

St George's Catholic Primary School

We learn, we love, we look after our world. We strive to be the best that we can be, following in the footsteps of Jesus.

St Catherine's – Year R / 1 / 2 - Cycle B Term 1



Topic	Let's play!	Holy Family	
Wow Experience	Local trip - Walk around local area – take photos on walk to use over the year to compare during the different seasons. Mark route on a map and identify places children recognise around the local area.		
Catholic Social Teaching	<p>Community The common good is reached when we work together to improve the wellbeing of people in our society and the wider world. BIG QUESTIONS <i>Who do I belong to? Does my community need me?</i> What is 'true community'? How do we build God's kingdom on earth? What makes a community? Who is in my community? Why is your family and other communities important to you?</p>		
RE Creation and Covenant Branch 1 Year 2	<p>To find out about the Bible. To retell the story of Noah. To describe the covenant between God and Noah. To understand the link between the story of Noah and taking care of creation. To think about how we can bring hope to others. To recognise what happens in a baptism. To recognise the symbols of baptism.</p>		
History	<p><u>How have toys changed?</u> Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> where the people and events they study fit within a chronological timeline. <input type="checkbox"/> to identify similarities and differences between ways of life in different periods. <p>To know that overtime, some things will change (difference), some things will stay the same and some things will be similar. To know everyday objects change over time, due to the invention of new materials.</p>		

Art	<p><u>Painting and media: Life in colour</u> Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To use a range of materials creatively to design and make products <input type="checkbox"/> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <input type="checkbox"/> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work <p>To name the primary and secondary colours. To talk about the colour changes they notice and make predictions about what will happen when two colours mix. To describe the colours and textures they see. To try different tools to recreate a texture and decide which tool works best. To show they can identify different textures in a collaged artwork. To apply their knowledge of colour mixing to match colours effectively. To choose collage materials based on colour and texture. To talk about their ideas for an overall collage. To try different arrangements of materials, including overlapping shapes. To give likes and dislikes about their work and others'. To describe ideas for developing their collages. To choose materials and tools after trying them out.</p>
Science	<p><u>Materials</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask simple questions and recognise that they can be answered in different ways <input type="checkbox"/> Observe closely, using simple equipment <input type="checkbox"/> Perform simple tests <input type="checkbox"/> Identify and classify <input type="checkbox"/> Use observations and ideas to suggest answers to questions <p>To identify and compare the suitability of different materials. To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. To find out how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching. To compare and group together a variety of everyday materials on the basis of their simple properties. To carry out a simple comparative test using my own ideas. To compare the suitability of materials using a comparative test.</p>
Music	<p><u>Musical Me</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <input type="checkbox"/> Play tuned and untuned instruments musically. <input type="checkbox"/> Listen with concentration and understanding to a range of high-quality live and recorded music.

	<input type="checkbox"/> Experiment with, create, select and combine sounds using the inter-related dimensions of music
ICT	<p><u>On-line safety</u> Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying whether information is safe or unsafe to be shared online. <input type="checkbox"/> Learning how to create a strong password. <input type="checkbox"/> Learning to be respectful of others when sharing online and ask for their permission before sharing content. <input type="checkbox"/> Learning strategies for checking if something they read online is true. <input type="checkbox"/> Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable. <p>Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not.</p>
P.E.	<p><u>KS1 Dance</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> perform dances using simple movement patterns. <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p><u>KS1 Fundamentals</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p><u>EYFS Introduction to PE</u> Pupils will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.</p>

PSHE / RSE

Why do we have classroom rules?
How are you listening?
Pass on the Praise
Sharing Pictures (online safety)
Basic first aid