planting.	Zoo visit	Visit to the Seaside – Blackpool EDUTANKS set up class jellyfish tank and come in for a whole school sealife workshop day to inspire.
						
<b>ENGLISH</b>  <b>AUTHOR STUDY/ CLASS READ</b>  	<b>Prince Cinders –</b> Babette Cole  <b>Paper Bag Princess</b> – Robert Munsch  <b>Jack and the Baked Beanstalk –</b> Colin Stimpson  <b>Three Little Wolves and the Big Bad Pig</b> – Eugene Trivizas  <b>Class read:</b> <b>Revolting Rhymes-</b> <b>Roald Dahl.</b>	<b>Look Up –</b> Nathan Bryan  Books by Simon Bartram; a selection from: <b>The Man on the Moon.</b> <b>Bob's Best Ever Friend.</b> <b>Bob and the Moon Tree Mystery.</b> ▪ Books by Jonny Duddle: <b>The King of Space.</b> <b>The Pirate Cruncher.</b> <b>The Pirates Next Door.</b>	<b>No-bot –</b> Paul Linnett & Sue Hendra  <b>Harry and the Robots –</b> Ian Whybrow  <b>Robot Dog –</b> Mark Oliver  <b>Origins - The story of a lone robot from the Literacy Shed website (<a href="#">here</a>).</b>  <b>Class read:</b> The Three Little Aliens and the Big Bad Robot - Margaret McNamara	<b>Jack and the Beanstalk</b>  <b>Oliver's Vegetables</b> - Alison Bartlett & Vivian French  <b>Handa's Surprise -</b> Eileen Browne  <b>The Enormous Turnip -</b> Aleksey Nikolayevich Tolstoy  <b>Class read:</b> The Sheep Pig - Dick King Smith	Books by Oliver Jeffers <b>Lost and Found</b> <b>The Moose Belongs to Me</b> Books by Julia Donaldson <b>Snail and the Whale &amp; Trolls</b> <b>Superworm</b> <b>The Ugly 5</b>  <b>Pig up my nose-</b> John Dougherty  The Animals Went in Two by Two - <b>traditional poem.</b> <b>Class read:</b> Mr Majeika books –	<b>Seaside Poems</b> by Jill Bennett. <b>Dougal's Deep Sea Diary.</b>  <b>Writing an explanation about Beach Formation</b> - on the BBC Bitesize website ( <a href="#">here</a> )  <b>At the Beach</b> by Roland Harvey.  <b>Billy's Bucket</b> by Kes Gray and Garry Parsons.  <b>The Lighthouse Keeper Stories</b> by Ronda Armitage and David Armitage.

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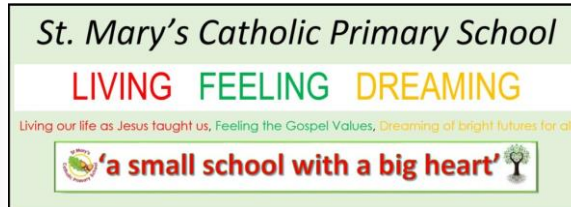
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		<b>Class read-</b> James and the Giant Peach – Roald Dahl			Humphrey Carpenter	<b>Class read-</b> Dolphin Boy - Michael Morpurgo.
<b>GENRES</b> 	<b>Traditional Tales with a Twist</b> To write an innovated traditional tale with a twist.  <b>Instructions</b> How to make Christmas biscuits & decorations Instructions for a new playground game.  <b>Letter-</b> Write a letter as a character.	<b>Stories by the same author</b>  <b>Non-chronological reports</b>  <b>Narrative Sequel</b>	<b>Stories with Fantasy Settings</b> A fantasy story featuring their own robot model as the central character  <b>Recounts</b> School trip Making robot/object.  <b>Poems to Learn by Heart, select from:</b> I'm a little Robot by Robert Hiedbreder on the Rableather website ( <a href="#">here</a> ). My Robot poem by Gareth Lancaster on the Fizzy Funny Fuzzy website ( <a href="#">here</a> ).	<b>Narrative based on model text with innovation of character(s) and setting.</b>  <b>Comic books/Illustrated books</b>  <b>Instructional writing-</b> How to make a cress head.  How to make a smoothie/ fruit salad.  <b>Traditional rhymes</b> Recite a poems and rhymes off by heart.	<b>Stories by the same author.</b>  <b>Narrative based on a model text.</b>  <b>Non- chronological report-</b> information poster and an animal description.  <b>Poem on a theme-</b> weather & seasons.	<b>Story as a Theme (A written narrative, based on a film or picture book, with a seaside setting)</b>  <b>Poems on a Theme (Seaside)</b>  <b>Explanation Text (Seaside)</b>



