

St Oswald's Catholic Primary School
Key Stage One: Autumn Term Planning 2022-23 CYCLE B
Raising Cultural Capital- See Enrichment Map

| | Autumn 1 4 days 6 weeks | Autumn 2 6 weeks 2 days |
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| English Literary Curriculum | <p><u>Blown away (4 days)</u> <u>Lost and Found (Y1) 3 weeks</u> Character descriptions, retelling, advice, instructions, non-chronological reports <u>Yeti and the Bird (Y1) 3 weeks</u> List of rules, letters, postcards, character descriptions, own version narrative</p> | <p><u>Great Fire Of London (Y2) – 2 weeks</u> Non-chronological report, warning posters, writing in role, diary entry in role <u>Iggy Peck Architect (Y2) 2 weeks</u> Labels, captions, character comparisons, thought and speech bubbles, fact files</p> |
| Maths | <p>Place Value within 10/20 Addition and Subtraction</p> | <p>Geometry – Shape Revision Week - Place Value/Addition and Subtraction Money</p> |
| RE ASSESSMENT TOPIC | <p>Beginnings Signs and Symbols</p> | <p>Signs and Symbols Other Faith Week – Judaism Preparations</p> |
| RSHE | <p>Family and Relationships No Outsiders The Big Book of Families Blown Away</p> | <p>Safety and the changing body No Outsiders – 1 lesson Just Because</p> |
| Science | | <p><u>Materials and their Properties</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> |
| History | | <p><u>What happened to London during the fire of 1666?</u> The Great Fire of London- significant historic event from the 17th Century! Contrast fire-safety from the past with today. Study the buildings of the period.</p> |
| Geography | <p><u>The UK – Capital Cities and the Weather</u> Learn about the UK, finding out about the human and physical features of countries of the UK, name and locate the capital cities in the UK, weather in the UK.</p> | |
| Art and Design | | <p><u>Painting and Drawing – Colour</u> The children will create a city scape by drawing then adding hot colours.</p> |
| DT | <p><u>Food and Nutrition</u> The children will create a healthy fruit and vegetable kebab for a picnic.</p> | |

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| Computing | <u>Programming – Bee-Bots</u> early programming skills using either the Bee:Bot or virtual Bee:Bot. | <u>Creating Media – Digital Imagery</u> Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase. |
| PE | Class dependent – refer to PE long term plan | Class dependent – refer to PE long term plan |
| Music | <u>Vocal and Body Percussion</u> Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas. | <u>British Songs</u> Creating sounds to represent three contrasting landscapes: seaside, countryside and city. |
| Key Dates/Information | Topical STEAM Days | |
| Blended Learning | Kapow, Oddizzi, Discovery Education, Maths.co.uk, phonics play, BBC bitesize, Oak Academy, TT Rockstars, Top Marks, White Rose Maths | |



St Oswald's Catholic Primary School
Key Stage One: Spring Term Planning 2021-22 CYCLE B

| | Spring 1 6 weeks | Spring 2 5 weeks |
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| English Literary Curriculum | <p align="center"><u>The Goldilocks Project (Y2) 3 weeks</u> Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions, sequel story</p> <p align="center"><u>Jim and the beanstalk (Y2) 3 weeks</u> Narrative retelling (inc dialogue), thought bubbles, informal letters, sequel story</p> | <p align="center"><u>Tadpole's Promise (Y2) – 3 weeks</u> Simple explanations, speech bubbles, setting descriptions, thought bubbles, extended explanations, own narrative</p> |
| Maths | <p align="center">Multiplication and Division</p> <p align="center">Addition and Subtraction</p> <p align="center">Place Value – within 20/50/100</p> | <p align="center">Fractions</p> <p align="center">Statistics</p> <p align="center">Geometry</p> |
| RE ASSESSMENT TOPIC | <p align="center">Books</p> <p align="center">Thanksgiving</p> <p align="center">Other Faith Week</p> | <p align="center">Thanksgiving</p> <p align="center">Opportunities</p> |
| RSHE | <p align="center">Health and Wellbeing</p> <p align="center">No Outsiders</p> <p align="center">The Odd Egg</p> | <p align="center">Citizenship</p> <p align="center">No Outsiders</p> <p align="center">The First Splodge</p> |
| Science | <p align="center"><u>Plants – Conditions for Growth</u> Observe and describe how seeds and bulbs grow into mature plants. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | <p align="center"><u>Living Things and their Habitats and Food Chains</u> Notice that animals, including humans, have offspring which grow into adults. find out about and describe the basic needs of animals, including humans, for survival (water, food and air). describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> |
| History | | <p align="center"><u>Toys</u> Find out about toys played with by parents/grandparents, make comparisons between toys today and toys from the past</p> |
| Geography | <p align="center"><u>Local Area study – Ashton-in-Makerfield</u> Physical and human features of our school grounds, use fieldwork to identify and record the main features of our local area</p> | |
| Art and Design | | <p align="center"><u>Sketching and Drawing Toys</u> The children will practise sketching techniques to sketch a final piece of a toy.</p> |
| DT | <p align="center"><u>Structures – Free Standing Structures</u> The children will create a piece of playground equipment for the local park.</p> | |

