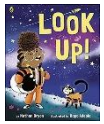
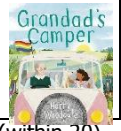
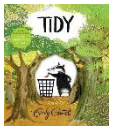
St. Joseph's Catholic Primary School

Curriculum Overview

Year 1 – Route A

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English	**Look Up!** *Narrative* 	**Great Fire of London** *Non - Fiction*	**Grandad's Camper** *Narrative* 	**My name is not Refugee** *Recount*	**Tidy** *Persuasion* 	**Illustrated stories from Shakespeare** *Fiction*
Maths	Place Value (within 10) Addition and Subtraction (within 10) Shape		Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume		Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time	
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Science	Y1 Exploring everyday materials 1	Y1 – Exploring everyday materials 2 WS – Bridge testers	Y1 Animals including humans all about me	Y1 Animals including humans all about animals) WS – Animal classification	Y1 Plants	Y2 Growing Plants WS – Plant structure
Computing	Computing Systems and Networks: Technology Around Us	Creating Media : Digital Painting	Programming A: Moving a Robot	Data Information : Grouping Information	Creating Media: Digital Writing	Programming B : Programming Animation
PE	Multi Skills (Throwing/Catching)	Multi Skills (Dribbling/Controlling)	Multi Skills (Aiming/Striking)	Multi Skills (Throwing/Catching)	Multi Skills (Dribbling/Controlling)	Multi Skills (Aiming/Striking)
Geography		What will we find in our local area?		What are the seven continents and five oceans of the world?		How are Winsford and Pointe-a-Pierre (in Trinidad) the same and different?
History	Has St Joseph's always been as it is today? What do we remember in November?		How significant has transport been to the story of Winsford and why do we have a salt mine?		How were the lives of these famous explorers the same or different? – Ibn Battuta, Ernest Shackleton and Marianne Brocklehurst?	

Music	**Menu song** Active listening (movement) Beat	**Colonel Hathi's march** Beat, March, Timbre, Music from a film **Magical musical aquarium** Timbre, Pitch Structure, Graphic symbols, Classical music	**Football** Beat, Ostinato, Pitched/unpitched patterns, Mi-ri-do	**Who stole my chickens and my hens?** Beat, Rests, Rhythm patterns, Higher/lower	**Dancing and drawing to Nautilus** Active listening, Electronic music **Cat and mouse** Mood, Tempo, Dynamics, Rhythm, Dot notation	**Come dance with me** Call-and-response, Tuned percussion skills, Rhythm and syllables, Pitch
Art	Drawing: Exploring line and shape		Craft and design: Woven wonders		Craft and design: Map it out	
Design and Technology		Mechanisms: Matching slider game		Mechanisms: Wheels and axles		Cooking and nutrition: Smoothies
RSE/PSHE	1.1 Story Sessions: Let the Children Come	2.1.1 God Loves You	2.2.1 Special People 2.2.2 Treat Others Well… 2.2.3 …And Say Sorry	2.4.1 Good and Bad Secrets 2.4.2 Physical Contact 2.4.3 Harmful Substances 2.4.4 and 2.4.5 Can You Help Me? (Part 1 and 2)	3.1.1 Three in One 3.1.2 Who Is My Neighbour?	3.2.1 The Communities We Live In 3.2.2 Who Will I Be?
P4C	**Setting ground rules and sharing concepts** General introduction to P4C enquiries. Setting ground rules. Understanding what makes a philosophical question Can show interest when other children are talking Confidently sharing first thoughts from stimulus		**Identifying some simple concepts** Starting to understand the 'bigger idea' behind a stimulus Concept builder activities and concept collisions. Starting to formulate own philosophical questions. Can give full attention to whoever is talking Can begin to ask big questions		**Moving to full enquiries** Active listening Taking turns by building on the previous speaker. Starting to give reasons Can begin to respond to other people's ideas	