





<p>Year 1 Spring 1</p>	<h1 style="text-align: center;">Leaders</h1>			<p>Year A</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p><b>'Do to others as you would like them to do to you.'</b></p> <p><b>Luke 6:31</b></p>		<p>Inspirational Quote</p> <p><b>'Earn your leadership everyday'</b></p> <p><b>Michael Jordan</b></p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to help our children to understand both the necessity of water for life and the spiritual symbolism in our faith.</i></p> <p><i>The children will find out more about leaders in our school, church, country and the wider global community. They will explore the qualities and responsibilities of good leadership to support them in their journey of faith.</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Deeper understanding of the role of leaders and their impact on the people.</i></p> <p><i>A deeper understanding of the responsibility of leaders to the common good.</i></p> <p><i>A deeper spiritual understanding of vocation as a way of living out our Catholic faith each day.</i></p> <p><i>Children understand practical ways that they can be examples of leaders of their faith at home and in school by their actions.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by ...</b></p> <p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Appreciate</b> ourselves and those around us</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>Baptism</p> <p>Water of life hymn</p> <p>Acts of the Apostles – Go forth and make disciples of all the nations.</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>Options for the poor- international</p> <p>Does everyone have access to clean water?</p> <p>SPRING CST- Litter pick in the local community</p>	<p>How does water bring joy? (seaside)</p> <p>Why do we link water and new life?</p> <p>Why does water represent a fresh start?</p>

<b>Leaders</b> <b>Links within our Curriculum</b>	
<b>English</b>	Instructions – activities in the changing world around us
<b>Geography and History</b>	Weather around the world Seaside holidays- now and then
<b>Science</b>	Everyday materials Experiment- make an umbrella Which is the best material?
<b>Religious Education</b>	Following Jesus today (baptism covered in this unit)

<p>Year 1 Spring 2</p>	<p>Lent</p>		<p>Year A</p>	
<p>Intent</p>	<p>Scripture Passage</p> <p>'We adore you and we bless you, Lord Jesus Christ, here and in all the churches which are in the whole world, because by your holy cross you have redeemed the world.'</p> <p>Stations of the Cross</p>		<p>Inspirational Quote</p> <p><b>'He knows your weakness. He only wants your love, he wants the chance to love you.'</b></p> <p><b>Saint Mother Teresa.</b></p>	<p>Impact</p>
<p><i>At Our Lady of Fatima we strive to understand the importance of Lent in our lives today.</i></p> <p><i>Through this unit we will have a deeper understanding behind the meaning of Jesus' sacrifice, the actions of the disciples and Jesus' family around him. We hope to use these examples in our daily lives to have a positive impact on those around us and globally</i></p>			<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of the impact of their actions. How their actions and choices impact those around them</i></p> <p><i>Show the power of change by their actions on the local community and globally.</i></p> <p><i>Understand the importance of alms giving to support those close and afar.</i></p>	
<p>Mental Wellbeing Impact</p>	<p>Mass and Prayers / Scripture Passages</p>	<p>Catholic Social Teaching</p>	<p>Our Questions to explore</p>	
<p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to</b></p>	<p>Holy Week</p> <p>Garden of Gethsemane</p>	<p>Support in the outreach of the school – alms giving to the charities chosen by their peers.</p>	<p>How do our actions affect those around us?</p>	

<p><b>live. Therefore, improving our mental health.</b></p> <p><b>Appreciate</b> ourselves and those around us</p> <p>Power of Prayer through the Stations of the Cross</p>		<p>Supporting those in the parish during Lent – outreach of communication and visits</p>	<p>How do our words impact our peers?</p> <p>How can we follow in Jesus' example?</p>
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## Curriculum Overview

### Year 1 Spring Term

<b>Subject</b>	<b>Content</b>
<p><b>Religious Education</b></p>	<p>SPRING CST- Litter pick in the local community</p> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• know the story of the Annunciation and the message of Angel Gabriel</li> <li>• gain a better understanding of the Christmas story including the Joseph's dream, the journey, the birth of Jesus and the visit of the Wise men</li> <li>• explain some ways that Joseph cared for Mary</li> <li>• be able to say why Jesus' birth is important for Christians today</li> </ul> <p><b>Sharing Jesus' Life</b></p> <ul style="list-style-type: none"> <li>• recall some stories about Jesus and his disciples</li> <li>• identify some characteristics of discipleship and describe some ways in which Jesus changes or affects people's lives</li> <li>• understand that they belong to the Church through Baptism and this means being part of God's family and a follower of Jesus</li> </ul>

	<ul style="list-style-type: none"> <li>• describe how they and other members of the Church, follow Jesus and celebrate his life</li> </ul> <p><b>Lent</b></p> <ul style="list-style-type: none"> <li>• understand stories in the Bible that teach me how to behave more like Jesus each day</li> <li>• know some things that Jesus said and can use those sayings in my life</li> <li>• know Jesus gives us a chance to change and Lent is a special time for us to try to change</li> </ul> <p><b>Holy Week</b></p> <ul style="list-style-type: none"> <li>• know some of the main events that took place in Holy week and can explain some of the story for these events</li> </ul>
<b>RSE</b>	<p><b>Created and Loved by God</b></p> <ul style="list-style-type: none"> <li>• The children will explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.</li> </ul>
<b>English</b>	<p><b>Focus authors:</b></p> <p><b>Spring 1: Janet and Alan Ahlberg- Cops and Robbers</b></p> <p><b>Spring 2: John Burningham- Would you rather?</b></p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• RWI</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• decode unfamiliar words</li> <li>• recognise and read the first 100 high frequency words</li> <li>• begin to use punctuation in reading</li> </ul> <p><b>Writing:</b></p>

	<ul style="list-style-type: none"> <li>• use RWI to write words using phonetically plausible spelling</li> <li>• write words with finger spaces</li> <li>• begin to use full stops and capital letters</li> </ul> <p><b>Instruction texts</b></p> <ul style="list-style-type: none"> <li>• Give clear oral instructions to a partner</li> <li>• Extend a sentence using words like ‘and’ and ‘because’</li> <li>• Write in complete sentences</li> <li>• Sequence sentences to make a narrative</li> </ul> <p><b>Fantasy stories</b></p> <ul style="list-style-type: none"> <li>• Use drama to investigate characters and events</li> <li>• Develop story telling language and technique</li> <li>• Write a list of adjectives to describe a character</li> <li>• Use and or but to form compound sentences.</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• write ‘on the line’</li> <li>• letter ‘size’ – tall letters tall and small letters small</li> <li>• regular use of capital letters and full stops.</li> <li>• regularly write in sentences - a minimum of 4 sentences in each piece of work</li> <li>• all standard 1 punctuation correctly used</li> </ul>
<b>Mathematics</b>	<p><b>Place value within 20</b></p> <ul style="list-style-type: none"> <li>• count to 20 forwards and backwards, beginning with 0 or 1, or from any number.</li> <li>• count, read and write numbers to 20 in numerals</li> <li>• given a number, identify one more or one less</li> <li>• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul> <p><b>Addition and subtraction with 20</b></p> <ul style="list-style-type: none"> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>

	<p><b>Place Value (within 50)</b></p> <ul style="list-style-type: none"> <li>• count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</li> <li>• count, read and write numbers to 50 in numerals</li> <li>• given a number, identify one more or one less</li> <li>• identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>• count in multiples of twos, fives and tens</li> </ul> <p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>• measure and begin to record lengths and heights</li> <li>• compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li> </ul> <p><b>Mass and Volume</b></p> <ul style="list-style-type: none"> <li>• measure and begin to record mass/weight, capacity and volume</li> <li>• compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> </ul>
<b>Biology</b>	<p><b>Scientist:</b> Ole Kirk Christiansen</p> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>• distinguish between objects and materials</li> <li>• identify and name materials</li> <li>• simple properties of materials</li> <li>• compare and group materials</li> <li>• learn about the work of a scientist</li> </ul> <p><b>Seasonal changes, an on-going topic throughout the year</b></p> <ul style="list-style-type: none"> <li>• Using the observations from previous terms:</li> <li>• understand the apparent movement of the sun</li> <li>• explain changes over seasons</li> <li>• understand changes in the weather</li> <li>• know how the day length changes throughout the year</li> </ul>
<b>Computing</b>	<p><b>Unit 4 – Lego Builders Lesson</b></p> <p><b>Following Instructions</b></p>

- Children know that to achieve the effect they want when building something, they need to follow accurate instructions.
- Children know that by following the instructions correctly, they will get the correct result.
- Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective.

#### **Following and Creating Simple Instructions on the Computer.**

- Children can follow instructions in a computer program.
- Children can explain the effect of carrying out a task with no instructions.
- Children know that computers need precise instructions to follow.
- Children know that an algorithm written for a computer to follow is called a program.

#### **To consider how the order of instructions affects the result.**

- Children understand how the order in which the steps of a recipe are presented affects the outcome.
- Children can organise instructions for a simple recipe.
- Children know that correcting errors in an algorithm or program is called 'debugging'.

#### **Unit 5: Maze Explorers**

##### **Challenges 1 and 2**

- Children know how to use the direction keys in 2Go to move forwards, backwards, left and right.
- Children know how to add a unit of measurement to the direction in 2Go Challenge 2.
- Children know how to undo their last move.
- Children know how to move their character back to the starting point.

##### **Challenges 3 and 4**

- Children can use diagonal direction keys to move the characters in the right direction.
- Children know how to create a simple algorithm.
- Children know how to debug their algorithm.

##### **Challenges 5 and 6**

- Children can use the additional direction keys to create a new algorithm.
- Children can challenge themselves by using the longer algorithm to complete challenges.

#### **Setting More Challenges**

- Children can change the background images in their chosen challenge and save their new challenge.
- Children have tried each other's challenges.

#### **Unit 6: Animated Story Books Lesson**

##### **Drawing and Creating**



- Children know the difference between a traditional book and an e-book.
- Children can use the different drawing tools to create a picture on the page.
- Children can add text to a page.

#### **Animation**

- Children can open previously saved work.
- Children can add an animation to a page.
- Children can play the pages created.
- Children can save changes and overwrite the file.
- Sounds and More!
- Children can add a sound to the page.
- Children can add voice recording to the page.
- Children can create music for a page.

#### **Making a Story**

- Children can add a background to the page.
- Children can use the additional drawing tools on My Story mode.
- Children can change the font style and size.

#### **Copy and Paste**

- Children can use the copy and paste function to add more pages to their animated e-book.

## **Creative Curriculum:**

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle).

### **YEAR A**

#### **Spring : Leaders**

**Main focus: History- Compare two famous artists: Pieter Bruegel the Elder and LS Lowry**

- identify some similarities and differences between ways of life in different periods
- find answers to some simple questions about the past from simple sources of information
- describe some simple similarities and differences between artefacts
- make comparisons between the lives and achievements of two famous people
- ask and answer simple questions about the past

#### **Secondary focus: Geography – Weather Around the World**

- ask simple geographical questions e.g. What is it like live in this place?
- make simple maps and plans e.g. pictorial place in a story
- ask and answer relevant basic questions about the past name, describe and compare familiar places
- link their homes with other places in their local community

### **YEAR B**

#### **Spring : Water**

**Main focus: Geography – Weather Around the World**

- ask simple geographical questions e.g. What is it like live in this place?
- make simple maps and plans e.g. pictorial place in a story
- describe seasonal weather changes
- understand some differences in weather patterns around the world
- know how clothing and activities change depending on weather conditions

#### **Secondary focus: History - Seaside holidays - now and then**

- identify some similarities and differences between ways of life in different periods
- find answers to some simple questions about the past from simple sources of information
- describe some simple similarities and differences between artefacts
- ask and answer relevant basic questions about the past

## **Year A and B**

### **Spring 2: Lent**

**Main focus:** Art - Exploring Lent through Art and Design Technology – Holy Week

- use a sketchbook to gather and collect artwork.
- begin to explore the use of line, shape and colour
- make rubbings.

**Secondary focus:** Design and Technology- Exploring lent through D and T

- use construction materials, card, paper and textiles to create a product
- talk about what they like about their work

## **Physical Education**

### **Invasion Games (Hockey)**

#### **Learning Outcomes:**

- To move fluently, changing direction & speed easily.
- To use different movements, speeds & pathways.

	<ul style="list-style-type: none"> <li>• To recognise space in games.</li> <li>• To consolidate passing and receiving.</li> <li>• To describe and copy what others are doing.</li> </ul> <p><b>Net and Wall Games</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To aim and strike an object towards a set target.</li> <li>• To balance a ball on a racket with control.</li> <li>• To recognise and begin to use space in games.</li> <li>• To attempt to strike a ball over and beyond a target.</li> <li>• To attempt to 'set' a ball in the air repetitively (Volleyball).</li> </ul>
<p><b>PSHE</b></p>	<p><b>MyHappyMind</b></p> <p><b>Topics Relate and Engage</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That relate means to get along with others and understand another person and that they can relate with family, friends, and teachers in different ways.</li> <li>• How their character strengths help them get along with others and learn that it is okay that we are all different.</li> <li>• What Active Listening is.</li> <li>• What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues.</li> <li>• That Happy Breathing can help them if they have big emotions when falling out with friends.</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• What engage means.</li> <li>• What types of things they can engage in.</li> <li>• That when they engage in something and feel happy, they can do the activity better.</li> <li>• That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby.</li> <li>• How to set a class goal using the 3 steps.</li> <li>• That setting goals and achieving them can make Team H-A-P happy too.</li> <li>• That we do not always achieve our goals, but as long they have tried, they will learn something new.</li> <li>• That just because they can't do something straight away, it doesn't mean they won't be able to in the future.</li> </ul>

**Music**

Spring 1

**Unit:** In The Groove

- **Style:** Blues, Latin, Folk, Funk, Baroque, Bhangra

**Topic and cross-curricular links:** Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.

Spring 2

**Unit:** Round And Round

**Style:** Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion

**Topic and cross-curricular links:** Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.