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| **Year: 1**  **Spring 2** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Recognise odd and even numbers; count objects in 5s and 10s and begin to say 5 lots and 10 lots; find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole and that two quarters is a half * Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to 20; use number facts to solve word problems * Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (oʼclock and half past) on analogue and digital clocks; measure using uniform units (cubes and rulers) * Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s) and from multiples of 10 * Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some 10s and 1s; make 2-digit numbers using 10p and smaller coins; find 1 more or 1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100 |
| English (Writing)  Unit 4 Retelling an Aesop’s fable | Spell:   * words containing each of the 40+ phonemes already taught * common exception words * the days of the week * name the letters of the alphabet: * naming the letters of the alphabet in order * using letter names to distinguish between alternative spellings of the same sound   Add prefixes and suffixes:   * using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs * using –ed where no change is needed in the spelling of root words [for example helped] * apply simple spelling rules and guidance, as listed in English Appendix 1 * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. * write sentences by: * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. |
| English (Reading) | Pupils should be taught to:   * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading. * develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them. |
| English (Spoken) | Pupils should be taught to:   * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication. |
| English (Vocabulary, Grammar and Punctuation) | Develop their understanding of the concepts set out in English Appendix 2 by:   * leaving spaces between words * joining words and joining clauses using and * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ * learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing. |
| Science – Scientists and Inventors | * To describe the simple physical properties of a variety of everyday materials, * To use observations to suggest answers to questions * To ask simple questions and use simple secondary sources to find answers * To identify and classify animals, * To identify and name a variety of common wild and garden plants, * To gather and record data to help in answering questions * To observe and describe weather associated with the seasons * To describe and compare the structure of a variety of common animals, including pets, * To identify and classify * To perform simple tests * To compare a variety of everyday materials on the basis of their simple properties, * To say which part of the body is associated with each sense, * To use their senses to identify and compare different smells, |
| Religious Education (R.E) | * Recognise religious stories * Retell, in any form, a narrative that corresponds to the scripture source used * Recognise religious beliefs * Recognise that people act in a particular way because of their beliefs * Describe some of the actions and choices of believers that arise because of their belief * Recognise the life and work of some key figures in the history of the people of God * Recognise key people in the local, national and universal Church * Describe different roles of some people in the local, national and universal Church * Recognise religious signs and symbols in worship, including the celebration of the Sacraments * Use Religious words and phrases * Say what they wonder about * Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer * Talk about their own feelings, experience and the things that matter to them   Ask and respond to questions about their own and others’ feelings experiences and things that matter to them |
| Physical Education (P.E)  Throwing and catching | * To master basic movements including running, jumping, throwing and catching. |
| I.C.T | * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| History | N/A |
| Geography  Our School | * To develop knowledge of the location of significant places * To use simple observation/fieldwork skills to study the immediate surroundings. * To understand sense of place in relation to home and school * To use simple fieldwork and observation skills to study the school * To devise a simple map and use basic symbols in a key * To describe the location of features and routes on a map * To develop & follow directional vocabulary * To recognise a range of map symbols and understand their use. |
| Art and Design | * To develop a wide range of art and design techniques * To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines * To know about the work of a range of artists * To develop a wide range of art and design techniques in using colour * To develop a wide range of art and design techniques in using colour and pattern |
| Design and Technology |  |
| Music | * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| M.F.L |  |
| P.H.S.E Aiming High | * To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. * To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring * To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, and to recognise that choices have good and not so good consequences * To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. * To identify and respect the similarities and differences between people. * To share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class. * To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends) |