

Heapey Class St. Joseph's Theme Overview: Spring 1

Spring 1 Theme – What is the difference between a canal and a river?

This topic looks at the local area near school and as geographers we will find out about the human and physical features of our local area. We will learn the difference between a canal and a river and investigate the physical and human features round our local area. We will learn all about maps, compass directions and how to follow a route.

Learning Challenge Questions:

Computing – What is an algorithm?

Science: Why is a human a mammal? Do all adults resemble their young? What is a life cycle? What do all living things need?

D.T: How can I attach this fabric? Can you make a stuffed teddy for a friend?

Geography: Where is the green bridge and how do I get there? What is the difference between a river and a canal? What does it look like from above?

Core Subjects

READING

We will develop a love of reading through the shared reading of quality texts. We will develop our independent reading skills through phonic lessons and one to one reading.

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.
- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes, e.g. ow in clown and willow.
- Read words containing common suffixes e.g. -ing, -ed, -er, -est, -y.

WRITING

In our second narrative unit we will be looking at 'Traditional Tales with a Twist'

We will use 'Talk for Writing' to learn a version off by heart and retell it using a story map. We will then write an independent innovated version of the story and show off the writing skills we have learnt.

- Say, write and punctuate simple and compound sentences using the joining words and and but (co-ordination).
- Use sentences with different forms: questions and exclamations.
- Secure the use of full stops, capital letters, exclamation marks and question marks.
- Use subordination for time using when e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.

COMPUTING

Using the DARES approach to computing, we will develop our programming skills using the BeeBot App.

Computational Thinking

- I can use logical reasoning to predict the outcome of algorithms I can debug algorithms

Coding/Programming

- I understand programs follow precise instructions
- I can create programs using different digital devices E.g. Bee Bot or ScratchJr on a tablet
- I can debug programs of increasing complexity

<ul style="list-style-type: none"> • Read further common exception words, noting tricky parts (see Year 2 list below). • Sequence the main events in stories using prompts, e.g. pictures, objects or questions. Discuss in a small group. • Orally retell simple stories, fairy tales and traditional tales as part of a group. • Recognise the use of repetitive language within a simple story. • Learn and recite a poem. • Make personal reading choices and provide recommendations to others. • Choose favourite words and phrases from a text. • Identify unfamiliar words within the context of a text and discuss meanings as a group. • Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks. • Pose and orally rehearse questions prior to reading non-fiction texts. • Recognise when a text does not make sense while reading. • Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions. • Discuss their understanding of a text and give opinions e.g. I wouldn't like to live next door to those noisy pirates! • Develop and demonstrate their understanding of characters through role play and drama, e.g. hot seating, magic mirror, magic microphone. • Draw inferences about characters from the text e.g. what is the character thinking, saying and feeling? • Make predictions based on what has been read so far and give reasons. • Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. • Make contributions to discussions about texts in different group situations, e.g. pairs, guided groups. • In discussions about books, listen to contributions from others and give simple responses, e.g. I agree because..., I disagree because... 	<ul style="list-style-type: none"> • Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat. • Use the subordinating conjunction that in oral sentences using starter prompts, e.g. I hope that ...; My teacher told me that...; He said that... • Identify, understand and select verbs to complete sentences. • Use past tense accurately and consistently for narratives, recounts and historical reports. • Identify, understand and select nouns to complete sentences. • Generate, select and effectively use adjectives. • Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas. • Orally rehearse each sentence prior to writing including simple and compound sentences. • Identify purpose and audience for writing, e.g. to entertain children in Reception with our traditional tales. Discuss the language needed, e.g. story book language; repeated words and phrases to join in with. • Proofread to check for errors in spelling, grammar and punctuation. 	
<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">Key Vocabulary</p>

<p>Inference, retrieve, deduction, vocabulary, skim, scan, author, non-fiction fiction</p>	<p>Noun-phrase, noun, verb, adjective, bossy verb, joining word, time word, full stop, comma, exclamation mark, question mark, full sentence, opening, middle, end, introduction, subheading, title, bullet point</p>	<p>Forward, back, left right, turn, half, algorithm, steps, sequence</p>
<p>Help me at Home by:</p> <p>Listening to me read every night.</p> <p>Read me a bedtime story.</p>	<p>Help me at Home by:</p> <p>Encourage me to go on Spelling Shed to learn my spellings. When I write remind me to park my pencil and check what I have written.</p>	<p>Help me at Home by:</p> <p>Download the app and help me refine my programming skills</p>
<p>MATHS</p> <p>During maths lessons we will look at multiplication and division of the 2,5 and 10 times tables.</p> <p>We will also be learning about money including identifying amounts, finding totals, and finding change</p> <ul style="list-style-type: none"> • Recognise equal groups. • Make equal groups. • Add equal groups. • Multiplication sentences using the x symbol. • Multiplication sentences from pictures. • Use arrays. • 2 times-table. • 5 times-table. • 10 times-table. • Make equal groups- sharing • Make equal groups-grouping • Odd and even numbers • Divide by 2 • Divide by 5 • Divide by 10 <p>Money</p> <ul style="list-style-type: none"> • Count money –pence. • Count money –pounds (notes and coins). 	<p>SCIENCE</p> <p>Animal survival and growth.</p> <p>As scientists the children will notice that animals have offspring which grow into adults and find out about and describe the basic needs of animals for survival (water, food and air). We will also be improving our scientific enquiry by:</p> <ul style="list-style-type: none"> • To observe, through video or first-hand observation and measurement, how different animals grow • To ask questions about what things animals need for survival suggesting ways to find answers to their questions. • To describe the main changes as young animal offspring grow into adults (at least: between egg and adult bird; between egg and adult insect; between baby and adult mammal) 	<p>RE</p> <p>Books</p> <p>We will focus our learning on Bible stories from the New and Old Testament, learn about the Baptism of Jesus and the different special books we have in church</p> <p>Some children will be able to recognise that the Bible is a special book and name some of the stories in the Bible.</p> <p>Some children will be able to recognise and name some of the special books used in church and the people who use them.</p> <p>Some children will be able to ask and respond to questions about their own and others’ experience and feeling of the different books that are used at home and school.</p> <p>Some children will be able to retell the story of the Baptism of Jesus.</p> <p>Some children will be able to describe how the Gospels are used by the parish family.</p> <p>Some children will be able to use religious words and phrases to describe the actions and symbols related to proclaiming the Gospel.</p>

