



# St Joseph's Catholic Primary School

## Half Term Overview Planner

Autumn 1 2022-2023

Teachers: Miss Collier/Mrs Baranyai

Year Group: 1

Theme: Oh, I do like to be beside the seaside

	Week 1 w/c 5 <sup>th</sup> Sept	Week 2 w/c 12 <sup>th</sup> Sept	Week 3 w/c 19 <sup>th</sup> Sept	Week 4 w/c 26 <sup>th</sup> Sept input baseline  Open classrooms	Week 5 w/c 3 <sup>rd</sup> Oct  Dyslexia awareness week	Week 6 w/c 10 <sup>th</sup> Oct <b>Assessment Week</b>	Week 7 w/c 17 <sup>th</sup> Oct
<b>RE</b> Topic  <b>Big Concept:</b> <b>God's Great Plan</b>	<b>RE Sticky Knowledge:</b> -God created the world in 7 days. On the first day... -God loves us and shows this through the beautiful world he has created the world -I look after God's world by being kind to others and looking after God's world. I recycle, collect rubbish and care for God's creatures. -God sent a flood because people were not being kind to God's world. -Noah was chosen by God to build an arc to protect two of each animal from the flood. -After the flood, the rainbow came. The rainbow symbolises love and care. <b>Key Vocab:</b> -Creation, God, Noah, love, responsibility, Bible, Christians, flood, promise <b>Social and Cultural opportunities:</b> - Exploring the natural world and its beauty. Looking at how we as a class can look after God's World. <b>Links to prior learning:</b> -God's world topic in FS2. Children know that God created the world and can name some things that God made.						
	Training Day	God's Great Plan  Exploring God's beautiful World. L.O To talk about the beauty of God's world. L.O. To say what you wonder about God's world and creation.	God's Great Plan  Story of Creation. Burn2Learn Children to find and collect the 7 days in which God made the world and order them correctly. L.O. To recognise the story of Creation as a religious story L.O. To talk about the meaning of the story of Creation	God's Great Plan  God's love for us all and how we can show our love for others. L.O. To know and reflect on the knowledge that God made us because he loves us.	God's Great Plan  Explore the different ways in which we can make a difference and look after God's World. L.O. To recognise that, as God's children I have a responsibility to look after God's world	God's Great Plan  Story of Noah. L.O. To recognise the story of Noah  Symbol L.O. To recognise the rainbow as a sign of God's love and care.	



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		English core skills applied: writing simple sentences.	English core skills applied: writing simple sentences.		English core skills applied: writing simple sentences.		
<p><b>English</b></p> <p><b>Big Concept: The Lighthouse Keepers Lunch</b></p>	<p>Baseline</p> <p>Recount of the children's summer holidays.</p>	<p>Introduce the book <b>The Lighthouse Keepers Lunch</b></p> <p><b>Burn2Learn</b> Find the pictures from the story and re-tell it. Make predictions</p> <p>Role play</p> <p><b>Milestone 1:</b> Discuss events. Predict events. Ask and answer questions about the text.</p> <p><b>Milestone 1:</b> Listen and join in with recurring language.</p>	<p><b>Letter from the lighthouse keepers lunch</b> asking for the children's help to stop the seagulls.</p> <p>How can we help? Model writing. Good and bad examples. Children to use structure to change sections and write their own sentences for a letter.</p> <p><b>Milestone 1:</b> Say first and then write to tell others about ideas.</p> <p><b>Milestone 1:</b> Plan by talking about ideas and taking notes.</p>	<p>Plan writing</p> <p>Draw ideas</p> <p>Features of a letter</p> <p><b>Milestone 1: Use some of the characteristic features of the type of writing used (letter).</b></p> <p><b>Burn2Learn</b> Find the parts of the letter and identify if it is the start, middle or end. How do you know? What tells you?</p> <p>Start</p> <p>Middle</p> <p>End</p> <p><b>Milestone 1: Sequence sentence to form a short narrative.</b></p> <p>Conjunctions (because, also, and, so) model, and practice skills, finding and using conjunctions.</p> <p><b>Milestone 1: Join sentences with</b></p>	<p>Writing the letter</p> <p>Application of skills</p> <p>Start</p> <p>Middle</p> <p>End</p> <p>Conjunctions</p> <p>Questions</p> <p>Exclamation mark</p> <p>Self-evaluate purple pen</p> <p><b>Milestone 1: To write, review and improve</b></p> <p><b>Milestone 1: To reread writing to check it makes sense.</b></p> <p><b>Milestone 1: Sit correctly and hold a pencil correctly</b></p> <p><b>Milestone 1: To spell words containing learnt phonemes</b></p> <p><b>Milestone 1: Join sentences with conjunctions and connectives.</b></p>	<p><b>Assessment week</b></p> <p>Application of skills</p> <p>Letter from <b>Mr Grinding</b> saying his he bored.</p> <p>Children to write letter to help him pass the time: recommend a book to read or activities to try.</p> <p>Plan</p> <p>Write</p> <p>Edit and improve</p> <p>Less support (independent for assessment)</p> <p><b>Milestone 1: To write, review and improve</b></p> <p><b>Milestone 1: To reread writing to check it makes sense.</b></p> <p><b>Milestone 1: Sit correctly and hold a pencil correctly</b></p> <p><b>Milestone 1: To spell words containing learnt phonemes</b></p> <p><b>Milestone 1: Join sentences with</b></p>	<p>Conclusion of the story: recap predictions.</p> <p>Tasting different foods. Adjective work, describing the taste of each food.</p> <p><b>Milestone 1: Use adjectives to add detail.</b></p>



