TOPIC: Here 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:
Domestic Church: learning outcomes
- What does the word 'family' mean to you?
- What people do you associate with 'family'?
- What joys and sorrows do you remember of family life?

Other Faiths: Judaism
AT 1 Learning about religion
i   Beliefs, teaching & sources
ii   celebration and ritual
iii social & moral practices & way of life
AT 2 Learning from religion
i   engagements with own & others' beliefs & values
ii   engagement with questions of meaning
Baptism/Confirmation: Learning outcomes
- What experiences of belonging can you recall in the family, at work or in leisure time?
- Are these good experiences? Are there any difficulties?
- What difference does 'belonging' make in your life?

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:
Plants –
- Planting a bean and setting up an investigation into what plants need to survive.
- Identifying wildflower.
- Understanding the importance of wildflowers.
- Differences between deciduous and evergreen trees.
- Identifying common trees from their leaves.
- Parts of a tree: trunk, leaves, fruit, branches, roots.
- Parts of a flowering plant: seeds, flower, buds, leaves, stem, roots

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

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.

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

Half term overview
Term: Autumn Term 1st Half

St. Mary's Catholic Primary School - Year One

Focus: Here I am.   **Teacher:** Miss Sophie Cooper.

Dates	W/C 4th September 2022	W/C 11th September 2022	W/C 18th September 2022	W/C 25th September 2022	W/C 2nd October 2022	W/C 9th October 2022	W/C 16th October 2022
Events	Back to School						
English	Independent writing holiday news for assessment of writing. **Text: How to catch a star** • Story bag. • Retell story together using the story bags. • Hold a sentence.	**Text: How to catch a star** • Answer comprehension questions. • Model text. • Sequence pictures to place in the correct order. • Introduce story mountain.	**Text: How to catch a star** • Story map. • Write a description of the star. • Write a description of the story setting. • Box up.	**Text: How to catch a star** • Innovate the story. • Plan own wishing tale. • Write own wishing tale. • Edit.	**Text: How to catch a star** • Identify a set of instructions. • Introduce bullet points. • To use verbs to give instructions. • Introduce instruction sentence starters.	**Text: How to catch a star.** • Identify what they need to catch a star. • Can children think of different ways to catch a star. • Can children think of different ways to catch a star. • Write a set of instructions to 'catch the star'.	**Poetry: Roger McGough perform the poem 'Emus'** • 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 **Change maths**	Focus Numbers to 10 • Sorting objects • Counting objects to 10 • Represent numbers to 10 • Count objects from a larger group.	Focus Numbers to 10 • Counting 1 more • Count on from any number. • Count backwards from 10 – 0 • Count 1 less.	Focus Numbers to 10 • Compare groups. • Fewer or more • Comparing numbers of objects • Comparing Numbers	Focus Numbers to 10. • Ordering objects and numbers • The number line. Numbers and Place Value – Part-Whole within 10 • Parts and wholes. • The part-whole model.	Focus Numbers and Place Value – Part-Whole within 10 • Write number sentences. • Face families – addition facts. • Number bonds. • Find number bonds. • Number bonds to 10.	Focus Addition within 10 • Add together • Add more • Addition problems • Find the missing number.	Focus Subtraction within 10. • How many are left? • Break apart. • Fact families • Subtraction on a number line. • Add or subtract 1 or 2.

| Science Plants | LQ: Can I identify a plant as a living thing that grows.

Go for a walk outside and look for different types of plants. Take a camera for children to take photographs of the plants that we find. When back in class, discuss findings, can the children name any of the plants that we found. | LQ: How do I plant a bean?

Discuss what a seed is. Show children different types of seeds and let them discover different types of seeds.

Discuss needs of plants. Draw a picture to show what the plants need to grow.

Go through method of planting a bean. Children to complete the methods in their books using key vocabulary.

Model planting a bean to the children by following the method we have just recorded. What equipment will I need?

