

**St Joseph's Catholic Primary School**  
 Half Term Overview Planner  
 Spring 1 2022-2023  
**Theme: Sensational Safari**



**Year Group: 1**

**Teachers: Miss Collier and Mrs Baranyai**

	<b>Week 1</b> w/c 2 <sup>nd</sup> January	<b>Week 2</b> w/c 9 <sup>th</sup> January	<b>Week 3</b> w/c 16 <sup>th</sup> January	<b>Week 4</b> w/c 23 <sup>rd</sup> January	<b>Week 5</b> w/c 30 <sup>th</sup> January	<b>Week 6</b> w/c 6 <sup>th</sup> February <b>Assessment Week</b>
<p><b>RE</b> Topic</p> <p><b>Big Concept:</b> Families and Celebrations</p>	<p><b>RE Key Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Belonging to a family is important</li> <li>• The Bible tells stories about Jesus' early life to show that Jesus loved God, his Father</li> <li>• A person becomes a member of God's family through Baptism</li> <li>• God's family gather together to worship in a church</li> <li>• Different types of places of worship: Christianity - church, Mosque - Islam, Synagogue - Judaism, Temple - Buddhism etc.</li> </ul> <p><b>Key Vocab:</b> -God, Church, family, celebration, temple, Jesus, Bible, faith, Baptism, belong, sign, symbol, water, oil, white garment, light, candle, God parents, priest, heaven, Jesus, light of the world, Temple, Simeon, Anna, Sunday.</p> <p><b>Links to prior learning:</b> -Links to learning in FS2 during "The Church" topic. Links can be made to the Wedding at Cana, as Bible story and Miracle where a celebration took place.</p> <p><b>Social and Cultural opportunities:</b> -Compare and contrast Baptism with how it is celebrated in other religions.</p>					
	<p>Home family Have the opportunity to reflect on what it means to be a member of a family.</p> <p>English: Write simple sentences to describe who is in their families and the different families they are part of.</p>	<p>School family Have the opportunity to reflect on what it means to be a member of the school family.</p>	<p>Church Family Have the opportunity to understand what it means to belong to the Church family.</p>	<p>God as our Father Have the opportunity to know that God is our Father in heaven and think about why it is important.</p> <p>English: Write thank you messages to God for his world and being part of his family.</p>	<p>Jesus being taken to the temple Have the opportunity to hear how Jesus' family took him to the Temple and think about why this was a special celebration.</p>	<p>Celebrations Have an opportunity to know about some of the celebrations in the Church and why we celebrate these occasions (part 1).</p> <p>Making links to prior knowledge: Ask parents to share photos of children's Baptisms.</p>

# St Joseph's Catholic Primary School

## Half Term Overview Planner

Spring 1 2022-2023

Theme: Sensational Safari

Teachers: Miss Collier and Mrs Baranyai



Year Group: 1

<p><b>English</b>  <b>Big Concept:</b>  <b>Sensational Safari</b></p> <p><b>Texts:</b>  <b>How Elephant got his trunk.</b>  <b>Bringing the rain to Kapiti Plain (rhyme).</b></p>	<p><b>English Key Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- A traditional tale is a story that is told over and over</li> <li>- Traditional tales have at least one good character and a bad character</li> <li>- Usually good prevails over bad in a traditional tale!</li> <li>- Traditional tales usually follow a similar pattern</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>- Adjective, noun, verb, poem, rhyme, conjunction., character, good, bad, plot, beginning, middle, end, problem, solution</li> </ul> <p><b>Links to prior learning:</b></p> <ul style="list-style-type: none"> <li>- Building on letter and diary writing, developing extended sentence writing and work on conjunctions.</li> <li>- Building on traditional tales in FS2.</li> </ul> <p><b>Social and Cultural opportunities:</b></p> <ul style="list-style-type: none"> <li>- Making connections between familiar traditional tales learnt in FS2 and those from another culture (Africa).</li> <li>- Wider understanding of another place, learnt from the poem story.</li> </ul>					
	<p><b>Introduction to How Elephant got his Trunk.</b></p> <p>Compare with Familiar Traditional Tale from FS2. Structure, message, characters, settings etc.</p> <p>Sequence the story.</p> <p>Build own stories.</p> <p><b>Milestone 1: To plan by talking about ideas and writing notes.</b></p>	<p><b>Story writing skills (Tinga Tales focus)</b></p> <p>Write sentences for parts of the story.</p> <p>Focus on using conjunctions effectively to join parts of a story together.</p> <p><b>Milestone 1: To write stories that use the language of Traditional Tales.</b></p>	<p><b>Plan traditional tale from African culture story writing</b></p> <p>Build banks of adjectives, verbs and nouns to support writing.</p> <p>Story mountain.</p> <p><b>Milestone 1: To write stories that use the language of Traditional Tales.</b></p>	<p><b>Write traditional tale from African culture story writing</b></p> <p>Structured writing</p> <p><b>Milestone 1: To write stories that use the language of Traditional Tales.</b></p>	<p><b>Assess story writing.</b></p> <p>Plan and write own story or part of story (independently)</p> <p><b>Milestone 1: To write stories that use the language of Traditional Tales.</b></p>	<p><b>Rhyme Focus: Bringing the rain to Kapiti Plain.</b></p> <p>Explore the features of the poem.</p> <p>Identify rhyming words.</p> <p>Develop a bank of words that could be used to complete the poem.</p> <p>Model writing lines to be added to the poem.</p> <p>Children to write simple rhyming sentences.</p> <p><b>Milestone 1: To write poems that use pattern, rhyme and description.</b></p>



