

Year group: Year One
Term: Autumn 1st Half
Focus Subject: Geography

TOPIC: What makes me who I am?



Educate
Protect
Love
Serve

Key Vocabulary:

Location, environment, right, left, forward, back

Practise at Home:

Daily reading and keyword practise

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Walk around the local area to see key landmarks within the town such as the beacon, the main street, train station

RE: as theologians, we will:

Creation and Covenant: learning outcomes

- Recognise that the story of Creation in Genesis 1:1-4,24-26 is an ancient, prayerful and poetic reflection on God's word and retell this story in any form.
- Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father who made heaven and Earth
- Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of.
- Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other.
- Know that Pope Francis wrote a letter, called Laudato Si, about the gift of Creation and the importance of taking care of the world as it is everyone's home.
- Recognise that prayer is a way of drawing closer to God

As Musicians, we will:

Know that music has a beat.
We will be continuing to learn and embed our knowledge on the Foundation Elements of Music, but with a focus on pulse or beat.

English: As readers and writers, we will:

Take part in daily RWI lessons working at the appropriate level to use and apply our sound knowledge to reading and writing

- Innovate stories to provide alternative endings.
- Write detailed descriptions using adjectives.
- Writing ideas including new vocabulary.
- Sequence stories, beginning, middle and end.
- Be able to use a variety of story openers.
- Plan our own narrative.
- Sequence sentences to write a narrative using signs of success.
- Write instructions using bullet points.
- Use verbs to give instructions.
- Rehearse and perform a poem in unison with actions.

Science: As scientists, we will:

Identify major organs in human body and functions of different parts of the body.
Different types of exercise and the importance of exercise.
Heart rate investigation.
Major food groups and examples to designing a balanced meal.
Characteristics of babies, toddlers, children, teenagers, adults and elderly people through creating a human changes timeline.
Defining germs and hygiene
The role of doctors and nurses.
Different jobs: epidemiologist, sports scientist, nutritionist

Art: As artists, we will:

Spirals:

- Explore that drawing is a physical and emotional activity.
- That when we draw, we can move our whole body.
- That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.
- That we can draw from observation or imagination.
- That we can use colour to help our drawings engage others

Computing: As programmers, we will:

Technology around us
Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.

Maths: As mathematicians, we will:

- Identifying and representing numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Counting to and across 100, forwards and backwards
- Identify one more or one less from a given number
- Represent and use number bonds and related subtraction facts within 20
- Read, write and interpret mathematical statements involving addition, subtraction and equals sign (+ - =)
- Related facts – Number bonds
- Finding number bonds
- Comparing number bonds
- Finding the whole adding together/adding more
- Finding a part
- Subtraction
- Comparing additions and subtractions

PE: As athletes, we will:

Developing our ball skills including -
Rolling, Throwing and catching, Kicking, Striking, Target Practice, Games skills using rackets to return a ball

Geography: As geographers, we will:

- Identify and describe features in the local environment e.g. house, farm, church.
- Use photos and pictures to locate places in the local environment.
- Talk about the local environment.
- Talk about similarities and differences between places, e.g. the school playground and the town park.
- Label photos and pictures of the local environment.
- Use simple aerial photos to identify landmarks and basic human and physical features.
- Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map.



Focus: Here I am.		Teacher: Miss Sophie Cooper.					
Dates	W/C 4 th September 2024	W/C 11 th September 2024	W/C 18 th September 2024	W/C 25 th September 2024	W/C 2 nd October 2024	W/C 9 th October 2024	W/C 16 th October 2024
Events	Back to School						
English	Independent writing holiday news for assessment of writing.	Text: Ruby's worry Learn <ul style="list-style-type: none"> Hook: Ruby's worry To orally retell a story using a story map. To sequence the story using pictures. To answer questions about the story. 	Text: Ruby's worry Explore <ul style="list-style-type: none"> To identify adjectives and nouns? (Using sentences from the model text) To identify adjectives and nouns? (Using sentences from the model text) Can I join words and clauses using and? (Spelling Shed) To identify words ending in 'ed', 'ing' and 'er'. 	Text: Ruby's worry Innovate <ul style="list-style-type: none"> Can I innovate my story map? (Shared innovation) Can I orally retell the new story using a story mountain? Can I contribute my ideas to a shared write? Can I create my own innovation? 	Text: Ruby's worry Invent – HOT TASK <ul style="list-style-type: none"> Can I orally retell my own story? Can I write the opening and build-up of my story? Can I write the problem and resolution and ending? Can I make my story into a book? FABULOUS FINALE: 	Text: Ruby's Worry Diary entry from Ruby. <ul style="list-style-type: none"> Identify the key features of a diary entry To use the pronoun 'I' To order the events. Write a diary entry 	Poetry: Roger McGough perform the poem 'Emus' <ul style="list-style-type: none"> Rehearse poem with appropriate rhythm and timing. Perform a poem with appropriate rhythm and timing. Invent actions to accompany a poem. Rehearse a poem in unison with actions. Perform a poem in unison with actions.
Phonics and Spelling	Children to take part in RWI lessons in streamed groups which allow the children to access the learning at appropriate levels. Children will be practising their phonic knowledge and applying this to reading and writing.						
Maths	Focus Numbers to 10 Settling in activities <ul style="list-style-type: none"> Sorting activities Counting objects Writing numbers to 10 	Focus Numbers to 10 <ul style="list-style-type: none"> Sorting objects Counting objects to 10 Represent numbers to 10 Count objects from a larger group Count on from any number 	Focus Numbers to 10 <ul style="list-style-type: none"> One more Count backwards from 10 to 0 One less Compare groups Fewer or more 	Focus Numbers to 10 <ul style="list-style-type: none"> <, > or = Compare numbers Order objects and numbers The number line Assessment 	Focus Part-Whole within 10 <ul style="list-style-type: none"> Parts and wholes The part-whole model Write number sentences Fact families – Additions and facts Number bonds 	Focus Part-Whole within 10 <ul style="list-style-type: none"> Number bonds Find number bonds Number bonds to 10 Assessment Addition within 10 <ul style="list-style-type: none"> Add together 	Focus Addition within 10 <ul style="list-style-type: none"> Add more Addition problems Find the missing number Assessment
Science Human body	Settling in activities	Humans are animals	Body parts on the outside	Body parts on the inside	Body parts of our senses	More about sight, smell and sound	More about taste and touch