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| Computing | <u>Data Handling – Introduction to Data</u> Learn what data is and the different ways that it can be represented and developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers | <u>Programming – Scratch Jr</u> Explore what 'blocks' do, using the app 'Scratch Jr,' by carrying out an informative cycle of predict > test > review, programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke |
| PE | Class dependent – refer to PE long term plan | Class dependent – refer to PE long term plan |
| Music | <u>Traditional Western Stories</u> Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. | <u>Musical Vocabulary</u> Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments. |
| Key Dates/Information | Topical STEAM Days | |
| Blended Learning | Kapow, Oddizzi, Discovery Education, Maths.co.uk, phonics play, BBC bitesize, Oak Academy, TT Rockstars, Top Marks, White Rose Maths | |

St Oswald's Catholic Primary School
Key Stage One: Summer Term Planning 2021-22 CYCLE B

| | Summer 1 6 weeks | Summer 2 7 weeks |
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| English Literary Curriculum | <p align="center"><u>The Magic Bed (Y1) 3 weeks</u> Setting description, additional scene, description of magical piece of furniture, lists, own version fantasy story</p> <p align="center"><u>Wolves (Y2) 3 weeks</u> Captions, information writing, characters descriptions and comparisons, non chronological leaflet</p> | <p align="center"><u>The Dragon Machine (Y2) 3 weeks</u> Dragon guide and encyclopaedia letters of advice, dragon machine explanation, shopping list, descriptions, letters in role, own version dragon story,</p> <p align="center"><u>Rosie Revere – Engineer (Y2) 3 weeks</u> Short explanations, writing in role, reports, adverts, leaflet</p> |
| Maths | <p align="center">Time</p> <p align="center">Measurement Length/height, capacity, weight and volume, temperature</p> | <p align="center">Geometry – Position and Direction</p> <p align="center">Multiplication and Division</p> <p align="center">Addition and Subtraction</p> |
| RE ASSESSMENT TOPIC | <p align="center">Spread the Word</p> <p align="center">Rules</p> | <p align="center">Rules</p> <p align="center">Treasures</p> <p align="center">Other Faith Week</p> |
| RSHE | <p align="center">Economic Wellbeing</p> <p align="center">No Outsiders</p> | <p align="center">Transition</p> <p align="center">No Outsiders</p> |
| Science | <p align="center"><u>Seasonal Change</u> Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.</p> | |
| History | <p align="center"><u>Walter Tull - British Soldier and Footballer</u> Find out about Walter Tull using historical sources compare Walter's life and the life of footballers today. Identify how Walter Tull helped our country during WWI</p> | |
| Geography | | <p align="center"><u>Contrasting Locality – Mugaramino, Zambia</u> Locate Zambia and Mugaramino on a map, identify the physical and human features of Mugaramino, Find out about the river in Mugaramino and make comparisons to a river in our local area, learn about the life of people who live in Mugaramino</p> |
| Art and Design | <p align="center"><u>Sculpture – Clay</u> The children will practise imprinting in the clay, they will also add paint to create a 4 tile pieces for each different season.</p> | |
| DT | | <p align="center"><u>Mechanisms – Sliders and Levers</u> The children will make an information book on Zambia for their library area.</p> |
| Computing | <p align="center"><u>Creating Media – Stop Motion</u></p> | <p align="center"><u>Data Handling – International Space Station</u></p> |

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| | Storyboarding and simple animation creation using either tablet devices or devices with cameras | The International Space Station (ISS) is a fascinating real-world setting for teaching how data is collected, used and displayed as well as the scientific learning of the conditions needed for plants and animals, including humans, to survive. |
| PE | Class dependent – refer to PE long term plan | Class dependent – refer to PE long term plan |
| Music | <p style="text-align: center;"><u>Classical Music</u></p> Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. | <p style="text-align: center;"><u>Myths and Legends</u></p> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. |
| Key Dates/Information | Topical STEAM Day | |
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