



Duxbury Class St. Joseph's Theme Overview



Spring One Theme – Arctic Explorers

This project teaches children about life in the Arctic. The children will learn about the changing weather climates, where the Arctic is in the world. Who and what lives there in geography, in science we will work scientifically to look at a variety of plants in our local area and compare them to plants in the Arctic circle. We will use our observation to describe the basic structure of a common flowering plants and trees. In geography, we will look at traditional Inuit and Saami homes and build a structure inspired by their traditional designs.

Learning Challenge Questions:

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

Science: What is the basic structure of a common flowering plant or tree?

Geography: What is it like to live in the Arctic and how does it compare to Chorley?

Core Subjects

READING

During Reading the children will experience a wide range of texts. They will look at both fiction and non-fiction

- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g. i in fin and mind; er in farmer and her; g in giant and grand; ear in pearl and hearing.
- Read words with contractions e.g. I'm, I'll, we'll.
- 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.
- Discuss key vocabulary, linking meanings of new words to those already known.
- Discuss the title and predict what the story might be about.
- Develop and demonstrate their understanding of characters and events through role play and drama.
- 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.

WRITING

During writing the children will experience writing for a real purpose and an audience. They will look at fictional tales and non-fiction related to the Arctic. .

- Say, and hold in memory whilst writing, sentences that can be read by themselves and others
- Use capital letters, finger spaces 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. Peel the banana and slice it into pieces.
- Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.
- Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.
- Orally compose every sentence before writing, including compound sentences using the joining word 'and'.
- Re-read every sentence to check it makes sense.
- Orally compose and sequence their own sentences to write short narratives and recounts.

COMPUTING

The children will create their own podcast using an app called garage band where they will add their own jingle and talk about the hot and cold places we have studied in geography. We will then share these podcasts on Seesaw to parents.

- To plan what information they will include in their podcast.
- To design a Jingle for the opening and ending of the Podcast.
- To record their own audio and save it.
- To edit audio to make it louder, quieter or to change the pitch
- Use a variety of instruments and be able to discuss why they chose specific instruments.
- To evaluate and discuss their own and others work.

<ul style="list-style-type: none"> Recognise when a text does not make sense while reading and, with prompting, can correct. Answer 'why' questions requiring basic inference, e.g. Why do you think he said...? Why do you think he did that? Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. 	<ul style="list-style-type: none"> 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. 	
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">phoneme, grapheme, digraph, tri-graph, tricky words</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">Capital letter, full stop, finger space, question mark, exclamation mark, joining words</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">Design, apply, refine, evaluate, share, audio, save, record, volume, pitch, instruments, high, low, slow, fast</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Reading for 10 minutes every night from your home reading books and phonics packs.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Helping your child to learn to read and spell the appropriate phase 4, 5 tricky words (words they cannot use their phonics to read) and high frequency words for your child.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Why not create a podcast at home about your weekend or a special interest? You could use garage band or another audio recording app.</p>
<p style="text-align: center;"><u>MATHS</u></p> <p style="text-align: center;">During Maths the children will learn about place value (within 20) and addition and subtraction (within 20)</p> <ul style="list-style-type: none"> To use a number line To count, understand and order numbers within 20. 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 both pictorially and using abstract methods. To be able to find one more and one less than a given number to 50. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. To compare objects and numbers to 50. To learn to count in 2's. To double a number Use subtraction to find the difference 	<p style="text-align: center;"><u>SCIENCE: Plants</u></p> <p style="text-align: center;">During Science the children will be able to identify and name a range of different common and wild plants, describing their structure.</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal). Observe changes across the four seasons. <p style="text-align: center;">Pupils will work scientifically by using their observations to:</p> <ul style="list-style-type: none"> Observing closely, perhaps using magnifying glasses. Comparing and contrasting familiar plants. Describing how they were able to identify and group them, and Drawing diagrams showing the parts of different plants including trees. Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. <p>Comparing and contrasting what they have found out about different plants</p>	<p style="text-align: center;"><u>RE</u></p> <p style="text-align: center;">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 style="text-align: center;">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.