Children to plant their own beans. Discuss what they think will happen and record this. | LQ: What types of plants grow in the wild?

Show pictures of plants and get children to identify and describe different plants that might grow wild.

Go for a walk outside and look for different types of plants. Children to take pictures of the plants we find.

Back in the classroom, discuss our findings, and see if the children can name any of the plants that we have found. | LQ: What is the difference between deciduous and evergreen trees?

Show children a selection of pictures of deciduous and non-deciduous trees to the children. What do they notice? Talk about the types of trees which are deciduous and non-deciduous.

Take a walk to explore trees within the school that are deciduous and non-deciduous.

Children to sort the pictures into the correct classification based on their properties. | LQ: What are the parts of trees and plants called?

Show the children a selection of real plants. Can they name each part – roots, stem, leaves, flower.

Children to draw their own diagram and label the key parts leaves, flowers, roots, stem.

A tree is also a plant, but the stem is different. What is the tree stem made of? Share with the children some long slices so they can explore the trunks of trees.
 Have a large picture of a tree with the key parts on word cards. In small groups, Children to place the labels onto the correct part of the tree. | LQ: Can I identify the main parts of a tree?

Have a large picture of a tree with the key parts on word cards. In small groups, Children to place the labels onto the correct part of the tree.

Children to draw their own diagram and label the key parts of the tree - leaves, trunk, branches, roots. | LQ: What changes have occurred to my bean plant?

Children to look at their diary and track the growth of their plant. Children to record changes in their bean plants through drawing a diagram and measuring the bean plant with a ruler.

Children to describe how plants need water, light and a suitable temperature to grow and stay healthy. |

RE	LEARNING FOCUS: Season of Creation Go outside and enjoy a nature walk. Take a magnifying lens if you have one. Look around you at all the wonderful things you can see – flowers, birds, trees, insects, etc. etc. Take a close look at the detail you see and talk about everything you can see, hear, smell, touch and possibly taste. Take some photos. Collect some leaves, feathers etc. (Remember not to pick the wildflowers!) Print a copy of the poster, 'God Made Our World'. Encourage children to spend some time looking at and exploring the poster. Ask them to think about and/or discuss what they see going on in the poster. Talk about all the things you see on it. Ask them what they love most about God's world? Is there anything they love that they would like to see on the poster? Children to draw their own world, inviting them to draw things that they love most about God's wonderful world. Talk about what they have included and why.	Domestic Church Topic One Explore: The love and care shown in the family LEARNING FOCUS 1: My family loves me. God loves all of us. Talk about who is in our family and talk about the way our families love and care for us and how God loves us all. Children to draw pictures of their families showing love and care.	LEARNING FOCUS 2: The psalms tell us about God's love and care. Psalm 28 thanks God for taking care of us. Share with the children John Burland's song – God's family. Play it through a few times and then encourage the children to join in with the words and sing along. Explore the words and what the song means. LEARNING FOCUS 3: What can we learn about God's love in the Bible? Provide the children with a large brick shaped piece of card and use these to make a large class house. Children to think about the things that need to be done in a family to show love and care and write one of these words on a brick.	LEARNING FOCUS 4: God takes care of everyone. Take the children on a walk outside to show all the things which God takes care of. When we return to the class. Children to write their own prayer to thank God for taking care of all the things we have noticed and especially our families. LEARNING FOCUS 5:God Loves and Cares for us Psalm 16 'God with us' Put the following words on cards – safe, happy, joy, thank you, Talk about the words, and use actions to express these words.	LEARNING FOCUS 6: Jesus grew up in a family who loved and cared for him. Children to compare their lives to that of Jesus' life. Provide children with a picture of what Jesus' house may have been like using God's Story 2 and children to draw their own house and family. Children to make a list to compare what is the same and what is different. Respond: Children to think about how they can show love and care at home. Provide heart shaped card, children to write the name of a family member who shows love and care to them. They can then draw a picture of something they are going to do to show love and care.	OTHER FAITH THEME: JUDAISM <u>LOOK AND DISCOVER</u>: Family; The story of the family of Abraham <u>DISCOVER</u>: The family of Abraham Cut out star templates for the children to write the name of a family member, create a display 'God Keep's His Promise' <u>DISCOVER AND RESPECT</u> How God Led the Jewish People In small groups children to enact Moses pleasing with the pharaoh to let his people go.	**CONFIRMATION AND BELONGING – TOPIC 2** <u>EXPLORE</u>: We belong to different groups <u>LEARNING FOCUS 1</u>: We belong in different groups. Children to make their own class badge to show that we all belong. Invite children who might go to rainbows, karate etc to bring in their uniforms to show they belong to that club.
Music	General songs as part of settling in to school	**Pulse, Rhythm, and Pitch** **Unit 1** – How pulse, rhythm and pitch work together. Step 1 – Hey you!	**Pulse, Rhythm, and Pitch** **Unit 1** – How pulse, rhythm and pitch work together. Step 2 – Hey you!	**Pulse, Rhythm, and Pitch** **Unit 1** – How pulse, rhythm and pitch work together. Step 3 – Hey you!	**Pulse, Rhythm, and Pitch** **Unit 1** – How pulse, rhythm and pitch work together. Step 4 – Hey you!	**Pulse, Rhythm, and Pitch** **Unit 1** – How pulse, rhythm and pitch work together. Step 5/6 – Hey you!	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music.