## Key Author: Atinuke



### Facts the children will learn:

- Atinuke was born and grew up in Nigeria.
- She shares with children all over the world how modern life is in Africa, how amazing African traditions and cultures are, and how our human joys and sorrows are the same.
- Atinuke wanted to be an author from the age of 5. Right through her childhood books were my comfort and escape. When she ran out of books to read she made up stories in her head.
- Atinuke now lives in Wales and likes swimming in the sea!



## Key poet: Joseph Coelho

**St Joseph's Catholic Primary School**  
 Half Term Overview Planner  
 Spring 1 2022-2023  
 Theme: Sensational Safari



**Year Group: 1**

**Teachers: Miss Collier and Mrs Baranyai**

<p><b>Guided Reading</b></p> <p><b>Big concept: Kenya, fiction and non-fiction texts.</b></p>	<p><b>Guided Reading sticky knowledge:</b>                  -AF 3-7 focuses.  <b>Key Vocab:</b>                  - Questions: who, what, when, where, why, how.  <b>Social and Cultural opportunities:</b>                  -Read a range of texts (fiction and non-fiction) learning about African animals and Kenya Links to traditional tales from other cultures.</p>					
	<p>Guided reading groups: <b>Bugs Big Trip</b></p> <p>Reading with an adult. Answer and ask questions (AF focus based on children's needs).</p> <p>Five groups. One reading text with greater challenge with an adult and answering AF questions. Other four groups reading level appropriate texts and answering questions independently.</p> <p><i>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: ask and answer questions about the text</i></p>	<p>Guided reading groups: <b>Bugs Big Trip.</b></p> <p>Reading with an adult. Answer and ask questions (AF focus based on children's needs).</p> <p>Five groups. One reading text with greater challenge with an adult and answering AF questions. Other four groups reading level appropriate texts and answering questions independently.</p> <p><i>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: ask and answer questions about the text</i></p>	<p>Guided reading groups: <b>Kenya Fact File</b></p> <p>Reading with an adult. Answer and ask questions (AF focus based on children's needs).</p> <p>Five groups. One reading text with greater challenge with an adult and answering AF questions. Other four groups reading level appropriate texts and answering questions independently.</p> <p><i>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: ask and answer questions about the text</i></p>	<p>Guided reading groups: <b>Kenya Fact File</b></p> <p>Reading with an adult. Answer and ask questions (AF focus based on children's needs).</p> <p>Five groups. One reading text with greater challenge with an adult and answering AF questions. Other four groups reading level appropriate texts and answering questions independently.</p> <p><i>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: ask and answer questions about the text.</i></p>	<p><b>Assessment week</b></p> <p><b>Bugs Big Trip Independently read text and questions.</b></p> <p><i>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: discuss events</i></p>	<p><b>Guided reading groups: Elephant Fact File</b></p> <p>Reading with an adult. Answer and ask questions (AF focus based on children's needs).</p> <p>Five groups. One reading text with greater challenge with an adult and answering AF questions. Other four groups reading level appropriate texts and answering questions independently.</p> <p><i>Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: ask and answer questions about the text</i></p>