<p>RE</p> <p>Year 1 Branch 1 – Creation and Covenant</p>	<p>Settling in activities</p>	<p>Objective 1 I know the story of how God made the world.</p> <p>Share with the children a simple retelling of the Genesis 1:1-4, 24-26 <i>from the bible.</i> Tell them that this story helps us to understand more about God and how He made the world but that it is not an exact scientific account of how He did it</p> <p>Use Godly play to help the children to explore how everything is a gift from God.</p> <p>Invite them to wonder how it feels to be loved so much and to be given such a precious gift.</p> <p>Record or scribe their wondering questions and answers as they listen and play</p>	<p>Objective 2 I know everything comes from God.</p> <p>Remind the children about what they have learned about from the Bible about how God made the world and what Catholics believe about everything coming from God and is a gift from Him to us.</p> <p>Tell the children that we can explore the world God has given us and think about what it means to us.</p> <p>Respond; Invite them to reflect upon what this means to them too.</p>	<p>Objective 3 I know God shows His love for us through creation.</p> <p>Read the story of creation in Genesis, to help the children to focus on how God states that His creation is Good. Share with the children the idea that God made everything for us because He loves us so much. He shows us His love through the gift of the world and everything in it.</p> <p>Invite the children to use all 4 senses to experience a way that God gives us joy in creation e.g. 1) Listen to a beautiful example of birdsong 2) Look at a beautiful image of a landscape 3) Feel a soft and luxurious sheep’s fleece 4) Taste some delicious fruit</p> <p>Invite children to respond to what they liked and how it made them feel.</p>	<p>Objective 4 I know we can draw closer to God through prayer.</p> <p>Remind the children what they have already learned about praying.</p> <p>Share with the children the Our Father Prayer using the prayer cards and /or videos.</p> <p>We can say the prayer all together or on our own to draw closer to God.</p>	<p>Objective 5 I know we should care for God’s world.</p> <p>Share the story ‘Love our Earth by Jane Cabrera. Invite the children to share the things that they love most about the world. Ask the children to think about this question – who does the world belong to? Then ask them to think about whose job it is to look after the world? Discuss and share answers.</p> <p>Remind the children that God made the world for us and gave it to us as a gift – a gift for everyone. Now ask them to think about whether we should look after this gift – if it belongs to everyone?</p> <p>Invite the children to think about why it matters that we care for our world. Collate some of their thoughts.</p>	<p>Objective 6 I know about some of the ways people care for God’s world.</p> <p>Watch again the video on Laudato Si.</p> <p>Explain that there are many ways that different people care for the world around us and also care for the people in our world. Explain also that when Christians care for the planet – they are doing what God calls them to do. Explain that there are lots of ways that we can all care for our planet in our daily lives and that you are never too young to make a difference. Explain that an important way that God calls us to be stewards of creation is to make sure that everyone in the world has what they need – no matter where they live.</p>
<p>Music</p>	<p>General songs as part of settling in to school</p>	<p>Unit 1 – My Musical Heartbeat</p> <p>Step 1 – Find the beat</p>	<p>Unit 1 – My Musical Heartbeat</p> <p>Step 2 – 1,2,3,4,5</p>	<p>Unit 1 – My Musical Heartbeat</p> <p>Step 3 – Head, shoulders knees and toes</p>	<p>Unit 1 – My Musical Heartbeat</p> <p>Step 4 – Shapes</p>	<p>Unit 1 – My Musical Heartbeat</p> <p>Step 5 – We talk to animals</p>	<p>Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music.</p>
<p>https://charanga.com/user/login</p>							
<p>Art</p>	<p>Sketchbooks – To personalise or make our own sketchbooks</p>	<p>Lesson 1: Drawing from imagination</p> <p>To create drawings using your wrists elbow, shoulders, hips.</p>	<p>Lesson 2: Developing drawings</p> <p>To create a “snail drawing” on white cartridge paper or black sugar paper using chalk and oil pastels.</p>	<p>Lesson 3: Observation and experimental mark making</p> <p>To apply our spiral explorations to observational drawings of shells</p>	<p>Lesson 4: Observational Drawing: Continuous Line</p> <p>Encourage children to carefully observe and focus on intentional mark making.</p>	<p>Lesson 5: Share, reflect, discuss</p> <p>To display the work made through the half term and talk about outcomes.</p>	
<p>Pathway: Spirals (accessart.org.uk)</p>							
<p>DT</p>	<p>Settling in Activities this week</p>	<p>Art being taught here</p>	<p>Art being taught here</p>	<p>Art being taught here</p>	<p>Art being taught here</p>	<p>Art being taught here</p>	<p>Art being taught here</p>