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Art	Sketchbooks – To personalise or make our own sketchbooks	Make drawings using your body Invite children to use their whole body to create large scale spiral drawings. Use soft B pencils or graphite sticks. Work on large A2 sheets of paper (newsprint is fine). Invite students to experiment with different materials – graphite sticks, soft B pencils, handwriting pens, chalks. 'Create a quiet spiral… then create a LOUD spiral.' Invite children to tune into how they are feeling and create a spiral that reflects their mood.	Develop your drawings Create a snail drawing on a large square of white cartridge paper or black sugar paper, using chalk and oil pastels. Children explore different qualities of line, colour blending, mark making and makes a wonderful mounting piece.	Two Exercises to Encourage Close Looking & Experimental Mark-Making Working in a sketchbook, children to continue with the spiral exploration by applying drawing skills to making observational drawings of shells. Where possible work from real shells, making sure each child can clearly see what they are drawing. By the end of this session children will have complete a number of line drawings in their sketchbooks.	Observational Drawing: Continuous Line Encourage children to careful observe and focus on intentional mark making. Ask children to experiment with scale, different materials, dominant and non-dominant hand.	Experimental Mark-Making with Water Soluble Pens Children to focus on what happens when they add water to observational drawings or water-soluble graphite. How are the marks changed by the water? Children to focus on the line, texture, and light and dark areas.	How can I reflect on my artwork? Display the work made throughout the half term and encourage the children to walk around as if they were in an art gallery. Remind the children of their achievements and how hard they have worked. Can they talk about their own work and the work of others. Encourage the children to talk about the outcomes.
				Pathway: Spirals (accessart.org.uk)			
DT	Settling in Activities this week	Art being taught here	Art being taught here	Art being taught here	Art being taught here	Art being taught here	Art being taught here
PE	Show basic control and co-ordination when travelling.	**Net and Wall –** Can you get into the ready position to receive the ball? **Forest school**	**Net and Wall –** Can you send and receive the ball? **Forest school**	**Net and Wall –** Can you use a racket to return a ball? **Forest school**	**Net and Wall –** Can you use a racket to return a ball with accuracy? **Forest school**	**Net and Wall –** Can you use the skills you have learned to play a game? **Forest school**	**Net and Wall –** Can you use the skills you have learned to play a competitive game? **Forest school**
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 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.	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 | LQ: Can I 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. | LQ: 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. | LQ: 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. | LQ: 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. | LQ: 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 of their directions are correct. | LQ: 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 |