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				conjunctions and connectives.		conjunctions and connectives.	
<b>Story time (focus author)</b>	Ronda and David Armitage (Lighthouse Keepers Lunch stories)			Mairi Hedderwick (Katie Morag Stories)		John Burningham (Mr Gumpy's outing, Avacado baby, Would you rather?)	
<b>Guided Reading</b>	<p>Reading books-levelling and handing out.</p> <p>Identifying daily readers.</p>	<p>Guided reading groups: How to Build a Sandcastle</p> <p>Carousel of Activities: -Group guided reading -Handwriting -Phonics -Tricky Words -Fine Motor</p> <p>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Milestone 1: read aloud accurately books that are consistent with phonic knowledge and don't require other strategies to work out words.</p> <p>Milestone 1: ask and answer questions about the text</p>	<p>Guided reading groups: Ice Cream Menu</p> <p>Carousel of Activities: -Group guided reading -Handwriting -Phonics -Tricky Words -Fine Motor</p> <p>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Milestone 1: read aloud accurately books that are consistent with phonic knowledge and don't require other strategies to work out words.</p> <p>Milestone 1: ask and answer questions about the text</p>	<p>Guided reading groups: Seaside Holidays in the past</p> <p>Carousel of Activities: -Group guided reading -Handwriting -Phonics -Tricky Words -Fine Motor</p> <p>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Milestone 1: read aloud accurately books that are consistent with phonic knowledge and don't require other strategies to work out words.</p> <p>Milestone 1: ask and answer questions about the text</p>	<p>Guided reading groups: Simpkin the Seagull</p> <p>Carousel of Activities: -Group guided reading -Handwriting -Phonics -Tricky Words -Fine Motor</p> <p>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Milestone 1: read aloud accurately books that are consistent with phonic knowledge and don't require other strategies to work out words.</p> <p>Milestone 1: ask and answer questions about the text</p>	<p><b>Assessment week</b></p> <p>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Milestone 1: discuss events</p>	<p>Guided reading groups: Review based on assessments</p> <p>Carousel of Activities: -Group guided reading -Handwriting -Phonics -Tricky Words -Fine Motor</p> <p>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Milestone 1: read aloud accurately books that are consistent with phonic knowledge and don't require other strategies to work out words.</p>



