

# Year 1/2 Curriculum Overview 2022-23

## Our Year ahead

Welcome to Dahl class. This year, Mrs Clack, Mrs Lowthian, Mrs Grainger and I will be engaging our Year 1 and Year 2 children with an excitingly broad, knowledge-rich curriculum. We have thought provoking topics to look forward to this year which will further our knowledge and deepen our curiosity about the world around us, building on the great knowledge we gained during our time in EYFS. We will begin with a Black History focus where we will be learning about Learie Constantine and how he has contributed to national and international achievements, and the life and art work of Horrace Pippin.

It is an exciting time for Religious Education as Dahl class will be starting using the New Religious Education Curriculum Directory for the first time. Our delivery of the new curriculum will be supported by The Vine and Branches. We will continue to use Life to the Full to deliver the ever important HRSE curriculum.

We continue to develop our phonics knowledge in the Red Rose Letters and Sounds programme along with exciting literacy lessons where we will continue to further develop our reading, writing and SPAG knowledge.

Power Maths challenges us to think deeply about our maths learning and apply our knowledge to help us to solve mathematical problems with confidence and understanding.

Our curriculum is enriched with weekly forest school sessions which promotes self-esteem, creativity, confidence and independence. It is a series of long-term sessions that build on the needs and development of the child. It is not one-off days in the woods. It enables supported risk-taking, child-centred learning, exploration and play...with the added bonus of hot chocolate and marshmallows around the campfire!

# Year 1/2 Curriculum Overview

## Religious Education

### Caritas in Action

We start of every term focusing on a unit from Caritas in Action. Through this, we learn that everyone matters and we are all equal in God's eyes .People matter more than possessions. We are a family and community-how can we build up the Kingdom of God. Happiness-how do we achieve it?

#### Autumn 1

##### **Branch One: Creation and Covenant**

The focus of this unit is revelation. We will consider how the world exists and how all that is came to be. We learn about our responsibilities to care for the world.

#### Autumn 2

##### **Branch Two: Prophecy and Promise**

We will learn that God sowed us he loves us by sending Jesus his son. We learn about the story of Advent and the true meaning of Christmas.

#### Spring 1

##### **Branch Three: Galilee to Jerusalem**

In this unit, we will hear that through the work of Jesus, those who encountered him recognised he was the son of God. We will study many key texts from the Bible and learn how Christins are called to follow Jesus and Sare the Good News with others.

#### Summer 2

##### **Branch six: Dialogue and Encounter**

We will explore our local Parish and how the Church is the community of all those who belong to Christ. We will explore modern Jewish life in Britain.

#### Summer 1

##### **Branch Five: To Ends of the Earth**

In this unit children will hear the story of the Road to Emmaus, the Ascension and Pentecost. We will focus on the mystery of the Holy Trinity and how it is central to Christian Faith.

#### Spring 2

##### **Branch Four: Desert to Garden**

We will learn about the season of Lent as a time to prepare for Easter and to know the story of the last week of Jesus' life, his death and resurrection. We will practice fasting, almsgiving and prayer.

### Celebration of the Word

We prayer together each day in our class worship-spending time being still and developing our personal relationship with Christ.

On Monday's we come together as a whole school to celebrate our Faith, consider ways we can contribute to school life during the week ahead and aspire to be like Christ in our work and play.

Wednesday Word is a chance for us to share the Gospel prior to Sunday, discuss it with each other and develop a deeper understanding. A child carries the light candle, a symbol of Jesus as light of the world, another child carries the cross, and another child carries and reads the gospel.

On Friday we come together once again for our celebration Worship where we reflect on the week and acknowledge our achievements. We award the Headteacher's Award in each year group.

Each child has the opportunity to prepare a worship for their class using music to call their friends to worship, reading the word and giving the class something to take away and use in their everyday life.

Weekly hymn practice gives us the opportunity to pray through song with the rest of our St Joseph's family. How wonderful!

