



St Joseph's Catholic Primary School
Curriculum Entitlement Overview Document: Year One 2022-2023



Subject	Advent Term			Lenten term			Trinity Term		
RE	Domestic Church Families	Baptism/ Confirmation Belonging	Advent/ Christmas Waiting	Local Church Special People	Eucharist Meals	Lent/ Easter Change	Pentecost Holidays & Holydays	Reconciliation/ Anointing of the sick Being Sorry	Universal Church Neighbours
	Judaism Abraham & Moses			Islam Stories					
RSHE	Let the Children Come God Loves You			Special People Treat others Well... Say Sorry Being Safe Good Secrets and Bad Secrets Physical Contact Harmful Substances Can you help Me?			Three in One Who is My Neighbour? The Communities We Live In		
PSHE	PSHE is integrated into all subjects across the whole curriculum. It covers: British values Anti bullying RSE Global links Healthy lives Emotional health and wellbeing Careers education Drugs, alcohol and tobacco Finance education Safety/Keeping children safe in education It links to Rights Respecting Schools, Come and See, Statements to Live By and Ten Ten. Many school visits and school-based assemblies/workshops with visitors supplement the curriculum.								
English	Narrative section Stories with familiar settings Non-fiction section Labels and Captions Recounts Poetry section Poems on a theme			Narrative section Stories with repetitive patterns Stories from other cultures Stories by the same author Non-fiction section Recounts Instructions Poetry section Poems for learning by heart			Narrative section Stories about fantasy worlds Traditional and fairy stories Non-fiction section Non-Chronological Reports Recounts Poetry section Traditional rhymes including innovation Pattern and rhyme		
English Texts	The owl babies The Rainbow Fish			We're going on a Bear Hunt Handa's Surprise			Little Red Riding Hood Goldilocks and the 3 Bears		
Mathematics	Number - Place value (within 10) Number - Addition and Subtraction (within 10) Geometry - shape Geometry - Position & direction			Number - Place value (within 20) Number - Addition and subtraction (within 20) Number - Place Value (within 50) Measurement - Length and height Measurement - Mass and Volume			Number - Multiplication and Division Number - Fractions Number - Place Value (within 100) Measurement - Money Measurement - Time		
Science	Animals Including Humans Identify (birds, fish, amphibians, reptiles, mammals), describe & compare structure Identify carnivores, herbivores, omnivores			Everyday Materials Distinguish between object & material it is made of Identify everyday materials (e.g.s) Describe simple physical properties of materials Compare / group materials by physical properties.			Plants Label human body parts, link to senses Identify (garden, wild, trees) Deciduous, evergreen Basic structure of a variety of common flowering plants, inc trees (roots, stem, leaves, flower)		
	Seasonal Changes Observe changes across seasons Observe & describe weather / day length changes with seasons Autumn Term - Autumn to Winter Spring Term - Winter to Spring Summer Term - Spring to Summer								
Art & Design	Drawing: Make Your Mark Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman			Painting: Colour Splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.			Craft and Design: Embellishments Developing skills in measuring, cutting and adding decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures.		