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			Robot Rumpus by Sean Taylor (written in rhyme). Robots, Robots Everywhere! by Sue Flies (written in rhyme).			
<b>MULTI-MODAL WRITING/ CROSS-CURRICULAR</b>	<p>Use drama to re-tell traditional tale.</p> <p>Healthy menu</p> <p>Human body healthy template</p> <p>Keeping a food diary</p> <p>In P.E. write a sequence of exercises to keep our bodies fit</p>	<p>Maps. Labels and captions</p> <p>Walk the plank</p> <p>Planet/rockets writing</p> <p>River Writing</p>	<p>Labelling human body</p> <p>Write about purposes of parts in the human body e.g. skeleton-support.</p> <p>Instructions how to control robot – make a DT robot</p> <p>Description of made up robot – Robot template</p> <p>Create a poster advertising robot</p>	<p><b>Diary-</b>Tracking plant growth- cress head/sunflower.</p> <p>Labelling parts of a flower, using a labels and a range of real tree/flowers</p> <p>Writing about plants growth and best conditions to survive.</p> <p>Creative Easter cards</p>	<p>Labelling body parts of animals and describe their features.</p> <p>Animal fact books in the shape of their chosen animal</p> <p>Fact books about animals – make DT models of animals studied</p> <p>North wind and rain story- pop up book</p>	<p>Bucket template writing</p> <p>Beach theme writing</p>




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<b>MATHS</b> 	<b>WHITE ROSE MATHS</b> <b>- Number &amp; Place Value</b> <b>Addition</b> <b>Subtraction</b>	<b>WHITE ROSE MATHS</b> <b>- Number &amp; Place Value</b> <b>Addition and Subtraction</b> <b>Sequencing and Sorting</b> <b>Counting and money</b> <b>Multiplication</b>	<b>WHITE ROSE MATHS</b> <b>- Division</b> <b>Place Value</b> <b>Statistics</b> <b>Measurement:</b> <b>Length and Height</b> <b>Shape 2D and 3D</b>	<b>WHITE ROSE MATHS</b> <b>- Shape 2D and 3D</b> <b>Fractions</b>	<b>WHITE ROSE MATHS</b> <b>- Position and Direction</b> <b>Measurement: Time</b>  <b>Problem Solving consolidation</b>	<b>WHITE ROSE MATHS - Measurement: Weight, Volume, Mass, Capacity and Temperature</b>  <b>Problem Solving consolidation</b>
<b>SCIENCE</b> 	<b>Animals, Including Humans</b> Animal and human growth and survival. Importance of exercise and medicines	<b>Changing Materials</b> 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	<b>Animals and Habitats</b> - Grouping and classifying animals found within school environment- chickens, rabbits, birds, insects etc.  <b>Nature and field journals:</b> <i>Observing changes over time of plants and animals</i>	<b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Grow plants	<b>Seasonal Changes</b> -Describe weather associated with seasons and how day length varies.  Observe changes across the four seasons.  <b>Animals:</b> Identify and group some animals that live in hot/cold countries.  <b>Nature and field journals:</b> <i>Observing changes over time</i>	<b>Changing Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

		variety of everyday materials on the basis of their simple physical properties			of plants and animals.	
<p><b>Working Scientifically by:</b></p> <p>Comparing and contrasting animals and humans at first hand or through videos and photographs.</p> <p>To describe animals and how they identify and group them.</p> <p>Asking questions about what things animals [humans] need for survival and what humans need to stay healthy.</p> <p>To group animals according to what they eat.</p> <p>Recording their findings using charts.</p> <p>Observing natural objects closely, using magnifying glasses.</p> <p>Comparing and contrasting familiar plants and describe how they are able to identify and group them.</p> <p>Drawing diagrams showing the parts of different plants including trees.</p> <p>Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening.</p> <p>Comparing and contrasting what they have found out about different plants.</p> <p>Perform simple tests to explore questions, for example, what is the best material for: an umbrella? Lining a dog basket? Curtains? A bookshelf? A gymnast's leotard?</p> <p>Investigating waterproof clothing as an explorer.</p> <p>Using their senses to compare different textures, sounds and smells.</p>						
<p><b>GEOGRAPHY</b></p> 	<p><b>Oceans and Seas</b></p> <p>What is an ocean?</p> <p>Where are the world's oceans?</p> <p>How deep is an ocean?</p> <p>Why are our oceans important?</p>	<p><b>Name and locate continents of the world</b> - using a range of maps and map skills and aerial photographs</p> <p><b>World Mapping</b></p>	.		<p><b>Human and Physical Geography</b> - Undertaking fieldwork, Identify seasonal and daily weather patterns in the UK.</p>	<p><b>Local map work</b> -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>