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							Milestone 1: ask and answer questions about the text
<b>Phonics</b>	Baseline Assessment: All children	TBC from baseline. Starting at least Extended Code for all children. Intervention for children who need Initial Code top up.	TBC from baseline. Starting at least Extended Code for all children. Intervention for children who need Initial Code top up.	TBC from baseline. Starting at least Extended Code for all children. Intervention for children who need Initial Code top up.	TBC from baseline. Starting at least Extended Code for all children. Intervention for children who need Initial Code top up.	TBC from baseline. Starting at least Extended Code for all children. Intervention for children who need Initial Code top up.	TBC from baseline. Starting at least Extended Code for all children. Intervention for children who need Initial Code top up.
<b>Maths</b> <i>Topic</i>  <b>Big Concept: Place Value</b>  <b>KIRFS</b> <i>Count forward and back 0 – 100 starting from any number.</i> <i>To give reasons and compare numbers to 20 using the &lt; &gt; and = signs.</i>	Baseline  Carousel of activities, giving opportunities for areas to be applied in different contexts. <b>Burn2Learn</b> Races, collecting items, recalling facts as part of Burn2Learn games.  Numbers 0-20 1 more 1 less Shape Addition and subtraction	Number patterns <b>Tagtiv8 making patterns with numbers</b>  Number formation  Within 10/20 Number patterns, counting in 1,2,5,10's LA 0-10 missing numbers MA 0-20 missing numbers HA 0-20 missing numbers, multiples of 2/5/10 B2L  Different representations	Tens and ones  Fluency  Varied Fluency  Problem solving and reasoning  <b>Milestone 1: Recognise the place value of each digit in a two-digit number (tens and ones)</b> <b>Milestone 1: Use place value and number facts to solve problems.</b>	Greater than, less than, equal to. <b>Burn2Learn</b>  Fluency  Varied Fluency  Problem solving and reasoning  <b>Milestone 1: Use the language of equal to, more than, less than (fewer) most and least. Compare and order numbers 0-100, using &lt; &gt; and = signs.</b>	Addition and subtraction to 10. <b>Burn2Learn</b>  Fluency  Varied Fluency  Problem solving and reasoning  <b>Milestone 1: Solve 1 step problems with addition and subtraction.</b> <b>Milestone 1: Add and subtract numbers using concrete objects, pictorial representations and mentally; including 1</b>	<b>Assessment week</b>  <b>Milestone 1: Use place value and number facts to solve problems.</b>	Misconceptions addressed from assessment week



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<p>Number songs: singing etc Quick fire: whiteboards</p>		<p>(forward/backwards)</p> <p>Milestone 1: Read and write numbers initially from 1-20. Milestone 1: Count, read and write numbers to 100. Count in multiples of 2,5 and 10.</p>			<p>digit and 2 digit numbers to 20, including 0.</p>		
<p><b>Science</b> Topic</p> <p><b>Big Concept:</b> Materials, items that you find on a trip to the beach.</p>	<p><b>Science sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>- Objects are made from different materials.</li> <li>- Materials I know: glass, wood, plastic, fabric.</li> <li>- Different materials have different properties.</li> <li>- Some properties are hard, soft, transparent, opaque, rough, smooth</li> <li>-The shape of solid materials can be changed by squashing, squishing, bending and stretching them.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>- Strong, flexible, soft, smooth, bumpy, transparent, opaque, shiny, squishy, squashy, stretchy.</li> </ul> <p><b>Social and Cultural opportunities:</b></p> <ul style="list-style-type: none"> <li>-Linked to God's great plan, look at different materials and their impact on the environment. Plastic in the oceans etc.</li> </ul> <p><b>Links to prior learning:</b></p> <ul style="list-style-type: none"> <li>-Awareness of different materials in familiar environments, floating and sinking</li> <li>-explored materials using their senses</li> <li>-identify different materials</li> <li>-talk about different materials</li> <li>-discuss materials in the natural world</li> </ul>						
<p>Initial assessment (Rising Stars)</p> <p>RAG Rate vocabulary.</p>	<p>Hunt around school and outside to identify materials (links to FS2 prior knowledge, record</p>	<p>Properties of materials Create Venn diagrams</p>	<p>Linking to prior exploration in FS1/FS2 - What will we discover in the sandpit?</p>	<p>Linking to prior exploration in FS1/FS2 - Floating and sinking: Experiment - make predictions. test and answer the questions, draw conclusions as a whole class. Do all materials float? (LA)</p>			<p><b>Assessment</b> Repeat initial assessment</p>



