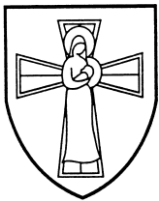


Year group: Year One Term: Autumn 1st Half

Focus Subject: Geography

BIG Question: 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

Relationships and Health Education:

Story Sessions – Let the Children Come

Children will know that –

- We are created individually by God
- God wants us to talk to Him often through the day and treat Him as our best friend
- God has created us, His children, to know, love and serve Him
- We are created as a unity of body, mind and spirit: who we are matters and what we do matters
- We can give thanks to God in different ways

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.

DT: As designers, we will:

Talk about and use construction materials, pictures and words to plan and design. We will be discussing which natural and man-made building materials are best for particular jobs. We will also evaluate our design projects by discussing how well it works and think about any changes we might make.

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?

Science: As scientists, we will:

Plants –

- Learn a plant is a living things which usually grows in one place.
- Learn the basic parts of a plant – roots, stem, leaves, flower
- Know that trees are a plant which has a stem made of wood
- Coniferous plants keep their leaves all year, deciduous plants lose their leaves in winter
- Draw and label our own diagrams
- Classify trees using their properties



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

Retell stories in the correct sequence

Innovate stories to provide alternative endings

Write detailed character descriptions of the main characters

Answer questions about stories

Write captions to show our understanding of the story

Make links between our own experiences and those within the story

Adding speech bubbles to write what characters in stories will be saying

Writing questions to find out more information from the characters in the story

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

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

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

Geography: As geographers, we will:

Be using simple mapping skills to map the local area. We will be identifying key physical features and also locating home, school and where people who help us are based. We will be talking about where we live, using photographs to identify key features of where we live, identifying key human and physical features of the surrounding environment of our school grounds. We will begin to be able to follow directions and record these as a simple route.

MFL: As linguists, we will learn:

Greetings and farewells in the first language of those in the class who do not have English as their first language.

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.



Focus: Here I am. Teacher: Mrs Vicky Baker							
Dates	W/C 5 th September 2022	W/C 12 th September 2022	W/C 19 th September 2022	W/C 26 th September 2022	W/C 3 rd October 2022	W/C 10 th October 2022	W/C 17 th October 2022
Events	Back to School						
English	Independent writing holiday news for assessment of writing	Text: Rosies Walk <ul style="list-style-type: none"> Sequence pictures to place in the correct order Add labels of where Rosie Walks Add an additional page to the story – Where could Rosie Go? Write a description of what Rosie Looks like What did Rosie have for dinner when she got home? 	Text: Rosies Walk <ul style="list-style-type: none"> Write our own story about a journey around the school grounds using prepositions The fox was trying to eat Rosie – can we think of different characters and re-write the story using these characters Add speech bubbles about what the characters might say. 	Text: Little Red Riding Hood <ul style="list-style-type: none"> Sequence the story to put in the correct order with the main events Draw and label a story map to show what happened in the story Design a wanted poster to try and catch the wolf Write a character description about the wolf – what are his main character traits? Write a description about Little Red Riding hood 	Text: Little Red Riding Hood <ul style="list-style-type: none"> If the children were going to interview any of the characters, what questions would they ask? Children to add speech bubbles to the characters at different parts of the story Write a description of the story setting Can the children think of an alternative ending for the story – what would happen? 	Text: Beegu <ul style="list-style-type: none"> Sequence the story putting pictures in the correct order Children to write captions to match pictures from the story Write a character description of Beegu Children to write questions about how Beegu is feeling Children to create a ‘lost’ poster for Beegu adding labels and captions 	Text: Beegu <ul style="list-style-type: none"> Making links between stories and my own expereinces – role play playground scenarios to discuss feelings Children to write speech bubbles for playground scenes in the text Children to write a letter to persuade the teacher to let Beegu stay Children to edit their writing to improve
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. Jenny England to work with children throughout the day on their phonic skills in preparation for the ‘Phonic Screening Check’						
Maths	Focus Number and Place Value – Numbers to 10 <ul style="list-style-type: none"> Sorting objects Counting objects to 10 Counting and writing numbers to 10 Counting backwards from 10-0 Counting 1 more 	Focus Number and Place Value – Numbers to 10 <ul style="list-style-type: none"> Counting One less Comparing groups Comparing numbers of objects Comparing Numbers Ordering objects and numbers 	Focus Number and Place Value – Numbers to 10 <ul style="list-style-type: none"> First, Second, Third The number line Numbers and Place Value – Part-Whole within 10 <ul style="list-style-type: none"> The part-whole model (1) The part-whole model (2) Related Facts – Number Bonds 	Focus Numbers and Place Value – Part-Whole within 10 <ul style="list-style-type: none"> Finding Number Bonds Comparing Number bonds Numbers and Place Value Addition and Subtraction within 10 <ul style="list-style-type: none"> Finding the whole – adding together Finding the whole – adding more Finding a part 	Focus Numbers and Place Value Addition and Subtraction within 10 <ul style="list-style-type: none"> Finding and making number bonds Finding addition facts Solving Word problems- addition Subtraction – How many are left? (1) Subtraction – How many are left? (2) 	Focus Numbers and Place Value Addition and Subtraction within 10 <ul style="list-style-type: none"> Subtraction – breaking apart (1) Subtraction – breaking apart (2) Related facts – addition and subtraction (1) Related facts – addition and subtraction (2) Subtraction – Counting back 	Focus Numbers and Place Value Addition and Subtraction within 10 <ul style="list-style-type: none"> Subtraction – Finding the difference Solving word problems – subtraction Comparing additions and subtractions (1) