



St. Josephs Curriculum Overview – Year 1: Spring 2022



Spring One Theme – Antarctic Adventure

This project teaches children about life in Antarctica. The children will learn about the changing weather climates, where Antarctic is in the world and what lives there!

Learning Challenge Questions:

Computing: What are the steps creating a video? How will you know that you have been successful?

Science: How do the Seasons effect the weather changes? Can I name all my body parts?

Geography: What is it like to live in Antarctica?

Core Subjects

READING

During Reading the children will experience a wide range of texts. They will look at stories and poetry.

- Read aloud accurately books that are consistent with their developing phonic knowledge and apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts (see Year 1 list below).
- Read words containing -ing, -ed endings.
- Split two syllable words, including compound words, into the separate syllables to support blending for reading, e.g. picnic, sticker, dinner; haircut, something, flipchart.
- Develop fluency, accuracy and confidence by re-reading books.
- Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.
- Enjoy and recite rhymes and poems including traditional verse.
- Discuss key vocabulary, linking meanings of new words to those already known.
- Recognise when a text does not make sense while reading and, with prompting, can correct.
- Develop and demonstrate their understanding of characters and events through role play and drama.

WRITING

During Writing the children will experience writing for a real purpose and audience. They will look at stories and poetry.

- Say, and hold in memory whilst writing, sentences that can be read by themselves and others
- Separate words with spaces and use capital letters and full stops to demarcate simple sentences.
- Use capital letters for names of people, places and days of the week.
- Identify and use exclamation marks.
- Use the joining word 'and' to link clauses, e.g. They all pulled the turnip and it came out of the ground.
- Use the joining word 'but' to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress).
- Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.
- Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'.
- Re-read every sentence to check it makes sense.
- Orally compose and sequence their own sentences to write short narratives.
- Discuss their writing with adults, saying what they like about it, e.g. my favourite word is...
- Read their writing audibly to a small group.

COMPUTING

Pupils will create their Video in Shadow Puppets Edu.

The children will learn to create a film clip and explore techniques to bring the images to life through zooming and a pan effect.

Video Creation - Creating Our Own Video

- I know how to select images and record a voiceover.
- I know how to highlight and zoom into images as I record.

<ul style="list-style-type: none"> • Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. • Identify and discuss the main events in stories using words like first, next, after that, later on, at the end. • Make predictions based on what has been read so far and give simple reasons. • Identify and describe the main characters in stories. Capture simply in writing, e.g. character profile, role on the wall. • Answer 'why' questions requiring basic inference, e.g. Why do you think he said...? Why do you think he did that? • In discussions about books, listen to what others say and take turns to speak as directed by the teacher. 		
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>phoneme, grapheme, digraph, tri -graph, tricky words</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Capital letter, full stop, finger space, question mark, exclamation mark, joining words</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Design, apply, refine, evaluate, share, video, zoom</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Reading for 5 minutes every night from your home reading book or online Active Learn account.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Helping your child to learn to read and spell the appropriate phase 4, 5, tricky words and high frequency words for your child.</p> <p>To be able to hold a sentence in my memory before writing it and then read it back to check it makes sense.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Learning/using any new vocabulary</p>
<p style="text-align: center;"><u>MATHS</u></p> <p>During Maths the children will learn about place value, addition and subtraction and the properties of shapes through the use of concrete, pictorial and abstract methods.</p> <ul style="list-style-type: none"> • To be able to add by counting on. • To find and make number bonds. • To be able to add by making 10. • To be able to subtract by crossing the 10. • To compare number sentences. • To recognise the numbers to 50. • To represent the numbers to 50. • To be able to find one more and one less than a given number. • To compare objects and numbers to 50. • To learn to count in 2's. • To learn to count in 5's. 	<p style="text-align: center;"><u>SCIENCE: Animals - Humans</u></p> <p>During Science the children will be able to label the different parts of the body.</p> <p>During Science the children will also recap the changing seasons and weather, recording what they find.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Pupils might work scientifically by using their observations to:</p> <ul style="list-style-type: none"> • Compare and contrast animals (humans) at first hand or through videos and photographs. • Using their senses to compare different textures, sounds and smells. 	<p style="text-align: center;"><u>RE</u></p> <p>During the Special People Topic the children will learn that, there are special people in our lives who are there to help us. They will understand that on Sunday in church we meet people who do special jobs.</p> <ul style="list-style-type: none"> • To be able to talk about their experience and feelings about the special people they know or have heard about. • To be able to say what they wonder about the help special people give them. • To be able to ask and respond to questions about what makes a person special. • To be able to recognise some stories about Jesus. • To be able to recognise how everyone helps each other because they belong to the parish family.

		<p>During the Meals Topic the children will learn that, families and groups share special meals. They will understand that Mass is Jesus' special meal.</p> <ul style="list-style-type: none"> To be able to talk about their experience and feelings about meals which are special to them. To be able to say what they wonder about why people share special meals. To be able to ask and respond to questions about meals which are special to them. To be able to recognise / retell the story of Jesus' special meal at the Last Supper. To be able to use religious words to say what happens at Holy Communion during Mass.
<p><u>Key Vocabulary</u></p> <p>number, count (on, back, to, from), more (than), less (than), fewer, greater, most, least, units, ones, tens, hundreds, exchange, digit, equal to, estimate, guess, roughly, about the same as +, add, more, plus, make, sum, total, altogether, put together, score, double, near double, one more, two more... ten more, how many more to make...? How many more is ... than ...? subtract, take (away), minus, leave, how many are left/left over?, how many have gone?, one less, two less... ten less, how many fewer is ... than ...? How much less is ...?, difference between, distance between, half, halve, =, equals, sign, is the same as</p>	<p><u>Key Vocabulary</u></p> <p>observing, measuring, recording, asking questions, describing, arm, leg, head, shoulder, knee, foot, wrist, chest, ankle, toes,</p>	<p><u>Key Vocabulary</u></p> <p>Special people, greeters, Sunday, holy, Jesus, Presentation, church, community, temple, altar servers, Extraordinary ministers, readers, choir, cleaners, priest, collectors, musicians</p> <p>family, meal, Mass, share, blessing, bread, host, wine, altar, Last Supper, Holy Communion, Preparation of the Gifts, litany, chalice</p>
<p><u>Help me at Home by:</u></p> <p>Learning to count forwards and backwards from any number to 50.</p> <p>Learn to count in 2's and 5's.</p> <p>Count items and objects in the home and when you're out and about.</p> <p>Model the important vocabulary we discuss at school.</p>	<p><u>Help me at Home by:</u></p> <p>Take your child on a nature walk to look at the changes during the different seasons.</p> <p>Learn the song: head, shoulders, knees and toes.</p> <p>Learning/using any important vocabulary.</p>	<p><u>Help me at Home by:</u></p> <p>Talk to your child about special people and meals that you have had in your family. Look at photographs of special people in your family.</p> <p>Learning/using any important vocabulary.</p>
Foundation Subjects		
<p><u>PHSE: Health and wellbeing</u></p> <p>During PSHE the children will learn about being healthy; hygiene; medicines; people who help us with health</p>	<p><u>HISTORY</u></p>	<p><u>GEOGRAPHY: Hot and Cold Countries</u></p> <p>During Geography the children will learn about living in Antarctica. They will discover its physical and human features and what lives</p>

<ul style="list-style-type: none"> • What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • That things people put into or onto their bodies can affect how they feel • How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • Why hygiene is important and how simple hygiene routines can stop germs from being passed on • What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 		<p>there. The children will name and locate the 7 continents and 5 oceans.</p> <ul style="list-style-type: none"> • Know names of 7 continents & 5 oceans • Start to use world maps, atlases and globes • Talk about similarities and differences between area of UK and non-European area • Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain • Talk about daily weather and seasonal weather patterns in the UK • Find hot and cold areas in world using atlases
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Vaccine, medicine, hygiene, healthy, teeth, private, doctor, dentist</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Chorley, North, South, East, West, city, town, village, house, office, shop, motorway, beach, cliff, coast, forest, hill, mountain, sea, ocean, river,</p>
<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Talk to your child about being healthy and how to brush your teeth!</p> <p style="text-align: center;">Learning/using any important vocabulary.</p>	<p style="text-align: center;"><u>Help me at Home by</u></p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Enjoy exploring the theme of 'Antarctica' in a creative way. Maybe through a piece of art, a poster, researching the animals, designing a building from recycled materials.</p>
<p style="text-align: center;"><u>PE / Gymnastics</u></p> <p>During Gymnastics the children will learn to create a sequence on the floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping.</p> <p>During Games the children will learn to kick a ball and apply the skills and tactics needed in a game</p> <ul style="list-style-type: none"> • To walk forwards and backwards. • To travel on hands and feet. • To make tall thin, star and tuck shapes. • To perform a pencil roll. • To jump in the air with a straight shape, tuck shape. • To perform an egg roll and rock and roll. • To be still during balances. • To link moves with different shapes to make a sequence. • To transfer a sequence from the floor to apparatus. 	<p style="text-align: center;"><u>MUSIC</u></p> <p>During this unit In The Groove the children will learn a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <ul style="list-style-type: none"> • To know 5 songs off by heart. • To know and recognise the sound and names of some of the instruments they use. • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To know that music has a steady pulse, like a heartbeat. • Learn about voices, singing notes of different pitches (high and low). • To learn that they can make different types of sounds with their voices -you can rap or say words in rhythm. 	<p style="text-align: center;"><u>Design Technology: Mechanisms</u></p> <p>During DT (mechanisms) the children will learn to design, make and evaluate a simple product</p> <ul style="list-style-type: none"> • Design simple products that work and look appealing • Discuss and draw ideas and use ICT to communicate • Explore simple mechanisms • Use a range of materials and components eg construction • Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish • Explore existing products eg home, school • Discuss own ideas and designs

<ul style="list-style-type: none"> • To kick an object with accuracy in different ways. • To run fast on the balls of my feet. • To use a simple tactic. • To apply the skill of kicking in a simple game to outwit an opponent. 	<ul style="list-style-type: none"> • To learn to start and stop singing when following a leader • To treat instruments carefully and with respect. • To play a tuned instrumental part with the song they perform. • To improvisation is about making up your own tunes on the spot. • To understand that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To choose a song they have learnt from the Scheme and perform it. 	
<p style="text-align: center;"><i>Key Vocabulary</i></p> <p style="text-align: center;">Travel, quick, light, high, low, turn, fast, slow, still forwards, backwards, run, roll</p>	<p style="text-align: center;"><i>Key Vocabulary</i></p> <p style="text-align: center;">Reggae, appraising, arrangement, backing, balance, band, chord, chorus, cover, rhythm, pulse, instrument</p>	<p style="text-align: center;"><i>Key Vocabulary</i></p> <p style="text-align: center;">Design, make, evaluate, explore, investigate,</p>
<p style="text-align: center;"><i>Help me at Home by:</i></p> <p style="text-align: center;">Playing ball games to practise the skills of kicking.</p>	<p style="text-align: center;"><i>Help me at Home by:</i></p> <p style="text-align: center;">Listening to music, discussing favourite music and the instruments they can hear etc.</p>	<p style="text-align: center;"><i>Help me at Home by:</i></p> <p style="text-align: center;">Enjoy exploring mechanisms by creating your own</p>
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">We will be inviting important visitors to be questioned on our Throne of Words - can you help?</p> <p style="text-align: center;">We will explore our local area as we discuss seasonal change.</p>		