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	<p>Box of materials to explore - what do we already know about these? What are the materials names? Links to prior knowledge FS1 and FS2.</p>	<p>as picture page) <b>Burn2Learn</b> Identify the object and the material it is made from.</p> <p>Practical activity sorting objects into groups based on the material of which it is made (photo page), order the objects into most/least amount e.g. most 10 objects made from plastic, 3 made from wood etc.</p> <p><b>Maths core objective:</b> To be able to recognise and sequence numbers 0-20</p> <p>Milestone 1: Distinguish between an object and the material it is made from.</p> <p>Milestone 1: Identify and name a variety of everyday materials, including wood, plastic, glass,</p>	<p>Introduce new and extended vocab linked to properties: transparent and opaque .</p> <p>Practical: Objects with labels linked to phonics-initial sound (LA) Objects with labels linked to phonics- full words (MA) Photographs with labels linked to phonics-full words.</p> <p><b>English core skills applied:</b> writing labels and evaluations.</p> <p>Evaluation: LA: Adult to scribe MA Complete a written sentence HA Full sentences</p> <p>Milestone 1: Describe the simple physical properties of a variety of everyday materials.</p>	<p>Find - name the object/materials Sort - by materials Describe - building on last week's properties lesson.</p> <p>Record in a table. <b>Maths core skills applied:</b> recording data in a table.</p> <p>Milestone 1: Describe the simple physical properties of a variety of everyday materials. Milestone 1: Compare and group together a variety of everyday materials, on the basis of their simple physical properties.</p>	<p>Do all hard materials float? (MA) Do all plastic objects float? (HA)</p> <p>Predict, test, record, conclude <b>English core skills applied:</b> writing labels and evaluations.</p> <p><b>Maths core skills applied:</b> recording data in a table.</p> <p>Milestone 1: Ask simple questions Milestone 1: Perform simple tests Milestone 1: Observe closely using simple equipment Milestone 1: Gather and record data to help in answering questions</p>	
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		metal, water and rock.	Milestone 1: Compare and group together a variety of everyday materials, on the basis of their simple physical properties.			
<p><b>Computing</b> Topic</p> <p><b>Big Concept:</b> Using an iPad safely to learn and play.</p>	<p><b>Computing sticky knowledge:</b> -I know how to stay safe online using STOP BLOCK TELL -I can turn an iPad on and access an app, -I know I can use an iPad to find out information and play games.</p> <p><b>Key Vocab:</b> -STOP BLOCK TELL</p> <p><b>Social and Cultural opportunities:</b> -Understanding of how to stay safe online and its importance. Awareness of others online and wider world.</p> <p><b>Links to prior learning:</b> -Links to home access to iPad's/ technology. -Online safety week/ Anti-Bullying week, Smartie the Penguin learning on how to stay safe on an iPad.</p>					
		<p>Online Safety STOP BLOCK TELL</p> <p>Links to FS2 learning</p> <p>Milestone 1: Understand online risks and the age rules for sites.</p>		<p>Basic iPad skills</p> <p>Logging in and logging off online learning platforms on iPad's.</p> <p>Identifying features of iPad's/ computers.</p> <p>Milestone 1: Use a range of applications and devices in order to communicate ideas, work and messages.</p>		



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<b>Geography</b> Topic HISTORY FOCUS  <b>Big Concept:</b> Beside the seaside	<b>Geography sticky knowledge:</b> -Yorkshire is well known for its diversity of landscape: dales, moors, towns, cities and coastal areas. <b>Key Vocab:</b> - seaside, lighthouse, England, Yorkshire, coastal. <b>Social and Cultural opportunities:</b> -Widen knowledge and understanding of the UK. <b>Links to prior learning:</b> -Children's awareness of where they live (town of Wetherby) and past experiences of visiting the seaside. -comment on images of familiar situations in the past (Development Matters) -talk about members of their immediate family and community -draw information from a simple map -recognise some similarities and differences between life in this country and life in other countries				
			Linking to prior learning and the children's experiences of their own past at UK or other countries seashores, ask parents to send in pictures of the seaside		



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		<p>(preferably UK) and discuss.</p> <p>Locate Wetherby on a map and locate where the coast is - what do we notice about the coast?</p> <p>Discuss physical features of the seaside.</p> <p>Locate the Yorkshire coasts and use children's pictures for discussion and link to prior knowledge of children's seaside trips.</p> <p>Milestone 1: Ask and answer geographical questions.</p> <p>Maths core objective: To recognise and sequence numbers 1-20</p>			
<p>History Topic</p>	<p>History sticky knowledge: <u>1920s</u></p> <ul style="list-style-type: none"><li>The 1920s was a decade between WWI and WWII. It was 100 years ago.</li></ul>				



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**Big Concept: Seaside past and present**

- During the 1920s King George V reigned (Queen Elizabeth II Granddad).
- Travel become more common and trains made holidays more accessible for families in the 1920s.
- Going on holiday became very popular in the 1920s for most people: lots of arcades, lidos, funfairs at the beach were built. It was the golden age of seaside holidays in Britain.
- Ice cream and donkey rides have been popular at the British seaside for over 100 years.
- Know the similarities and differences between seaside holidays in Britain in the 1920s compared to the 2020s.
- In the past more people had their holidays in Britain. Flying was not common and more expensive.
- The clothes people wear at the beach have changed and why this is.