PE	Show basic control and co-ordination when travelling.	Net and Wall – Can you get into the ready position to receive the ball? Key Stage 1 Games 1 Can you roll a ball?	Net and Wall – Can you send and receive the ball? Key Stage 1 Games 1 Can you throw and catch a ball?	Net and Wall – Can you use a racket to return a ball? Key Stage 1 Games 1 Can you control and kick a ball?	Net and Wall – Can you use a racket to return a ball with accuracy? Key Stage 1 Games 1 Can you strike a ball with a bat?	Net and Wall – Can you use the skills you have learned to play a game? Key Stage 1 Games 1 Can you use the skills you have learned to play a game?	Net and Wall – Can you use the skills you have learned to play a competitive game? Key Stage 1 Games 1 Can you use the skills you have learned to play a game?
Computing	Children to practise logging onto Chromebooks with their own User ID's	Technology around us Learners will become familiar with the term 'technology'. They will classify what is and what is not technology in their school and/or classroom. Learners will demonstrate their understanding of how technology helps us in different ways.	Using Technology Learners will get to know the main parts of a desktop or laptop computer. They will practise turning on and logging in to a computer. The learners will apply their knowledge of the different parts of a computer, to complete a mouse-based task.	Developing mouse skills Learners will be building on the mouse skills they were introduced to in Lesson 2. Learners will review images of a computer to explain what each part does. They will develop an understanding that different computers use different mice, but they perform the same function. They will use the mouse to open a program and create a simple picture.	Using a computer keyboard Learners will begin to use the computer keyboard for a purpose. They should understand that writing on a keyboard is called typing and will begin to demonstrate their ability to write their name. Learners will then save their work using the save icon and understand that this icon is used in lots of different programs.	Developing Keyboard Skills Learners will begin by opening a file they have previously created. They will demonstrate their ability to use a keyboard to edit text, by writing a sentence and then deleting letters. They will also use the keyboard arrow keys to move the text cursor in their textbox.	Using a computer responsibly Learners will be introduced to the concept of using computers safely, within the context of a school setting. They will explore why we have rules in school and how those rules help us, and then apply this understanding to rules needed for using computer technology safely.
Key Stage 1 (teachcomputing.org)							
Geography	Settling in Activities this week	I can describe and talk about where I live. Children to think about some of the features of their immediate environment. What can they name as key places about where they live? The school, the Beacon, Fore Street, Train Station, Park. Use the pictures of key features to piece together a simple map of where things are- use this to make a display on the board.	I can use photos and pictures to locate places near my school. Provide the children with a simple map of Bodmin. Remind the children about some of the key features we named last week. Children to create their own versions of the town map including the key features we have talked about.	I can create a simple map of my school grounds. Share a selection of different maps with the children. Talk about what we can see on the maps and that there are lots of different types of maps. Take the children on a walk of the school. Visit key places such as playgrounds, field, MUGA, forest school area. Children to draw their own map of the route. Draw and label the key features which would be included on a map.	I can draw a map of where I live. Revisit the maps we made of Bodmin using the pictures of key locations. Use the key features as a base. Children to make their own map drawing the key features of their local environment.	I can give and follow directions and record these as a simple route (Fieldwork – schoolgrounds) Print out enlarged maps of Bodmin with some of the key human and physical features. Use Bee-bots for the children to give instructions to direct Bee-Bot to a given location. Provide the children with paper so they can record their route. Children to then use the recorded route to re-programme bee-bot to see if their directions are correct.	I can use aerial photos and maps to talk about human and physical features (Fieldwork – local area) Share a selection of different aerial photographs and maps of Bodmin. Can the children talk about what they can see. Which features are human and which are physical.
PSHE/ RSE	Story Sessions – Let the Children Come Session 1&2						Story Sessions – Let the Children Come Session 3,4 &5