# Year 1/2 Curriculum Overview

## HRSE

**KS1 Module One: Created and Loved by God** explores the individual. Rooted in the teaching that **we are created by God out of love and for love.**, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships

**Unit 1 – Religious Understanding** introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him.

Building on this knowledge, **Unit 2 – Me, My Body, My Health** encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls. **Unit 3 – Emotional Well-Being**, children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions. **Unit 4 – Life Cycles** returns to the Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown.

**KS1 Module 2: Created to Love Others** explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

**Unit 1 – Religious Understanding** begins with an adapted version of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us. **Unit 2 – Personal Relationships** children once again meet Super Susie, who helps them to identify the 'special people' in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. **Unit 3 – Keeping Safe**, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.

**Unit 1 – Religious Understanding** children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them. This is a simple teaching that we will return to in more complexity in later years. These stories show children that God made us to be in loving relationships with one another. **Unit 2 – Living in the Wider World** helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.

**KS1 Module Three: Created to Live in Community** explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:

# Year 1/2 Curriculum Overview

## English

### Early Reading & Writing

Lancashire Red Rose Phonics is the phonics programme we use in school in order to teach children to read and write fluently and confidently. Red Rose is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds when reading and writing.

#### **Reading**

When learning to read through phonics, the children will:

- ❖ Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- ❖ Learn to read words using sound blending.
- ❖ Read lively stories featuring words they have learnt to sound out.
- ❖ Show that they comprehend the stories by answering 'find it' and 'prove it' discussion questions.

#### **Writing**

When learning to write, the children will:

- ❖ Learn to write the letters/letter groups which represent the 44 sounds.
- ❖ Learn to write words by saying the sounds and graphemes (Fred fingers)
- ❖ Learn to write simple then more complex sentences.

Phonics takes place every day for 30 minutes and the children work whole class so that the teacher has responsibility for each child's learning. Weekly spelling tests are sent home based on current learning and Accelerated Reader is used to support and promote engagement in reading for children ready to access story books (alongside decodable books at a suitable level).

#### **Guided Reading**

Children in year two will take part in regular guided reading sessions throughout the week. We teach guided reading whole class as to ensure no child has a ceiling on the books they are exposed to. We unpick vocabulary and work on comprehension, inference and deduction skills using VIPERS as a model. We work on annotation through coral reading.

# Year 1/2 Curriculum Overview

## English

Reading	<p><b><u>Guided Reading and phonics</u></b> Children take home 'Book Bag Books' linked to their phonics reading level.</p>	<p><b><u>Class Novel Autumn</u></b> The Owl who was afraid of the dark by Jill Tomlinson The Worst witch Enid Blyton</p>	<p><b><u>Class Novel Spring</u></b> Aesop's Fables The Magic Paintbrush</p>	<p><b><u>Class Novel Summer</u></b> The Wind in the Willows</p>	<p><b><u>Accelerated Reader</u></b> When the children are reading with fluency they will begin to use Accelerated Reader, where they will be asked comprehension questions on what they have read. Books will be chosen depending on the children's reading age (ZPD) which will allow them to grow in confidence and challenge them to become fluent and passionate readers.</p>	<p><b><u>Reading for Pleasure</u></b> Children are encouraged to read for pleasure from a range of books in the classroom that we have explored together as a class. They also choose books for home reading from their ZPD range.</p>		
	Writing	<p><b><u>Pathways to Writing</u></b> Meesha makes friends by Tom Percival  Diary Entry</p>	<p><b><u>Pathways to Writing</u></b> The Owl Who Was Afraid of the Dark by Jill Tomlinson  Non-Chronological Report</p>	<p><b><u>Pathways to Writing</u></b> The Lion Inside by Rachel Bright and Jim Field  Fiction - Journey</p>	<p><b><u>Pathways to Writing</u></b> Beegu by Alexis Deacon  Fiction</p>	<p><b><u>Pathways to Writing</u></b> Toys in Space by Mini Grey  Fiction</p>	<p><b><u>Pathways to Writing</u></b> William's Shakespear's A Midsummer Night's Green.  Fiction</p>	
		Grammar and Punctuation*	<p><b><u>Autumn 1</u></b> We will be finding out about nouns, vowels and consonants, demarcating sentences and punctuating sentences.</p>	<p><b><u>Autumn 2</u></b> Adjectives, compound words, adjectives with -er and -est, subordination, statements and exclamations.</p>	<p><b><u>Spring 1</u></b> Noun phrases, homophones, forming adjectives using -ful and -less, questions and commands, sentence writing</p>	<p><b><u>Spring 2</u></b> Verbs, singular and plural, adverbs with -ly, commas in lists, changing adjectives into adverbs.</p>	<p><b><u>Summer 1</u></b> Adverbs, word classes, co-ordination, apostrophes for possession, past and present tense.</p>	<p><b><u>Summer 2</u></b> Recapping pronouns, forming noun using er, progressive tense, apostrophes for contractions, uplevelling sentences.</p>