**Key Vocab:**

Differences, similarities, era, decade, current, chronology, timeline, materials, century, reign, King George V, WW1 finished just before this time period, lidos, bathing, past, present

**Social and Cultural opportunities:**

-Wider understanding of the world, outside of their life time. Changes over time, causing of changes and impact on daily life. Holiday destinations changing over the years etc.

**Links to prior learning:**

-Children will have learnt about the difference between past and present. Should be able to explain what the past is.

<p>Milestone 1: Use pictures to find out about the past. Milestone 1: Ask questions such as What was it like for people?</p> <p>1920s</p> <p>LO: To show an understanding of past and present. Making links to prior learning - 2 flipcharts papers -</p>	<p>Milestone 1: Ask questions such as What was it like for people? Milestone 1: Use pictures to find out about the past.</p> <p>LO: To understand what life was like in the past. (1920s)</p> <p>Immerse children in the understanding of what life was like in the 1920s and</p>	<p>GEOGRAPHY WEEK</p>	<p>Milestone 1: Ask questions such as What was it like for people? Milestone 1: Use pictures to find out about the past.</p> <p>LO: To compare seashores now and in the past.</p> <p>Using pictures from last week, identify the key features of</p>	<p>Milestone 1: Ask questions such as What was it like for people? Milestone 1: Use pictures to find out about the past.</p> <p>LO: To identify similarities and differences.</p> <p>Compare seaside holidays now and in the past. What is the</p>	<p>Milestone 1: Recognise that there are reasons why people acted in the past as they did.</p> <p>LO: To show an awareness of how times have changed.</p> <p>Comparisons of clothes, modes of transport and holiday destinations.</p> <p>English core objective: To form letters correctly. To use full</p>	<p>Assessment week</p>
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	<p>explore vocab of past and present. Launch our topic with a <b>B2L</b> timeline. Children to begin to understand how long ago the 1920s were.</p> <p><b>English core skill:</b> To answer questions based on what has been read.</p>	<p>how different it was to now. (100 years later) Big advances in science and technology - fridges, better wireless, school became free (most children stayed until 14), traffic lights, hair dryer, plasters, pop up toaster, penicillin, sunglasses, frozen food.</p> <p><b>English core objective:</b> To write simple sentences.</p>		<p>the seaside now and compare to the past. Magic Grandad.</p> <p><b>English core objective:</b> To answer questions about texts. To write simple sentences.</p>	<p>same? What is different?</p> <p><b>English core objective:</b> To form letters correctly. To use full stops, capital letters and finger spaces correctly.</p>	<p>stops, capital letters and finger spaces correctly.</p>	
<p><b>Art Topic</b></p>	<p><b>Art sticky knowledge and key vocab for topic:</b></p> <p><b>Social and Cultural opportunities:</b></p>						
<p><b>Big Concept:</b></p>							
<p><b>DT Topic</b></p> <p><b>Big Concept:</b></p>	<p><b>DT sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>Show how to cut, peel and grate safely. Hands away from equipment. Grating away from hands.</li> <li>Ingredients means the things you are putting together to make food.</li> <li>Ingredients can be measured used cups or weighing scales.</li> <li>Ingredients must be measured out to ensure that there is the right amount.</li> </ul> <p><b>Key Vocab:</b></p> <p>- Cut, peel, grate, ingredients, weigh, weighing scales, equipment.</p>						