**St Joseph's Catholic Primary School**  
 Half Term Overview Planner  
 Spring 1 2022-2023  
**Theme: Sensational Safari**



**Year Group: 1**

**Teachers: Miss Collier and Mrs Baranyai**

<p><b>Maths</b> Topic</p> <p><b>Big Concept:</b> Shape and measure.</p> <p><b>KIRFS</b> Find and name and write <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of an object, shape or amount.</p> <p>Number songs: singing etc Quick fire: whiteboards</p>	<p><b>Maths sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>- Length is how long something is (horizontal)</li> <li>- Height is how tall something is (vertical)</li> <li>- Capacity is the maximum amount something can hold</li> <li>- Volume is the amount something is holding</li> <li>- Weight is how heavy something is</li> <li>- 2D shapes are flat shapes</li> <li>- 3D shapes are not flat</li> </ul> <p><b>Key Vocab:</b></p> <p>-Length, height, weight, mass, capacity, volume, 2D shape, 3D shape, side, edge, face.</p> <p><b>Social and Cultural opportunities:</b></p> <p>-Each area will be delivered within real life contexts, giving the children clear purpose to their learning and enabling them to link it to their own experiences.</p>					
	Length and Height	Weight and Mass	2D Shape	3D Shape	Assessment week	Capacity and Volume
	Fluency <b>Burn2Learn</b>	Fluency <b>Burn2Learn</b>	Fluency <b>Burn2Learn</b>	Fluency <b>Burn2Learn</b>	<b>Milestone 1: Compare, describe and solve practical problems for capacity and volume, lengths and heights, weight and mass.</b>	Fluency <b>Burn2Learn</b>
	Varied Fluency	Varied Fluency	Varied Fluency	Varied Fluency	<b>Milestone 1: Recognise and name common 2D and 3D shapes.</b>	Varied Fluency
	Problem Solving	Problem Solving	Problem Solving	Problem Solving	<b>Milestone 1: Recognise and name common 2D and 3D shapes.</b>	Problem Solving
	<b>Linked to African Animals.</b>	<b>Linked to Safari them.</b>	<b>Linked to Safari them.</b>	<b>Linked to Safari them.</b>		<b>Linked to Safari them.</b>
	Milestone 1: Compare, describe and solve practical problems for lengths and heights.	Milestone 1: Compare, describe and solve practical problems for weight and mass.	Milestone 1: Recognise and name common 2D and 3D shapes. Milestone 1: Identify and describe the properties of 2D and 2D shapes.	Milestone 1: Recognise and name common 2D and 3D shapes. Milestone 1: Identify and describe the properties of 2D and 2D shapes.		Milestone 1: Compare, describe and solve practical problems for capacity and volume.



<p>Science Topic</p> <p>Big Concept: African Animals</p> <p>Perform simple tests.</p>	<p><b>Science sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>• There are different types of animals: mammal, fish, amphibian, reptile and bird.</li> <li>• Animals vary in many ways: some have wings, tails, ears etc.</li> <li>• Animals can have different skin coverings: scales, feathers, hair etc.</li> <li>• These features are used to identify animals.</li> <li>• Mammals are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby</li> <li>• Amphibians live in water as babies and on land as they grow older. They have smooth, slimy skin.</li> <li>• Reptiles breathe air. They have scales on their skin.</li> <li>• Fish live and breathe under water. They have fins to help them swim and they breathe through gills. They have scaly skin.</li> <li>• All birds have a beak, two legs, feathers and wings. Not all birds can fly.</li> <li>• A carnivore is an animal that mostly eat other animals (meat).</li> <li>• A herbivore is an animal that only eats plants.</li> <li>• An omnivore is an animal that eats both plants and other animals (meat).</li> <li>• Humans (and other animals) find out about the world using their senses. Humans have five senses - sight, touch, taste, hearing and smelling.</li> <li>• Sight - eyes</li> <li>• Hearing - ears. Your brain is able to tell you what different sounds are.</li> <li>• Touch - skin. You can tell if something is warm, cold, smooth or rough etc.</li> <li>• Taste: sense of taste comes from your tongue. You can tell if something tastes bitter or sweet. You might have some tastes you like and don't like.</li> <li>• Smell: nose. Your nose can tell if things smell nice or not nice.</li> </ul> <p><b>Key Vocab:</b> -Head, ear, eye, nose, mouth, teeth, shoulder, elbow, hand, fingers, thumb, knee, leg, foot, toes, five senses, sight, hearing, touch, taste, smell Mammal, amphibian, fish, reptile, bird, carnivore, omnivore, herbivore, scales, feathers, wings, hair, fur, human, mouse, dog, cow, penguin, chicken, flamingo, robin, goldfish, shark, tuna, eel, snake, tortoise, lizard, crocodile, frog, toad, newt, salamander</p> <p><b>Links to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Children will have used all their senses in hands-on exploration of natural materials.</li> <li>• Children will be able to name and describe people who are familiar to them.</li> </ul> <p><b>Social and Cultural opportunities:</b> Jane Goodall - Primatologist and Anthropologist Charles Henry Turner- Zoologist</p>					
	<p>Milestone 1: Identify and name a</p>	<p>Milestone 1: Identify and name a variety of common</p>	<p>Hot task - animals</p>	<p>Human body.</p>	<p>Human sense.</p>	<p>Human sense.</p>