### Handwriting and presentation

Children practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly. We teach pre-cursive writing.

### Spelling

Spellings are taught in phonics alongside weekly spelling words relating to particular spelling rules and common exception words.



# Year 1/2 Curriculum Overview

## Maths

### Year 1 Maths Overview

Term	Unit	Strand
Autumn Textbook A	Unit 1	Number and place value
	Unit 2	Number and place value
	Unit 3	Number - Addition & subtraction
	Unit 4	Number - Addition & subtraction
	Unit 5	Geometry – property of shape
	Unit 6	Number and place value
Spring Textbook B	Unit 7	Number - Addition & subtraction
	Unit 8	Number - Addition & subtraction
	Unit 9	Number and place value
	Unit 10	Measurement – introducing length and height
	Unit 11	Measurement – introducing weight and volume
Summer Textbook C	Unit 12	Number – multiplication and division
	Unit 13	Number – multiplication and division
	Unit 14	Number - fractions
	Unit 15	Geometry: position and direction
	Unit 16	Number – number and place value
	Unit 17	Measurement - time
	Unit 18	Measurement - money



# Year 1/2 Curriculum Overview

## Maths

### Year 2 Maths Overview

Term	Unit	Strand
Autumn Textbook A	Unit 1	Number – number and place value
	Unit 2	Number – addition and subtraction
	Unit 3	Number – addition and subtraction
	Unit 4	Measurement - money
	Unit 5	Number - multiplication and division
Spring Textbook B	Unit 6	Number - multiplication and division
	Unit 7	Statistics
	Unit 8	Measurement – length and height
	Unit 9	Geometry – properties of shapes
	Unit 10	Number - fractions
Summer Textbook C	Unit 11	Geometry: position and direction
	Unit 12	Number – addition and subtraction
	Unit 13	Measurement - time
	Unit 14	Measurement – weight, volume and temperature

# Year 1/2 Curriculum Overview

## Science

### Seasonal changes-

Children will observe changes across the 4 seasons and describe weather associated with the seasons and how day length varies.

### Humans

Children will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Plants

The children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and identify and describe the basic structure of a variety of common flowering plants, including trees

### Everyday Materials

To distinguish between an object and the material from which it is made, identify/name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  
Children will also describe the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Living things and their habitats

Identify/name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Identify/name a variety of common animals that are carnivores, herbivores and omnivores

Describe/compare the structure of a variety of common animals-fish, amphibians, reptiles, birds and mammals including pets)

### Our local area

We will visit our school allotment regularly to plant and harvest crops and use our local environment whenever possible throughout the science curriculum.

### Working scientifically:

- ***asking simple questions and recognising that they can be answered in different ways***
- ***observing closely, using simple equipment***
- ***performing simple tests***
- ***identifying and classifying***
- ***using their observations and ideas to suggest answers to questions***
- ***gathering and recording data to help in answering questions***



