**St Joseph’s Curriculum overview – Year One ROWAN 2023-202****4**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic name** | **Good to be me** | **Home Sweet Home** | **All creatures great and small** | **Transport** | **Near and Far** | **Homes from History** |
| Gospel Valuesand Virtues | PlayHealth | Honesty | Play | Health | Health | Play |
| British Values | Respect and Tolerance | Respect and Tolerance | Individual Liberty | Individual Liberty | DemocracyRule of law | DemocracyRule of LawRespect and Tolerance |
| English | Narrative – The Train RideNon Fiction Instructions – The Disgusting Sandwich | List Poetry – FireworksNarrative – The Queen’s Hat | Narrative – Traditional Tale - Little Red Riding Hood Rhyming Poetry – When I am by myself | Non Fiction – Travel JournalNarrative – The Way back home  | Narrative – Grandad’s IslandNon Fiction – Information Text - Seasons | Narrative – The Bear and the PianoNarrative – Traditional Tale - Pinocchio  |
| Literature class book |  |  |  |  |  |  |
| Maths(Power Maths) | Power Maths WR Unit 1-3Numbers to 10Part whole within 10Addition within 10 | Power Maths WR Unit 3 - 5Addition within 10 continuedSubtraction within 102d and 3d shapes | Power Maths WR Unit 6 – 7Numbers to 20Addition and Subtraction to 20 |  Power Maths WRUnit 8 - 10Numbers to 50Introducing length and heightIntroducing mass and capactiy | Power Maths WR Unit 11 - 13Multiplication and divisionFractions Position and direction | Power Maths WR Unit 14 -16Numbers to 100MoneyTime |
| Computing(Teach Computing) | ICT: Technology around us | ICT: Digital Painting | ICT: Digital Writing | ICT: Grouping data | ICT: Moving a robot | ICT: Introduction to animation |
| Science | Seasonal changes – Autumn **(1 lesson)**Animals including humans – focus on HUMANSIdentify, name, draw and label the basic parts of the human body and say which part is associated with each sense.*TAPS – body parts* | Plants – Oak tree study, observations from Autumn**(1lesson)**Animals including Humans – focus on ANIMALSIdentify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.Identify and group a range of animals. e.g. carnivores, herbivores and omnivoresIdentify key features of a range of common animals (fish, amphibians, reptiles, birds and mammals including pets).*TAPS- animal classification* | Plants – Oak tree study, observations from Winter**(1lesson)**Materials – Identify the materials which objects are made from*T**TAPS – Float and Sink* | Seasonal Changes – Spring **( 1 lesson)**Materials – Identify object/material and investigate suitability of material for purpose.*TAPS - Transparency* | Seasonal Changes - Observe weather across 4 seasons and change in day length. Link to lessons completed in autumn/spring*TAPS – Seasonal changes* | Plants -Identify and name a range of local plants, including deciduous and evergreen trees.Identify and describe the basic structure of a variety of common flowering plants, including trees.Complete oak tree study - Summer*TAPS – Plant structure* |
| RE(Come and See) | Family (Domestic Church)Belonging (Baptism)Judaism | Belonging (Baptism)IslamLoving (Advent) | Community (Local Church)Together (Eucharist) | Together (Eucharist)Giving (Lent/Easter) | Serving (Pentecost)Relationships (Reconciliation) | Relationships (Reconciliation)SikhismHinduismWorld (Universal Church) |
| PE | Manipulative skills | Games Applying Manipulative skills | Locomotor skills and Dance | Stability skills and gym | Athletics | Strike and Field |
| History | What was life like for people in the past?An introduction to the discipline of history with my family tree, and how schools, toys and the way we communicate have changed over time |  |  | Transport – How did people travel in the past?The development of transport by land, sea, air and space and the roles of key individuals |  | Homes – Where did people live in the past?How homes looked different in the past. |
| Geography |  | Home Sweet Home – What is it like to live here?Locating our school in our local area, andidentifying local physical and human features on a map and during fieldwork. | You’re Great Britain – What makes Britain great?Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features |  | What is it like to live in Kenya compared toExmouth?Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya |  |
| Art (Kapow) | *Drawing -* Make your mark/*Painting -* Colour Splash |  |  | *Sculpture*Paper Play | *Craft and design*Craft Embellishments |  |
| Design and Technology(Kapow) |  | Structures: WindmillsSliders and Movers – Christmas Card | Textiles:Puppets |  |  | Food:Fruit and Vegetables |
| Music(Charanga Units) | Introducing Beat | Bells Ring Out – Christmas Production | Adding Rhythm and Pitch | Introducing Tempo and Dynamics | Having fun with Improvisations | Explore sound and create a story |
|  MFL |  N/A |
| PSHE/ RSE(Ten/Ten Kapow) | Module 1 Unit 1 and 2Created and loved by God KAPOW**Economic Well-Being**Lesson 1 – Introduction to MoneyLesson 2 – Looking After Money | Module 1 Unit 3 and 4Created and loved by God **Economic Well-Being**Lesson 3 – Banks And Building SocietiesLesson 4 – Saving and SpendingLesson 5 – Jobs in School | Module 2 Unit 1 and 2Created to love othersKAPOW **Health and well-being**Lesson 5 – Handwashing and personal hygiene | Module 2 Unit 3Created to love others | Module 3 Unit 1Created to live in a community KAPOW **Health and well-being**Lesson 6 – Sun safety | Module 3 Unit 2Created to live in a communityKAPOW**Citizenship**Lesson 1 - RulesLesson 2 – Caring for others and animalsLesson 3 – The needs of othersLesson 4 – Similar, yet differentLesson 5 – BelongingLesson 6 – Democratic Decisions Lesson 7 - Year 1 Transition Lesson |