**St Joseph's Catholic Primary School**  
 Half Term Overview Planner  
 Spring 1 2022-2023  
 Theme: Sensational Safari



Year Group: 1

Teachers: Miss Collier and Mrs Baranyai

	<p>variety of common animals that are carnivores, omnivores and herbivores.  <b>African Animal focus.</b></p> <p>To identify and classify.</p> <p>What do animals eat?</p> <p><b>B2L:</b> listening to the clue, running to which classification the animal belongs to.</p> <p>Create posters about carnivores, herbivores and omnivores including sentences about carnivores, herbivores and omnivores.  <b>KCO: To write sentences</b></p>	<p>animals that are carnivores, omnivores and herbivores.</p> <p>Identify and sort carnivores, omnivores, herbivores  <b>African Animal focus.</b></p> <p>Identify and classify.</p> <p><b>English: Write a fact file for your favourite animal stating the type of animal it is and if it is an omnivore, carnivore or herbivore.</b></p>	<p><b>Cold task - human body and sense.</b></p> <p>To investigate the work of significant scientists:          Jane Goodall - Primatologist and Anthropologist          Charles Henry Turner- Zoologist</p>	<p>Milestone 1: Identify, name, draw and label the basic parts of the human body and associated with each sense.  <b>Burn2Learn</b></p> <p>LO: To identify, name and label.</p> <p><b>B2L - in groups draw around one person and label the parts of the body. Link to pants are private.</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>head</td><td>arm</td></tr> <tr><td>leg</td><td>mouth</td></tr> <tr><td>teeth</td><td>hand</td></tr> <tr><td>nose</td><td>ear</td></tr> <tr><td>foot</td><td>eye</td></tr> <tr><td>finger</td><td>toe</td></tr> <tr><td>face</td><td>knee</td></tr> <tr><td>elbow</td><td>neck</td></tr> <tr><td>hair</td><td>chest</td></tr> <tr><td>ankle</td><td>wrist</td></tr> <tr><td>stomach</td><td>shoulder</td></tr> </table> <p><b>English: Label the human body</b></p>	head	arm	leg	mouth	teeth	hand	nose	ear	foot	eye	finger	toe	face	knee	elbow	neck	hair	chest	ankle	wrist	stomach	shoulder	<p>Milestone 1: Identify, name, draw and label the basic parts of the human body and associated with each sense.</p> <p>LO: To perform a simple test.</p> <p>Popcorn test to identify which sense we use with each body part: eyes, ears, tongue, hands, nose.</p> <p><b>English:</b> Writing sentences to describe.</p>	<p>Milestone 1: Identify, name, draw and label the basic parts of the human body and associated with each sense.  <b>Burn2Learn</b></p> <p>LO: To identify and name,</p> <p>Name the body part and <b>write an explanation</b> of the associated job or sense.</p>
head	arm																											
leg	mouth																											
teeth	hand																											
nose	ear																											
foot	eye																											
finger	toe																											
face	knee																											
elbow	neck																											
hair	chest																											
ankle	wrist																											
stomach	shoulder																											