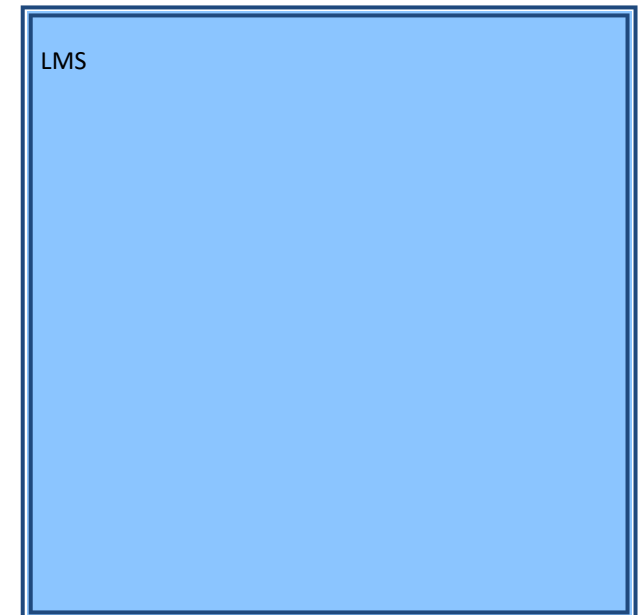
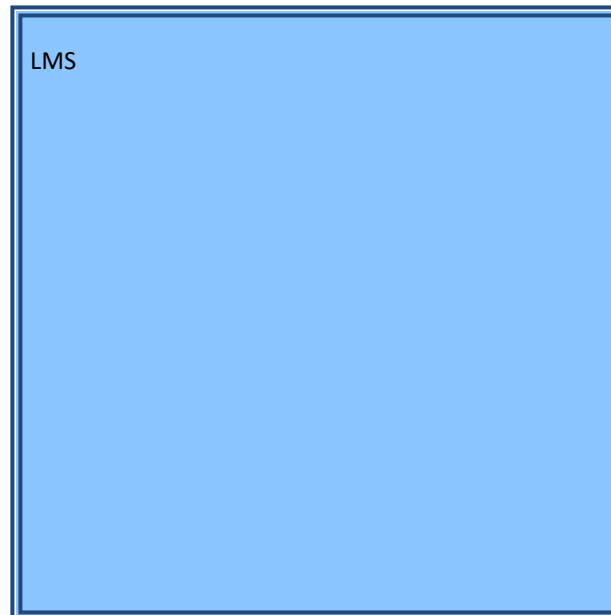
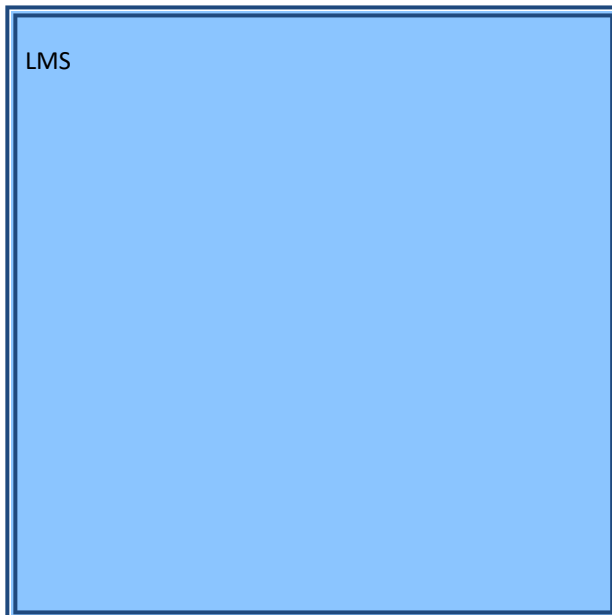
# Year 1/2 Curriculum Overview

## Computing

We teach computing through the key areas of Computing Systems and Networks, Programming, Creating Media, Data Handling. At the start of every unit, we have an Online Safety lesson.

Unit 1	Unit 2	Unit 3
Online safety – Advertising online	Online safety – who should I ask?	Online safety – communicating with people online
Online Safety Cyber Bullying (Anti-Bully week 15th – 19th November)	Online safety – It's my choice	Online safety – Internet – fact, fiction, opinion
<b>What is a computer?</b>	<b>Algorithms and debugging</b>	<b>International space station</b>

## Music



# Year 1/2 Curriculum Overview

## Design Technology

### Nightlights

The children will look at existing lamps that they are familiar with and evaluate their uses. We will then focus on nightlights and who may use them. We will look at different switch styles such as touch activated or press switch before designing our own nightlight for a given audience eg. A young child who is scared of the dark.

### House design circa 1666

We will look at and research houses and how they were built circa 1666 and compare with houses that are built today. We will carefully observe and discuss the materials used and their appropriateness.