		<ul style="list-style-type: none"> 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 style="text-align: center;"><u>Key Vocabulary</u></p> <p>number, count (on, back, to, from), more (than), less (than), fewer, greater, most, least, same as +, add, more, plus, make, sum, total, altogether, put together, 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 style="text-align: center;"><u>Key Vocabulary</u></p> <p>Trees, common, flower, plant, stem, leaf, root, stem. trunk, seed branch, petal, bud, bulb, evergreen, deciduous observing, measuring, recording, asking questions, describing,</p>	<p style="text-align: center;"><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 style="text-align: center;"><u>Help me at Home by:</u></p> <p>Learning to count forwards and backwards from any number to 50.</p> <p style="text-align: center;">Learn to count in 2's</p> <p style="text-align: center;">Number bonds to 20 eg: 8+2/ 18+2</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Visit your local park, garden or a local nature area to observe what plants you can see. Take pictures and make a collage or draw your findings.</p>	<p style="text-align: center;"><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 style="text-align: center;">Learning/using any important vocabulary.</p>
Foundation Subjects		
<p style="text-align: center;"><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> <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 style="text-align: center;"><u>HISTORY- Spring 2</u></p>	<p style="text-align: center;"><u>GEOGRAPHY: Hot and Cold Countries</u></p> <p>During Geography the children will learn about living in the Arctic They will discover its physical and human features and who lives there looking at the animals and indigenous cultures (Inuit and Saami).</p> <ul style="list-style-type: none"> Know the names of 7 continents & 5 oceans Start to use world maps, atlases and globes to identify the continents and oceans, Talk about similarities and differences between area of UK and non-European area (Arctic) Talk about daily weather and seasonal weather patterns in the UK Find hot and cold areas in world using atlases Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain

<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>south, west, north, east, compass, turn up, opposite, map, ocean, country, continent, globe, atlas, United Kingdom, Europe, climate, temperature, hot, cold, seasons, climate, Arctic, oceans,</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>To use Google Earth to explore areas of the Arctic circle or use Kiddle to look for what animals call the Arctic their home.</p>
<p style="text-align: center;"><u>OAA/ 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 style="text-align: center;">During OAA To walk forwards and backwards.</p> <ul style="list-style-type: none"> • 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. • To take responsibility for self and others. • To remember objects on a trail • To work together as part of a team. • To work collaboratively to record answers • To complete a journey of the schools' grounds • To navigate and make decisions on directions • 	<p style="text-align: center;"><u>MUSIC</u></p> <p>During this unit Round and Round the children will learn a song that was specially written for classroom use to teach children about different styles of music. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p> <ul style="list-style-type: none"> • To know 1 song 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 the names of the notes in their instrumental part from memory or when written down. • To learn the names of the instruments they are playing. • To learn to start and stop singing when following a leader • To treat instruments carefully and with respect. • To help to create a simple melody using one, two or three notes. <ul style="list-style-type: none"> • To choose a song they have learnt from the Scheme and perform it 	<p style="text-align: center;"><u>Design Technology: Structures</u></p> <p>During this unit the children will look at traditional homes from two indigenous cultures (Inuit and Saami). The children will try to create their own structure inspired by these cultures.</p> <ul style="list-style-type: none"> • To start to build structures, exploring ways to stiffen, stabilise and strengthen • To use a range of tools and equipment to perform practical tasks • To use a range of materials and components • To explore real and existing products • To discuss their own ideas and designs against design criteria
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Travel, quick, light, high, low, turn, fast, slow, still</p> <p style="text-align: center;">forwards, backwards, run, roll</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Reggae, appraising, arrangement, backing, balance, band, chord, chorus, cover, rhythm, pulse, instrument</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Design, make, evaluate, explore, investigate, structures stiffen, strengthen, stable, cut, join, glue, tape, finish, construct</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 style="text-align: center;"><u>Help me at Home by:</u></p>

<p>Create a simple routine at home to perform to your family including a roll, shape, balance, jump and travel.</p> <p>Why not record it and add to Seesaw!</p>	<p>Listening to music, discussing favourite music and the instruments they can hear. Let your children teach you some of their moves!</p>	<p>Why not a model of your home or get creative and make an igloo at home. It could be an Igloo out of cushions or smaller model.</p>
<p>Visitors, Visits and Outdoor Learning within the theme:</p> <p>We will be exploring plants around or school and local area with a trip to Astley park, take part in STEM Learning activities related to geography and science (visitor in school or via zoom) and invite guest speakers into class as part of our special people unit.</p>		