# St Joseph's Catholic Primary School

## Half Term Overview Planner

Spring 1 2022-2023

Theme: Sensational Safari

Teachers: Miss Collier and Mrs Baranyai



Year Group: 1

<p><b>Computing</b> Topic</p> <p><b>Big Concept:</b> Online safety/communicating ideas.</p>	<p><b>Computing sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>- Programs. I can use to communicate messages are: Showbie and Keynote - text and images with support. (iPad).</li> <li>- Stop, block, tell motto: When we see or hear something online we don't like/makes us feel worried, we stop what we are doing, tell an adult and if we need to, we block what we are using which means we won't see it again.</li> </ul> <p><b>Key Vocab:</b> -Stop, block tell, online risks, online safety, keynote, text, image, programs.</p> <p><b>Social and Cultural opportunities:</b> -Develop understanding of online risks. Learning to be applied in school and at home when online and accessing devices.</p>				
<p>Bank Holiday</p>	<p>Online safety focus</p> <p>Milestone 1: To understand online risks and age rules for sites.</p> <p>STOP BLOCK TELL: pop ups</p>	<p>Communicating ideas: Keynote. Introduction to main features.</p> <p>Milestone 1: To use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>Main areas: Opening keynote and new presentation Inserting text and moving Inserting image and moving</p>	<p>Communicating ideas: Keynote (Begin presentation on animals)</p> <p>Milestone 1: To use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>English: Writing sentences to explain ideas.</p> <p>Each lesson children create keynote page based on their Geography learning.</p> <p>Must include text and image</p>	<p>Communicating ideas: Keynote (Begin presentation on animals)</p> <p>Milestone 1: To use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>English: Writing sentences to explain ideas.</p> <p>Record yourself talking about the national parks and wildlife to be later added to your Keynote presentation.</p>	<p>Online safety focus</p> <p>Milestone 1: To understand online risks and age rules for sites.</p> <p>Focus based on areas of need identified during learning.</p>

**St Joseph's Catholic Primary School**  
Half Term Overview Planner



**Year Group: 1**

**Spring 1 2022-2023**

**Teachers: Miss Collier and Mrs Baranyai**

**Theme: Sensational Safari**

<p><b>Geography</b> Topic</p> <p><b>Big Concept:</b> Kenya</p>	<p><b>Geography sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>•I can show you on a map where the equator, south and north pole is.</li> <li>•England is part of Europe.</li> <li>•The water around England is called English Channel, Irish Sea, North Sea.</li> <li>•Places can be similar but different.</li> <li>•Kenya is a country in the continent of Africa and famous for its safaris and the big five.</li> <li>•Some features of Kenya are towns, cities, coast, mountains, national parks and game reserves.</li> <li>•Kilimanjaro is a well-known mountain in Kenya.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>- North and South pole, continent, tribes, countries, cities, Europe.</li> </ul> <p><b>Links to prior learning:</b></p> <ul style="list-style-type: none"> <li>-Make constant links to our lives in England, comparing climate, animals, lifestyles etc.</li> </ul> <p><b>Social and Cultural opportunities:</b></p> <ul style="list-style-type: none"> <li>-Develop the children's understanding of another country in another continent and the similarities and differences.</li> </ul>					
	<p><b>Bank Holiday</b></p>	<p><b>England and its place in Europe</b></p> <p>Milestone 1: Name and locate continents and oceans.</p> <p>Milestone 1: Identify the key features of a location.</p> <p>Sticky knowledge: what do we already know about England (focus on Wetherby)?</p> <p>Map focus: England as a country. England in Europe. English Channel, Irish Sea, North Sea.</p>	<p><b>Where is Kenya?</b></p> <p>Milestone 1: Name and locate continents and oceans.</p> <p>(England and Kenya)- world location, continents, size, relation to the equator, north and south poles (map work)</p> <p><b>Burn2Learn warm up or plenary.</b></p>	<p><b>Where is Kenya?</b></p> <p>Milestone 1: Name and locate continents and oceans.</p> <p>Compare and contrast England and Kenya- world location, continents, size, relation to the equator, north and south poles (map work)</p> <p><b>Burn2Learn warm up or plenary.</b></p>	<p><b>Let's Explore Kenya</b></p> <p>Milestone 1: Identify the key features of a location.</p> <p>Key features: safari's, big five, cities, coast, mountains, national parks and game reserves, Kilimanjaro.</p> <p><b>English: Create a poster advertising all the things that you can see and do in Kenya.</b></p>	<p><b>My day your day: compare and contrast Kenya and England</b></p> <p>Milestone 1: Compare and contrast a small part of the UK with a non-European country.</p> <p><b>Burn2Learn warm up or plenary.</b></p> <p>Places can be similar but different.</p> <p>Compare images: where do you think they are? What tells you that?</p> <p>Watch video about life for one child in Kenya how is her life similar/ different to yours.</p> <p><b>English: write a letter explaining the similarities between Wetherby and where she lives in Kenya.</b></p>