Following our investigations we will build our own house in a style circa 1666 and investigate why the building practices contributed to the Great Fire.

### Banishing broken biscuits

Through this unit children learn about strengthening sheet material to make a strong shell structure, to be used to protect home made shortbread biscuit. They develop their designing skills through the knowledge gained from investigating, disassembling and evaluating a range of familiar commercial packaging. They develop their making skills through focused tasks in which they use a range of measuring, marking-out, cutting and assembling techniques. They also learn simple graphical communication techniques.

## Art

### Self portraits

We will explore famous artists and their self-portraits before challenging ourselves to explore different pencils and paints as well as the medium of collage to create their own artwork.

### Paper Art

We will turn everyday paper into spectacular arts and crafts projects. We will investigate different types of paper and explore their different textures and features, before using a variety of techniques to create artwork from paper.

### Super sculptures

We will learn all about the work of a range of well-known sculptors with these five Art sculpture lessons for Year 2 children. Describe and respond to images of sculptures included in all five colourful sets of slides! Use a range of materials to create sculptures inspired by famous works of art, or create giant sculptures with groups or your whole class!

# Year 1/2 Curriculum Overview

## Physical Education

### Autumn

Swimming

FMS-Baseline Supertato

FMS Catching and bouncing a ball

### Spring

Blue Moose Dance

FMS- kicking

FMS- Zog

Gymnastics

### Summer

FMS- Supertato

OAA- The Great Outdoors

Athletics

FMS- Jack & the Beanstalk

### The Golden Mile

By walking, jogging and running around the school playground on a regular basis, we aim to improve our physical health and wellbeing.

### Forest Schools

Forest School is a child-centred inspirational learning process that offers opportunities for developing confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Our secret garden outdoor area is the perfect setting for our children to explore.

### Enrichment

Throughout the school year, our children are given opportunities to develop talents/skills through our after school clubs. There are also sports competitions forging links with other schools and improving confidence and self-esteem.

# Year 1/2 Curriculum Overview

## History

### Family Album

We will find out what a significant event is and find out about significant events in our lifetime.

We will understand that our age tells us how long we have been alive and look at how we have changed. We will think about birthdays now and in the 1930s and make comparisons, including looking at how toys have changed.

### The Royal family

We will find out about our Royal family, who they are and who is our current monarch. We will use pictures of the royal family to create a family tree and look at toys that Royal children have played with.

### Mini topic - Remembrance

### Fire! Fire!

We will find out how the great fire started and what events unfolded during this time.

Samuel Pepys kept a diary during this terrible time and we will use this source to investigate the events at Pudding Lane. The children will discuss the reason for the events and consider the impact on the way that houses are built today.

### Whole school project

Every year, we like to immerse all of our children in a different project that we cover as a whole school. Each child will visit this project twice in their time at St Joseph's, giving them opportunities to revisit and build on their prior learning. In recent years we have had a whole school approach to World War 1 and Africa.

# Year 1/2 Curriculum Overview

## Geography

### Home sweet home (farming)

We will learn about our local area. Using aerial photographs we will explore the area immediately around our school and note physical and human features of the environment. Children will be encouraged to explore and create maps of their walk to school, identifying the different features they see on the way.

We will make a plan view of our classroom and explore simple maps using the directions of north, south, east and west (Naughty Elephants Squirt Water).

Children will compare aerial views of our area with that of Manchester, noting the differences in physical and human features. Children will become aware that we live in an area surrounded by farm land.

As a class we will visit Humblescough farm when we will have opportunities to explore the different physical and human features as well as looking at different farming practices.

We will research and discuss the different kinds of farms that there are in our area.

In school we will explore and compare farming in China, looking at differences and discussing the reasons that these differences might exist.

### Land of the dragons

We will find out about an area of the country of China, making comparisons between the physical and human features of that area and where we live.

Children will identify where China is on a world map and globe. They will continue to develop their knowledge of the continents and oceans, in particular the continent of Asia. We will compare the city of Manchester with Beijing and note significant similarities and differences, including weather and physical environment.

### The great outdoors



