**St Joseph’s Curriculum overview – Year One ROWAN** 

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|  | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | | **Spring 2** | | | **Summer 1** | | **Summer 2** | | |
| **Topic name** | **Marvellous Minds** | | | **ROAR!**  **Christmas** | | | **Explorers** | | | **Wicked Weather** | | | **Fire! Fire!** | | **Postcards from Exmouth** | | |
| **English** | F – The Disgusting Sandwich (Descriptive sentences)  NF – Instructions (How to Wash a Wooly Mammoth)  NF - Lists, Labels and Captions (Sally and the Limpet) | | | F – There’s a Dinosaur in my Bath (Fantasy)  Poetry – Bonfire poetry (rhyme) | | | F – Traditional tales  Little Red Riding Hood  Jack and beanstalk  Gingerbread man  NF – Instructions  How to grow a beanstalk | | | NF – Non Chronological Report - Animals  Poetry – Journey poems - The Train Ride June Crebbin | | | F – Handas Surprise  NF – Newspaper report non Great Fire of London | | **CLPE The Bee who Spoke**  **by Al Macguish**  **Where the Wild Things are**  Letter Writing - Postcard from Exmouth | | |
| **Maths** | **Number Sense:** Represent and explain what happens when we count forwards and backwards in ones.  **Additive Reasoning**: Solve addition and subtraction problems using their knowledge of one more one less and number bonds.  **Geometric Reasoning:** Recognise and identify shapes in the environment. | | | **Number Sense:**  Find one more less than a number and compare numbers to 100.  **Additive Reasoning:**  Solve addition and subtraction problems using their number bonds for ten to derive bonds for 20.  **Number Sense:**  Represent and explain what happens when counting in two and tens and connect this with adding and subtracting two and ten. | | | **Number Sense:**  Represent and explain what happens when counting in two and tens and connect this with adding and subtracting two and ten.  **Multiplicative Reasoning:**  Represent and explain how to solve problems involving multiplying and dividing by two and ten, with support. | | | **Number Sense**  Represent and explain how to use their counting to measure lengths.  **Additive Reasoning**  Solve, represent and record addition and subtraction problems, appropriately choosing and using their number facts and counting (using numbers up to 20).  **Geometric Reasoning**  Recognise and identify shapes in their environment and justify their thinking and create simple repeating patterns | | | **Number Sense:**  Represent and explain what happens when counting in different steps and connect this with adding and subtracting and measuring. They can explain how they know which numbers are multiples of two, five and ten.  **Additive Reasoning:**  Solve, represent and record addition and subtraction problems, appropriately choosing and using their number facts and counting (using numbers up to 20) | | **Multiplicative Reasoning:**  Represent and explain what happens when doubling and halving in the context of both discrete objects and continuous measures. They can show and tell the time, on an analogue clock, on the hour and half past.  **Geometric Reasoning:**  Use their understanding of halves and quarters to talk about shapes and movement (turns) and solve related problems. | | |
| **Computing** | ICT: Our Local Area (DL and IT) | | | ICT: ‘Walking with Dinosaurs’ (CS) | | | ICT: Young Investigators (DL and IT) | | | ICT: Crazy Creatures (CS) | | | ICT: Ready, Steady, go (CS and IT) | | ICT: We are all connected (CS and DL) | | |
| **Science** | **Animals including humans**  Classifying animals/structure/ | | | | **Materials**  Identify/sort/name materials | | | **Animals and their habitats.**  Explore 8 habitats and animals living there. | | **Seasons**  observe weather across 4 seasons and change in day length | | **Materials**  Identify object/material and investigate suitability of material for purpose. Link Great Fire London. | | | | | **Plants**  Identify main parts of flowers/ trees. Identify wild flowers. |
| **RE** | Family (Domestic Chruch)  Belonging (Baptism) | Belonging (Baptism)  Judaism  Islam  Loving (Advent) | | | | Community (Local Church)  Together (Eucharist) | | | Together (Eucharist)  Giving (Lent/Easter) | | Serving (Pentecost)  Relationships (Reconciliation) | | | Relationships (Reconciliation)  Sikhism  Hinuism  World (Universal Church) | | | |
| **History** |  | | | Dinosaurs – local links to the Jurassic coast, Mary Anning. | | | Christopher Columbus | | |  | | | Great Fire of London compared to Royal Clarence Fire 2016. | |  | | |
| **Geography** | Map work – our local area, St Josephs and Exmouth. | |  | | | |  | | | Weather  Links to UK. Weather forecasting. | | |  | | | UK - Exploring Exmouth (link letter writing penpals from London) | |
| **Music** | Our bodies (beat) | | | Singing | | | Animals (pitch) | | | Weather (Exploring sounds) | | | Water (pitch) | | Pattern (beat) | | |
| **Design and Technology** |  | | | Making a Christmas card with a lever | | |  | | | Weather themed | | | Healthy eating/Baking | |  | | |
| **Art** | Drawing | | | Weaving | | | Painting | | | Printing | | | Sculpture | | Collage | | |
| **PSHE/ RSE** | Module 3 Unit 1Created to live in a community | | | Module 3 Unit 2  Created to live in a community | | | Module 2 Unit 1 and 2  Created to love others | | | Module 2 Unit 3  Created to love others | | | Module 1 Unit 1 and 2 Created and loved by God | | Module 1 Unit 3 and 4  Created and loved by God | | |
| **PE** | Manipulative skills | | | Games Applying Manipulative skills | | | Locomotor skills and Dance | | | Stability skills and gym | | | Athletics | | Strike and Field | | |