# St Joseph's Catholic Primary School

## Half Term Overview Planner

Spring 1 2022-2023

Theme: Sensational Safari

Teachers: Miss Collier and Mrs Baranyai



Year Group: 1

		Relation to the equator, north and south poles.  English: Capital letter for names of places.				
DT Topic  Big Concept: Mechanisms: Moving pictures.	<p><b>DT sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>- To know that a wheel is circular and helps a mechanism to move.</li> <li>•Be able to tell me how a lever works to make something move.</li> <li>•Tell me what a winding mechanisms could be used for.</li> </ul> <p><b>Links to prior learning:</b></p> <ul style="list-style-type: none"> <li>-Links to fine motor and construction (FS2) experiences, connecting small parts together.</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>-Mechanisms, sliders, levers, wheels</li> </ul> <p><b>Social and Cultural opportunities:</b></p> <ul style="list-style-type: none"> <li>-Understand how different mechanisms are used in everyday life and their significance in our lives.</li> </ul>					
Introduce Mechanisms  Milestone 1: Explore and evaluate a range of existing products.  Introduce children to Mechanisms in the real world: English core skill: sentence writing (evaluate use in the real world).	Explore Mechanisms: Sliders, Traditional Tale context.  Milestone 1: Create products using levers, wheels and winding mechanisms.  Explore products that use sliders and create own.	Explore Mechanisms: Levers, Traditional Tale context.  Milestone 1: Create products using levers, wheels and winding mechanisms.  Explore products that use levers and create own.	Explore Mechanisms: Wheels, Traditional Tale context.  Milestone 1: Create products using levers, wheels and winding mechanisms.  Explore products that use mechanisms and create own.	Design own moving picture based on Africa  Milestone 1: Design purposeful, functioning products.  Design Traditional tale moving book page using at least one of the mechanisms. Traditional Tale context from Kenya.	Make designed moving picture page using skills developed. Must include at least one mechanism.  Milestone 1: Create products using levers, wheels and winding mechanisms.  Review product English core skill: sentence writing (evaluate product, how it works and its effectiveness in purpose)	



<p><b>Music</b> Topic</p> <p><b>Big Concept:</b> African music</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>• Dynamics is how loud or quiet something is.</li> <li>• Pitch is how high or low a sound is.</li> <li>• A note is a musical sound.</li> <li>• Beat/pulse is a steady beat within a song (like a heart beat)</li> <li>• Tempo describes how quick or slow the music is.</li> <li>• Solo means to play music on your own.</li> <li>• Duet means to play music in a group of two.</li> <li>• Ensemble means to play music in a group together.</li> <li>• A musical instrument is an object that you use to play music.</li> </ul> <p><b>Key Vocab:</b> - Timbre, rhythm, beat/pulse, pitch, high, low, volume, quiet, loud, tempo, verse, solo, duet, tune, ensemble, instrument, note .</p> <p><b>Social and Cultural opportunities:</b> - Music for different purposes and audiences. Exploring music in another country and culture.</p>		
<p>All about African Music.</p> <p>To identify different percussion instruments.</p> <p>Context linked to topic.</p>	<p><b>African drum focus.</b></p> <p>To play a beat.</p> <p>Milestone 1: To identify the beat of a tune. Milestone 1: Recognise changes in timbre, dynamics and pitch.</p>	<p><b>African drum focus:</b></p> <p>To play with different dynamics. To play solo, in a duet or in an ensemble.</p> <p>Milestone 1: Follow instructions on how or when to sing or play an instrument.</p>	<p><b>African drum focus:</b> small groups compose and perform.</p> <p>To create a short musical pattern.</p> <p>Create music in duets and ensembles and perform.</p> <p>Milestone 1: Sequence sounds to create an overall effect. Milestone 1: Create short musical patterns.</p>