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<p><b>Healthy picnic for a beach</b></p>	<p><b>Social and Cultural opportunities:</b>          -Exploring different lunches/ foods linked to personal likes and family cultures.  <b>Links to prior learning:</b>          -The children should be able to say what is healthy food and why.          -Children to talk about cooking/ baking they have done at home and school in FS2.</p>					
<p>Introduce DT as a subject. Explore what DT is and introduce food focus for this half term.</p> <p>Prior knowledge: Experiences of cooking/ baking at home and in FS2.</p>	<p>Plan          Explore the picnic given by Mrs Grindling to Mr Grindling. What do we like, what don't we like? Why?</p> <p>Taste testing.          Milestone 1: Explore objects and designs to identify likes and dislikes in the designs.</p>	<p>Plan          Design our own picnic for Mr Grindling. What will we include? Why?</p> <p>Milestone 1: Design products that have a clear purpose and intended user.</p>	<p>Do          Skills practice:          -Weighing ingredients  <b>Maths core skills applied: weighing and measuring</b>          Milestone 1: Measure or weigh using measuring cups or electronic scales.</p>	<p>Do          Skills practice:          -Using a knife          -Using a grater safely          Model skills then give the children chance to practice with different foods in order to create picnic.          Milestone 1: Cut, peel or grate ingredients safely and hygienically.          Milestone 1: Assemble or cook ingredients</p>	<p>Review          Review the picnic that the children made last week. What did they like about it, what would they change?  <b>English core skills applied: evaluating, writing in sentences.</b>          Milestone 1: Suggest improvements to existing designs.</p>	<p>Apply understanding          Write instructions for Mrs Grindling on how to make the picnic.  <b>English core skills applied: writing instructions</b></p>
<p><b>Music</b>          Topic          Big Concept:          Oh, I do like to be</p>	<p><b>Music sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>• A rhythm is a regular repeated pattern of sound or movement.</li> <li>• Timbre helps us to recognise the different sounds that instruments make (tone)</li> <li>• A musical instrument is an object that you use to play music</li> <li>• Ensemble means to play music in a group together</li> </ul> <p><b>Key Vocab:</b>          -Timbre, dynamics, pitch, rhythm, ensemble</p>					



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<p><b>beside the seaside (music)</b></p>	<p><b>Social and Cultural opportunities:</b></p> <ul style="list-style-type: none"> <li>- Music for different purposes and audiences.</li> <li>- Music from different time periods.</li> </ul> <p><b>Links to previous learning:</b></p> <ul style="list-style-type: none"> <li>- Knowledge of different percussion instruments</li> <li>- Experience of playing instruments as part of a group.</li> </ul>		
	<p><b>Oh, I do like to be beside the seaside (song)</b></p> <p>Listen to the song, sing, clap and identify the beat and rhythm. Begin to introduce language of timbre, dynamics and pitch.</p> <p>Milestone 1: Take part in singing, accurately following the melody. Milestone 1: Identify the beat of a tune. Milestone 1: Recognise changes in timbre, dynamics and pitch.</p>	<p><b>Sounds of the ocean.</b> Listen to the sounds of the ocean and recreate sounds as a group, selecting instruments to match sounds.</p> <p>Milestone 1: Follow instructions on how and why to sing or play an instrument Milestone 1: Create a sequence of long and short sounds Milestone 1: Create a mixture of different sounds Milestone 1: Choose sounds to create an effect.</p>	<p>Compose a piece of music that sounds like the seaside, using everything you have learnt across the half term.</p> <p><b>English core skills applied: writing music using symbols.</b></p> <p>Milestone 1: Create short, musical patterns Milestone 1: Create short, rhythmic phrases Use symbols to represent a composition and use them to help with a performance</p>
<p><b>MFL Topic</b></p> <p><b>Big Concept: French as a language</b></p>	<p><b>MFL sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>- France is a country near us in Europe</li> <li>- In France they speak French.</li> <li>- French is also spoken in other countries across the world.</li> <li>- Bonjour or Salut means Hello</li> <li>- Comment ca va? means How are you?</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>- Greetings</li> </ul> <p><b>Social and Cultural opportunities:</b></p> <ul style="list-style-type: none"> <li>- Understanding of a different country and culture linked to learning.</li> </ul>		
	<p>French: Where is it spoken? Learn about the French language, features of France as a country and some of its customs.</p> <p>Geography link.</p> <p>Milestone 1: Identify countries and communities where the language is spoken.</p>	<p>Greetings: learn songs and key phrases</p> <p>Milestone 1: To understand a range of spoken phrase.</p>	<p>Begin to use key phrases and respond to a partner in conversation.</p> <p>Milestone 1: To understand a range of spoken phrase. Milestone 1: Ask simple questions and give basic information.</p>