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	<p>What lives in the ocean? How is the ocean different at the North Pole and the Equator? Why are the oceans under threat? How are people protecting the oceans? How can we protect the oceans?</p>	<p>Use a range of maps (including picture maps) and aerial photographs recognise simple features on maps and locate land and sea on maps and landmarks. Recognise landmarks and basic human features on aerial photos. Know that symbols mean something on maps</p>			<p>Identify and locate hot and cold areas of the world in relation to the equator- North &amp; South Pole.</p> <p><b>Locational Knowledge</b> Name and locate the world's the seven continents and five oceans.</p> <p><b>World Mapping –</b> Use a range of maps and aerial photographs to locate hot and cold areas of the planet. Use basic geographical vocabulary to refer to natural and human features</p>	<p>(including hills, mountains, coasts and rivers), and land use patterns; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
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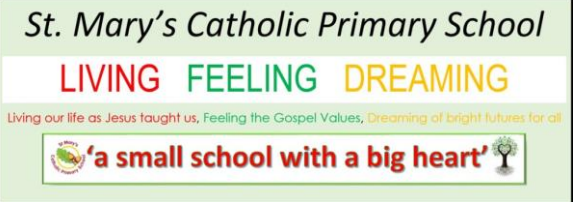
<b>HISTORY</b> 	<b>BLACK HISTORY MONTH – significant individuals</b>  <b>Significant Individuals –</b> Florence Nightingale	<b>Significant Individuals - Historical explorers of significance –</b> Mae Jameson Bessy Coleman Captain Cook		<b>Significant individuals – Artist -</b> Claude Monet		<b>Changes within Living Memory –</b> Victorian Local Seaside
<b>MUSIC</b> 	<b>Charanga – Round and Round unit</b> Creatively exploring sounds, with a focus on making sounds linked to the body and salsa music vocal and rhythmic performance linked to salsa music  SALSA – LATIN MUSIC	<b>Christmas Play Music</b>  MODERN DAY HISTORY OF MUSICAL STYLES	<b>Glockenspiels</b>  MODERN DAY	<b>COMPOSTION AND SINGING –</b> Create a Fairtrade song for the extraordinary ending 'Let the Rivers Run'  MODERN DAY – FREEDOM AND EQUALITY SONGS	<b>Animals themed music</b>	<b>Seaside songs</b>  MODERN DAY
<b>COMPUTING</b> 	<b>IT/DL – Sound/Multimedia</b> Create, manage and manipulate digital content Text and images	<b>CS/DL – Coding on Purple Mash -</b> Understand that algorithms are a series of steps or instructions to	<b>IT/DL -Digital research -</b>  Use internet appropriately for task.	<b>CS – Coding using Lego Coding</b>  <b>Programming</b> Understand that there are different ways to create or	<b>CS/DL – Coding on Purple Mash -</b> Understand that algorithms are a series of steps or instructions to	<b>IT -Creating Digital Content &amp; Online Safety</b> (Text and Images) On a range of devices: ipads, laptops.



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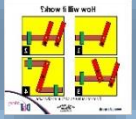



	<p><b>DL - Navigation</b> Able to log on and off an ICT programme e.g. Purple Mash.</p>	<p>achieve a specific goal.</p> <p>Understand that devices respond to commands</p> <p><b>Online Safety -</b> Introduce internet safety. Keep personal information private e.g. password, name, age etc. Use a programme with some support e.g. word, purple mash, and google maps.</p>	<p>Find information</p> <p>Know how to use curser, buttons, keyboard.</p>	<p>produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.</p>	<p>achieve a specific goal.</p> <p>Understand that devices respond to commands</p>	
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<b>ART</b>  <b>Haring Wong Monet Mill</b>	<b>Drawing and painting part of the human body -</b>  <b>Clay</b> - create sculptures (inspired by Haring)	<b>Planet art work – drawing and painting</b>	<b>Exploring and developing ideas, Drawing and 3D Art</b>  <b>Create robots from junk (in the style of Larry Wong)</b>  <b>Evaluating own and others work</b>	<b>Printing -</b> Vegetable/ fruit printing- making patterns  <b>Observational drawing -</b> Still life drawing of fruit and vegetables/ plants and trees. <b>Victorian artists- Study style of Monet - Botanical gardens.</b>	<b>Weather Art using various materials -</b> Experiment with a variety of media to achieve a planned effect- seasonal pictures using paint, pencil and pastels.	<b>Collage – Beach scene</b> using papers, fabric materials, drift wood <b>(style of Abigail Mill)</b>
<b>DESIGN TECHNOLOGY</b> 		<b>Mechanisms – wheels and axels</b> (Make a moon rover)	<b>3-D/ Moving parts</b> Design, make and create a robot with moving parts	<b>Food - the 'eatwell' plate</b> , where food comes from, principles of a healthy diet		
<b>PHYSICAL EDUCATION</b> 	<b>FMS –Baseline Unit</b>  <b>FMS Introduction –</b> jumping, running, hopping, catching, travel on hands and feet, skipping	<b>Gymnastics</b>  <b>Dance - Explorers</b>	<b>Dance – Robots!</b>  <b>Invasion Games</b>	<b>FMS – Baseline Unit</b>  <b>Gymnastics</b>	<b>Net and Wall Games</b>	<b>Athletics</b>  <b>Dance - Seaside</b>

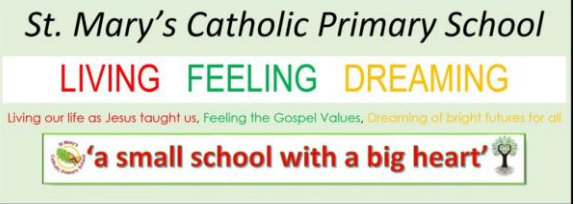




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