

<div>Religious Education</div> <div>Branch 1: Covenant and Creation</div> <div><ul style="list-style-type: none">Catholics believe that God made our worldCatholics believe that everything comes from GodCatholics believe that God shows his love for us through Creation.Catholics believe that we draw closer to God through prayerCatholics believe that we should care for God's worldCatholics believe that we can be inspired by others in how we care for Gods world</div> <div>Branch 2: Prophecy and Promise</div> <div><ul style="list-style-type: none">Catholics believe that God chose Mary to be the mother of GodCatholics believe that The Christmas Story reveals God's love by sending Jesus his sonCatholics believe that Angels bring God's messageCatholics believe that we ask Mary to pray for us using the Hail MaryCatholics believe that all around the world we show honour to Mary using art and musicCatholics believe that Christians in our local communities celebrate the birth of Jesus.</div>		<div>English:</div> <div>In English we will be building on our grammar skills, improving our handwriting, reading a range of poems, fiction and non-fiction books, writing to inform and entertain.</div> <div>Writing to entertain:</div> <div><ul style="list-style-type: none">DescriptionsShort Stories with familiar settings and predictable patternsAcrostic poems</div> <div>Writing to inform:</div> <div><ul style="list-style-type: none">To write captionsTo recount</div> <div>Grammar:</div> <div><ul style="list-style-type: none">Use Capital letters, full stops, finger spaces and ouns (naming words)</div> <div>Handwriting:</div> <div><ul style="list-style-type: none">Write in print handwriting style.</div>	<div>Science:</div> <div>The Human Body</div> <div>As part of their learning your child will:</div> <div><ul style="list-style-type: none">identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</div> <div>Seasonal Changes</div> <div>As part of their learning your child will:</div> <div><ul style="list-style-type: none">observe and describe weather associated with the seasons and how day length varies</div> <div>Materials</div> <div>As part of their learning your child will:</div> <div><ul style="list-style-type: none">distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties</div>	<div>Art:</div> <div>Drawing: Exploring line and shape</div> <div><ul style="list-style-type: none">Exploring and controlling linesUsing drawing tools effectivelyMaking marks for different purposesUse drawing to develop and share ideas.Develop a wide range of art and design techniques.Looking closely at artworkIdentifying shapes in artMaking artistic connectionsLearning about artists</div> <div>Key artists:</div> <div><ul style="list-style-type: none">John ConstableBridget RileyPaul Khlee</div>
<div>Mathematics:</div> <div>Numbers within ten</div> <div>Count sets of objects within ten, represent numbers within ten, recognise number bonds to five and six, recognise number bonds to seven and eight, recognise number bonds to nine and ten, find double an amount up to five, find half of an amount within ten and find one more and one less.</div> <div>Adding and Subtracting numbers</div> <div>Compare and order two or more numbers within ten, use the count-all strategy for addition, Use the count-on strategy for addition, link equations to problem solving contexts, understand commutativity, subtract using partitioning, count back in ones to subtract, link equations to problem solving contexts.</div> <div>Shape and pattern</div> <div>Explore, identify, describe and classify 3-D shapes, identify 2-D shapes, describe and classify 2-D shapes, recognise and create repeating patterns, recognise and describe repeating patterns, use the language of position and use the language of position, direction and movement.</div> <div>Numbers to twenty</div> <div>Count from one to 19 and match different representations to them, identify numbers to 20 by first counting to ten and then counting on, position numbers to 20 on a number line Say one more or one less than a number within 20, compare numbers within 20, compare and order three or more numbers within 20, identify and continue number patterns, understand odd and even numbers and double and halve numbers within 20</div>	<div>Year 1 Autumn Term</div> <div>What is it like here?</div> <div></div> <div>ow am I making history?</div>		<div>Computing:</div> <div>Commands unplugged</div> <div>Exploring commands and instructions through a range of unplugged games and activities while developing an understanding of key programming vocabulary. Pupils apply their learning by following and creating simple instructions to predict and control outcomes</div> <div>Algorithms unplugged</div> <div>Investigating algorithms, decomposition and debugging through unplugged activities linked to familiar contexts such as dressing up and making a sandwich. Pupils apply their understanding by creating and correcting precise instructions to achieve specific outcomes.</div>	<div>Geography:</div> <div>What is it like here?</div> <div><ul style="list-style-type: none">To locate the school on an ariel photographTo create the map of the classroomTo locate key features of the playgroundTo draw a simple mapTo investigate how we feel about our playgroundTo create a design to improve our playground</div>
	<div>History:</div> <div>How am I making history?</div> <div><ul style="list-style-type: none">To develop an understanding of personal chronology.To learn more about my historyTo explore how we remember eventsTo find out what childhood was like for our parents and grandparentsTo compare childhood now with childhood in the pastTo identify that some things change and some things stay the same</div>	<div>D&T:</div> <div>Structures: Stable Structures</div> <div>Investigating stable shapes and using an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures. Pupils apply their understanding by designing and making a fun, stable pencil pot for a Year 1 pupil</div> <div>P.E:</div> <div>The children will be given the opportunity to: Use the terms opponent and team-mate; Use rolling, hitting, running, jumping catching and kicking skills in combination; Develop tactics; Lead others when appropriate.</div> <div>Dance: Copy and remember move and positions; Move with careful control and co-ordination; Link two or more actions to perform a sequence; Choose movements to communicate mood, feeling or ideas.</div>	<div>PSHE:</div> <div>Module 1: Created and Loved by God</div> <div>Unit 1: Religious understanding</div> <div><ul style="list-style-type: none">Let the Children come</div> <div>Unit 3: Emotional well being</div> <div><ul style="list-style-type: none">Feelings, likes and dislikesFeeling inside outSuper Susie gets angry</div> <div>Module 1: Created to love others</div> <div>Unit 1: Religious understanding</div> <div><ul style="list-style-type: none">God loves you</div> <div>Unit 2Personal relationships</div> <div><ul style="list-style-type: none">Who's who?You'</div>	<div>Music:</div> <div>Musical spotlight: My Musical Heartbeat</div> <div>Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.</div> <div>Social question:</div> <div>How Can We Make Friends When We Sing Together?</div> <div>Dance, Sing and Play!</div> <div>Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.</div> <div>Social question:</div> <div>How Does Music Tell Stories About the Past?</div> <div>Musical learning:</div> <div>Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</div>