



St. Joseph's Curriculum Overview (Cycle B) Autumn 1: Year 1



Autumn One Theme – Bright Lights, Big City

This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London. We will also travel back in time as historians to learn about The Great Fire of London.

Learning Challenge Questions:

Computing: What are the steps in completing your program / algorithm? How will you know that you have been successful?

Science: What do animals need to survive? How do animals change as they grow?

History: How did the Great Fire of London start? How have houses changed over time?

Geography: Where is London? What is it like to live in this place?

Core Subjects

READING

During Reading the children will experience a wide range of texts. They will look at stories that are familiar to them, labels and captions and Instructions.

- To read aloud accurately books that are consistent with their developing phonic knowledge.
- To apply phonic knowledge and skills as the route to decode words.
- To respond speedily with the correct sound to grapheme for the 44 phonemes.
- To recognise and use the different ways of pronouncing the same grapheme; e.g. ea in bread and seat; o in post and slot; a in hat and was; ow in snow and cow.
- To read accurately by blending sounds in unfamiliar words.
- To read common exception words, noting tricky parts.
- To develop fluency, accuracy and confidence by re-reading books.
- To recognise and join in with language patterns and repetition during class story times.
- To orally retell stories using props and pictures.
- To discuss key vocabulary, linking meanings of new words to those already known.
- To develop and demonstrate their understanding of characters through role play and drama.
- To demonstrate understanding of texts by answering questions related to who, what, where and when.
- To make predictions based on what has been read so far.
- To recall information from non-fiction texts, e.g. by saying something they have found out.

Key Vocabulary

WRITING

During Writing the children will experience writing for a real purpose and audience. They will look at stories that are familiar to them, labels and captions and Instructions.

- To repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.
- With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.
- To use full stops to demarcate simple sentences.
- To recognise and write from memory capital letters.
- To use capital letter for the personal pronoun I.
- To identify and use question marks.
- To use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide.
- To orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse.
- With adult support, re-read every sentence to check it makes sense.
- To orally compose simple sentences to write short narratives or non-fiction texts, e.g. information text, postcard, instructions.
- To discuss their writing with adults and peers, giving an opinion, e.g. I like my story because...
- To read their writing to an adult.

Key Vocabulary

COMPUTING

Pupils will create their Robot Maze Games in ScratchJr <https://www.scratchjr.org/> This is a free app which can be run on Android or iOS tablets. This project is in two parts as pupils will first create their robot mazes and then challenge each other to write an algorithm and code to complete them i.e. get the robot to move along the maze correctly. It is in the second half of this project the key objectives of understanding sequence in programs and debugging is targeted.

- To create a simple program on a digital device e.g. Bee Bot or tablet.
- To use sequence in programs.
- To locate and fix bugs in my program.
- To understand the sequence of an algorithm is important.
- To write simple algorithms.

Key Vocabulary

<p>phoneme, grapheme, digraph, tri -graph, tricky words</p>	<p>Capital letter, full stop, finger space, question mark, joining words</p>	<p>Design, apply, refine, evaluate, share Program, Bee Bot, sequence, algorithm</p>
<p><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><u>Help me at Home by:</u></p> <p>Helping your child to learn to spell the appropriate phase 3, 4, 5 tricky words and high frequency words for your child.</p> <p>When I write remind me to park my pencil and check what I have written.</p>	<p><u>Help me at Home by:</u></p> <p>Learning/using any new vocabulary, making a maze and use arrows to direct a character through it.</p>
<p><u>MATHS</u></p> <p>During Maths the children will learn about place value, addition and subtraction through the use of concrete, pictorial and abstract methods.</p> <ul style="list-style-type: none"> To sort, count and represent objects to 10. To count, read and write forwards and backwards from any number 0 to 10. To count one more and one less to 10. To compare groups/numbers using language such as equal, more/greater, less/fewer and introduce <, > and = symbols. To order groups/numbers of objects To learn ordinal numbers (1st, 2nd, 3rd ...) To use a number line and part-whole model for addition. To learn to use the Addition and subtraction symbol To learn fact families – addition/subtraction facts To find number bonds for numbers to 10 To understand Subtraction – taking away, how many left? crossing out, finding a part, breaking apart, counting back 	<p><u>SCIENCE</u></p> <p>During Science 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).</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><u>RE</u></p> <p>During the Families Topic the children will learn that, God knows and loves me and each one by name. They will also learn about the love and care shown in the family and how God loves and care for every family.</p> <ul style="list-style-type: none"> To be able to talk about their experience and feelings about the roles of people within families. To be able to say what they wonder about the care given to people within families. To be able to recognise the stories and psalms which reveal God's love and care. To be able to ask and respond to questions about the difference between families. To be able to retell some of the psalms and something about Jesus' childhood.
<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, asking questions, describing, offspring, survival, insect, adult, young, mammal</p>	<p><u>Key Vocabulary</u></p> <p>Family, belong, God, love, care, different, God's children, psalm, family of God, response</p>
<p><u>Help me at Home by:</u></p> <p>Learning to count forwards and backwards from any number to 20.</p> <p>Learning/using any important vocabulary</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 and how this affects the animals living in the environment. Learning/using any important vocabulary.</p>	<p><u>Help me at Home by:</u></p> <p>Talk to your child about their close and extended family, what makes them special and how they show love and care for each other. Look at photographs of the family.</p> <p>Learning/using any important vocabulary.</p>