# St Joseph's Catholic Primary School

## Half Term Overview Planner

Spring 1 2022-2023

Theme: Sensational Safari

Teachers: Miss Collier and Mrs Baranyai



Year Group: 1

<p><b>MFL</b> Topic</p> <p><b>Big Concept:</b> Colours, foods and days of the week</p>	<p><b>MFL sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>- Colours (primary) - Bleu - blue, Jaune = yellow, Rouge = red</li> <li>- I can name different foods. They are: Le pain- bread, Fromage- cheese, Pomme- apple, L'oeuf- egg, Le poisson- fish</li> <li>-Days of the week lundi= Monday, mardi=Tuesday, mercredi=Wednesday. jeudi= Thursday, vendredi = Friday, samedi= Saturday, dimanche = Sunday</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>-as above</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><b>Colours (primary)</b></p> <p><b>LO :</b> To name primary colours. Milestone 1: Understand a range of spoken phrases.</p>	<p><b>Food</b></p> <p><b>LO:</b> To name foods. Milestone 1: Understand a range of spoken phrases.</p>	<p><b>Days of the week</b></p> <p><b>LO:</b> To say the days of the week. Milestone 1: Understand a range of spoken phrases.</p>	<p><b>PE</b> Topic</p> <p><b>Big Concept:</b> PE partner planning</p>		<p><b>PE sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>•To know the difference between an underarm arm is next to hip with palm facing forward and overarm throw arm over the shoulder palm facing forward and demonstrate a good underarm technique</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>-left, right, throw, catch, balance, hold, rhythm, control, movement</li> </ul> <p><b>Social and Cultural opportunities:</b></p>			
	<p>Friday Bench Ball Spiral PE Learning objective: Improve agility through different catching skills</p>	<p>Thursday Bench Ball Spiral PE Learning objective: Improve agility through different catching skills</p> <p>Friday Gymnastics Spiral PE Learning objective: Learn left and right</p>	<p>Thursday Gymnastics Spiral PE Learning objective: Learn left and right</p> <p>Friday Gymnastics Spiral PE Learning objective: Improve my balance in various positions</p>	<p>Thursday Gymnastics Spiral PE Learning objective: Improve my balance in various positions</p> <p>Friday Dance Spiral PE Learning objective: Improve my understanding of rhythm and how it effects my movements</p>	<p>Thursday Dance Spiral PE Learning objective: Improve my understanding of rhythm and how it effects my movements</p> <p>Friday Dance Spiral PE Learning objective: Improve my control of rhythm</p>	<p>Thursday Dance Spiral PE Learning objective: Improve my control of rhythm</p> <p>Friday Dodgeball Improve the ability to control the body and hold a position</p>			

# St Joseph's Catholic Primary School

## Half Term Overview Planner

Spring 1 2022-2023

Theme: Sensational Safari

Teachers: Miss Collier and Mrs Baranyai



Year Group: 1

<p><b>PSHE</b> Topic</p> <p><b>Big Concept:</b> Identity and society.</p> <p><b>British Value:</b> Rule of Law</p>	<p><b>PSHE sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>-Rule of Law is a British value. I follow the laws of our country.</li> <li>-I can tell you what makes me special.</li> <li>-Our school rules are TRUST</li> <li>-My role in school is to follow the TRUST rules. My role in society is to follow the laws of this country.</li> <li>-My mental health is looking after my feelings.</li> <li>- I look after my mental health by...</li> </ul> <p><b>Links to prior learning:</b></p> <ul style="list-style-type: none"> <li>-Recap learning last year in FS2 on British Values- what do we already know?</li> </ul> <p><b>Key vocab:</b></p> <ul style="list-style-type: none"> <li>-Democracy, individual liberty, rule of law, respect, tolerance, roles and responsibilities, mental health, wellbeing.</li> </ul> <p><b>Social and Cultural opportunities:</b></p> <ul style="list-style-type: none"> <li>-Developing understanding of British Values are and how they impact on them and their community and country.</li> </ul>					
	<p>What makes me special</p> <p>Pupils learn about what makes themselves and others special</p>	<p>Roles and responsibilities</p> <p>Pupils learn about their roles and responsibilities at home and school (TRUST rules).</p>	<p>Rule of law (British Value)</p> <p>Links to how they as a person and their roles and responsibilities link to laws in our country.</p>	<p>Working with others</p> <p>Pupils learn about being co-operative with others.</p> <p>Make links to laws, roles, responsibilities and individually.</p>	<p><b>Respond to needs based on prior learning.</b></p>	<p>Children's Mental Health Week</p> <p>More details to follow on theme.</p>
<p><b>Planned Trip or Workshops</b></p>			<p><b>TRIP TO WETHERBY LIBRARY (18.1.23)</b></p>			

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.