Computing	<p>Technology All Around Us</p> <p>Learners will develop their understanding of technology and how it can help them in their everyday lives. They will become familiar with the different components of a computer by developing keyboard and mouse skills. They will consider how to use technology responsibly.</p> <p>Digital Painting</p> <p>Learners will develop their understanding of a range of tools used for digital painting. They will use these tools to create their own digital paintings, while gaining inspiration from a range of artists’ work. Learners considering their preferences when painting with and without the use of digital devices.</p>	<p>Digital Writing</p> <p>Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will consider how to change the look of their text, and justify their reasoning in making these changes. Learners will consider the differences between using a computer to create text, and writing text on paper. They will explain which method they prefer and explain their reasoning.</p> <p>Grouping Data</p> <p>This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p>	<p>Moving A Robot</p> <p>This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are introduced to the early stages of program design through the introduction of algorithms.</p> <p>Programming Animations</p> <p>Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>
Design & Technology	<p>Structures: Constructing Windmills</p> <p>Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.</p>	<p>Textiles: Puppets</p> <p>Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairy tale. Children work to develop their technical skills of cutting, glueing, stapling and pinning.</p>	<p>Food: Fruit and Vegetables</p> <p>Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make and design packaging for.</p>
Geography	<p>UK</p> <p>Pupils should develop knowledge about the United Kingdom. Locational knowledge: Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Human and physical geography: Identify seasonal and daily weather patterns in the united kingdom.</p>	<p>My Local Area</p> <p>Pupils will develop a greater knowledge of their local area.</p> <p>Geographical skills and fieldwork: Use simple fieldwork and observational skills to study the Geography of their school and the key human and physical features of its surrounding environment. Use compass directions and locational language to describe the location of features and routes on a map.</p>	<p>Weather/ Seasonal Changes</p> <p>Pupils will learn about the seasonal changes mainly in the UK but will also gain some understanding of comparing these weather patterns to other destinations in the wider world. Human and physical geography: Identify seasonal and daily weather patterns in the united kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Use basic Geographical vocabulary to refer to: key physical features including; beach, coats, forest, hill, mountain, ocean etc.</p> <p>A LOT OF THIS UNIT IS COVERED IN THE SCIENCE UNIT.</p>
History	<p>Houses and Homes</p> <p>Children will compare ; their house/home (present time), their parent’s house/home (30yrs ago - 1990) their grandparents/great grandparent’s house/home (60-80years ago 1940-1960). We will also look at houses before this time 100+ years ago.</p> <p>They will look closely at -different styles of houses through time (new houses now, 30/40 years ago and 60-80 years ago) -the rooms /garden in their house -the accessories/equipment used in the house</p> <p>Pupils will learn about events beyond living memory that are significant nationally. They will use a variety of vocabulary of everyday historical terms and will understand ways in which we find out about the past.</p>		<p>School and Childhood</p> <p>Children will compare ; their school (present time), their parent’s school (30yrs ago - 1990) their grandparents/great grandparent’s school (60-80years ago 1940-1960). We will also look at schools before this time 100+ years ago.</p> <p>They will look closely at -school classrooms -resources/equipment used -rules, uniform, curriculum</p> <p>Children will compare their toys (present time), their parent’s toys (30yrs ago -1990) their grandparents/great grandparent’s toys (aprox 60-80years ago 1940-1960). We will also look at toys before this time 100+ years ago.</p> <p>They will look closely at -indoor toys (including electronic) -outdoor toys -street games</p>

	<p>They should know where people and events they study fit within a chronological framework and use a wide vocabulary of everyday historical terms.</p> <p>They will study similarities and differences between ways and lives of different periods.</p> <p>They will compare different aspects of lives in different periods focusing on significant historical events, people and places in their locality.</p> <p>They will explore changes within living memory, used to reveal aspects of changes in national life.</p>		
Music	<ul style="list-style-type: none"> -Note Values -Introduction to music appraisal focusing on emotion and feeling -Class singing and 'chanting' in unison -Basic vocal warmups and games -Composing rhythms using different note values -Singing in 'rounds' as a class exploring techniques such as call and response -Different instruments of the orchestra and their groups e.g., strings -Appraise a range of music 	<ul style="list-style-type: none"> -Music history - classical (1600 - 1940) -Musical appraisal focused on identifying instruments -Labelling and identifying an orchestra -Music Appraisal - identifying classical and popular music -Performance using a variety of percussion instruments 	<ul style="list-style-type: none"> -Compose rhythms to perform on percussion instruments -Appraise music focusing on instruments, Classical/popular and emotion -Assessment on yearly content -Recap and go back to weak points in knowledge -Appraise a wide range of music spanning periods covered -Group performance
Physical Education	<p>Aut 1 - Invasion Games: Basketball</p> <p>Aut 2 - Invasion games: Tag Rugby</p>	<p>Spr 1 -Dance and movement: Gymnastics to music or Dance</p> <p>Spr 2 - Movement: Gymnastics using apparatus</p>	<p>Sum 1 - Striking and fielding: Rounders</p> <p>Sum 2 -Striking and fielding/Athletics: Tennis</p>
British Values	<p>Judaism</p> <p>Voting for eco-warriors, stop stars, mini vinnies.</p>	<p>Islam</p>	<p>School Games Day</p>
Educational Visits	<p>Walk to see house types in Blaydon</p>	<p>Walk around out local area - Blaydon Beamish Museum</p>	<p>Beach visit</p>