Foundation Subjects

<u>PHSE</u>	<u>HISTORY</u>	<u>GEOGRAPHY</u>
<p>During PSHE the children will be able to identify what they like/dislike and are good at, what makes them special and how everyone has different strengths, how their personal features or qualities are unique to them, how they are similar or different to others, and what they have in common.</p> <ul style="list-style-type: none"> To recognise what makes them special To recognise the ways in which we are all unique To identify what they are good at, what they like and dislike To recognise the ways in which they are the same and different to others To recognise that everyone has different strengths 	<p>During History the children will learn about The Great Fire of London. They will discover when and where the fire started and compare houses from the past and present.</p> <ul style="list-style-type: none"> To recognise the distinction between past and present in their own and others' lives. To place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). To identify some similarities and differences between ways of life in different periods. To know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). To recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). To ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). 	<p>During Geography the children will learn about the location of London and compare it to living in Chorley. They will discover where London is and learn about its characteristics. The children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> To use a range of maps and globes (including picture maps) at different scales. To know that maps give information about places in the world (where/what?). To locate land and sea on maps. To recognise landmarks and basic human features on maps and aerial photos e.g. buildings, roads and fields. To draw a simple map e.g. of a garden, route map, place in a story. To use and construct basic symbols in a map key and know that symbols mean something on maps. To ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' To speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. To do simple searches within specific geographic software. To use a postcode to find a place on a digital map. To add simple labels to a digital map. To use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
Special, different, unique, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative.	before, after, a long time ago, past, present, London	city, town, village, factory, farm, house, office, port, harbour and shop
<u>Help me at Home by</u>	<u>Help me at Home by</u>	<u>Help me at Home by</u>
Talk to your child about their close and extended family, what makes them special and how they show love and care for each other, learning/using any important vocabulary.	Enjoy exploring the theme of 'London' in a creative way. Maybe through a piece of art, a poster, researching the history, designing a building from recycled materials, reading about events from the past.	Enjoy exploring the theme of 'London' in a creative way. Maybe through a piece of art, a poster, researching the history, designing a building from recycled materials, reading about events from the past.
<u>PE / Dance</u>	<u>MUSIC</u>	<u>ART</u>
<p>During Dance the children will learn explore, remember, repeat and link a range of actions with coordination and control.</p> <p>During Games the children will learn to roll a ball and apply the skills and tactics needed in a game</p> <ul style="list-style-type: none"> To explore, remember, repeat and link a range of actions with coordination and control. To compose a short dance independently. 	<p>Hey You! During this unit the children will learn how pulse, rhythm and pitch work together.</p> <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. 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. 	<p>During Art the children will learn about the artist Jackson Pollock. They will explore colour mixing with paint and drawing to recreate fire skylines.</p> <ul style="list-style-type: none"> To record and explore ideas from first hand observations. To ask and answer questions about the starting points for their work. To explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

<ul style="list-style-type: none"> • To show an awareness of expressive qualities. • To recognise and describe how different dance activities make them feel. • To explore the movements of a variety of different dances, music and cultures. • To link travel, turn and stillness within a sequence. • To run fast driving my arms backwards and forwards. • To roll a ball with accuracy. • To jump two feet to two feet. • To roll different types of equipment with accuracy. • To apply the skill of rolling in different ways. • To use simple tactics in a game. • To work in a group cooperatively. 	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • 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 or say words in rhythm. • Learn to start and stop singing when following a leader • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. 	<ul style="list-style-type: none"> • To observe and draw shapes from observations. • To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. • To identify primary and secondary colours by name. • To mix primary shades and tones. • To mix secondary colours. • To use a variety of tools and techniques including different brush sizes and types.
<p style="text-align: center;"><u>Key Vocabulary</u></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;"><u>Key Vocabulary</u></p> <p style="text-align: center;">a capella, appraising, arrangement, backing, balance, ballad, band, chord, chorus, cover</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">Shades, tones, artist, Jackson Pollock, observe. Primary colours, secondary colours</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Playing ball games to practise the skills of rolling a ball.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></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;"><u>Help me at Home by:</u></p> <p style="text-align: center;">Enjoy exploring the theme of 'London' in a creative way. Maybe through a piece of art, a poster, researching the history, designing a building from recycled materials, reading about events from the past.</p>
<p style="text-align: center;"><u>Visitors, Visits and Outdoor Learning within the theme:</u></p> <p style="text-align: center;">We will be exploring the bright lights of Chorley looking at its famous landmarks. Visit from the fire brigade. Throne of Words - Firefighter</p>		