# St Joseph's Catholic Primary School

## Half Term Overview Planner

Autumn 1 2022-2023

Teachers: Miss Collier/Mrs Baranyai

Year Group: 1

Theme: Oh, I do like to be beside the seaside

		<p>Milestone 1: Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</p>					
<p><b>PE</b> Topic</p> <p><b>Big Concept:</b> Following PE Partner Planning</p> <p><b>Significant individual:</b> The Brownlee Brothers</p>	<p><b>PE sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>-An underarm throw looks like this...</li> <li>- An overarm throw looks like this...</li> <li>- I can bounce a ball and keep it under control by keeping it close to my body and looking where I am going using my hand eye coordination.</li> <li>-I can show you left and right and can use them in simple instructions related to PE such as stand on your right leg, stretch up your left arm.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>-Overarm, underarm, control, hand eye coordination, left, right</li> </ul> <p><b>Social and Cultural opportunities:</b></p> <ul style="list-style-type: none"> <li>-Learn new games played by people across the world- linked to competitive sport.</li> </ul> <p><b>Links to previous learning:</b></p> <ul style="list-style-type: none"> <li>-Children will have learnt how to throw with control in FS2.</li> <li>-Children should have some experience of left and right.</li> </ul>						
	<p>Thursday Circuit of skills (baseline)</p> <p>Friday L.O Improve my understanding of how my body works</p>	<p>Thursday L.O Improve my understanding of how my body works.</p> <p>Friday L.O Improve my understanding of opposites and demonstrate flexibility.</p>	<p>Thursday L.O Improve my understanding of opposites and demonstrate flexibility.</p> <p>Friday L.O. Improve my core balance and 'holding a position' abilities.</p>	<p>Thursday L.O. Improve my core balance and 'holding a position' abilities.</p> <p>Friday L.O. Improve my dynamic balance - hopping skills</p>	<p>Thursday L.O. Improve my dynamic balance - hopping skills</p> <p>Friday L.O. Improve the co-ordination of my feet.</p>	<p>Thursday L.O. Improve the co-ordination of my feet</p> <p>Friday L.O. Improve my understanding of controlling power</p>	<p>Thursday L.O. Improve my understanding of controlling power</p> <p>Friday L.O. Improve my ability to push off from either foot with equal force</p>
<p><b>PSHE</b> Topic</p>	<p><b>PSHE sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>-The school TRUST rules are, Truth, Respect, Use good manners, Safety, Talk. I know what each of them means for me in school.</li> </ul>						



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<b>Big Concept:</b> Mental Health and Emotional Wellbeing	-To keep myself healthy I eat a balanced diet by eating... My favourite exercise is... -Exercise keeps my body and mind healthy. -My heart beats faster when I am doing exercise. -I know I need to wear sun cream on hot days, stay in the shade and drink plenty of water. <b>Key Vocab:</b> -Healthy, exercise, food, TRUST rules. <b>Prior knowledge</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly <b>Social and Cultural opportunities:</b> -Exploring playground games from other time periods and places.						
	Classroom rules and routines PSHE: Recap our TRUST rules and explain that we expect these to be followed in year 1.  Circle time - How to treat my friends - Have you filled a bucket today?	British Values Democracy  Discuss the vocab, how do we show democracy in Year 1? (vote on classroom monitors, disciple of the week)  Role play and puppets to show how we can act out democracy in our play and on the playground.	Playground Games <b>B2L</b> Active playground games from around the world: behaviour and games at play times.  Linking to British Values - democracy  Compare with the past (1920's) and other cultures.	Food Link to DT. Food that is associated with special times, in different cultures. French food focus.  <b>DYSLEXIA AWARENESS LESSON;</b> discuss children's talents and skills and how we are all good at different things which make us unique (link to collective worship) Discuss dyslexia and how some people find reading, writing and processing tricky. Show children famous people that have dyslexia and how they persevered to succeed.			
<b>Planned Trip or Workshops</b>							

Speaking and Listening skills are embedded in all subject areas of the curriculum as well as explicit teaching of these skills within any curriculum area. Please note this overview is a guide and may change in reaction to daily observations and assessments of the children's learning.