<ul style="list-style-type: none"> • Count money –notes and coins. • Select money. • Make the same amount. • Compare money. • Find the total. • Find the difference. • Find change. • Two-step problems. 		
<p style="text-align: center;">Key Vocabulary</p> <p>represents, equal to, repeated addition, array, row, column, lots of, groups of, times,..., ones, twos, threes, fives, tens, exchange, digit, place, place value, represents, equal to, repeated addition, array, row, column, lots of, equal groups of, divide, divided by, divided into, share (equally), how many... in...?, left(over), remainder, halve, sequence, continue, predict, rule</p> <p>money, coin, note, penny, pence (p), pound (£), price, cost, buy, bought, sell, sold, spend, spent, pay, change, dear, costs more, expensive, cheap, costs less, cheaper, how much...?, how many...?, total, value</p>	<p style="text-align: center;">Key Vocabulary</p> <p>observing, measuring, asking questions, describing, offspring, survival, insect, adult, young, mammal</p>	<p style="text-align: center;">Key Vocabulary</p> <p>books, library, text book, reverence, respect, Scripture, lectern, Gospel, Bible, New Testament, Old Testament, genre, thurible, missal</p>
<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Encourage me to learn my times tables</p> <p>Spend 10 minutes a day on hit the button- number bonds, doubles, halves, 2, 5 and 10 times tables</p>	<p style="text-align: center;">Help me at Home by:</p> <p>Discuss animals and their young. Find out about different mammals, birds, reptiles and amphibians. Be creative and make a life cycle model of a living thing of your choice</p>	<p style="text-align: center;">Help me at Home by:</p> <p>Read Bible stories with me from the Old and New Testament.</p>

Foundation Subjects

PHSE

During PSHE we will be finding out- What helps us to stay safe?

- how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
- how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
- how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns the

Key Vocabulary

Safe, risk, unsafe, secrets, trust, worried, uncomfortable, online, unfamiliar

Help me at Home by

Remind your child how to keep safe online, crossing roads, stranger danger etc

PE

In Gymnastic we will learn a routine which includes, travel, jump and balance

- Jump and land 2 feet to 2 feet
- Jump in the air with a straight, star and tuck shape
- Travel on hands and feet
- Balance on large body parts
- Perform an egg and pencil roll

MUSIC

Children will listen too and perform ' I Wanna Play In A Band' a Rock song for children

- To know five songs off by heart.
- To know some songs have a chorus or a response/answer part.
- To know that songs have a musical style.
- To know that music has a steady pulse, like a heartbeat.

GEOGRAPHY

During Geography the children will learn about our local area. They will discover its physical and human features and focus in particular on the canal and its surrounding area.

- Identify similarities and differences in physical/human geography between an area of the UK
- Develop geographical vocabulary eg *rural, urban, town, countryside, vegetation*
- Use aerial photos and plans to identify features human and physical
- Use simple compass directions and locational language to describe the location of features and routes on a map
- Devise simple maps and create a key using symbols

Key Vocabulary

Chorley, North, South, East, West, city, town, village, house, office, shop, motorway, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, canal. woodland

Help me at Home by

Go for a walk along the canal. Spot human and physical features around our local area.

DESIGN TECHNOLOGY

Children will design and make a stuffed teddy using stiches to stick the materials together.

- Select from and use a wide range of materials and components (according to their characteristics) eg construction, textiles and ingredients

<ul style="list-style-type: none"> • Perform a teddy roll • Show clear start and finish positions • Pick 4 different moves and make a sequence 	<ul style="list-style-type: none"> • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. • Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> • Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish • Explore and evaluate a range of existing products eg home, school • Evaluate own ideas and designs against given design criteria • Design products for others and themselves that are purposeful, functional and appealing • Generate, develop, model and communicate ideas through talking, drawing, templates and ICT
<p style="text-align: center;">Key Vocabulary</p> <p>Tuck, balance, pike, travel, start position end position, star shape,</p>	<p style="text-align: center;">Key Vocabulary:</p> <p>appraising, arrangement, backing, balance, band, chord, chorus, cover, rhythm, pulse, instrument</p>	<p style="text-align: center;">Key Vocabulary:</p> <p>investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function , fabric, running stich, over stich, needle, sew</p>
<p style="text-align: center;">Help me at home by:</p> <p style="text-align: center;">Make up a gymnastic routine</p>	<p style="text-align: center;">Help me at home by:</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;">Help me at home by:</p> <p style="text-align: center;">Sew together. Sew badges on for Rainbows or Beavers.</p>
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">Take a walk along the canal using a route on a map created by ourselves. Walk round the local area and highlight an environmental issue and how we can solve it.</p>		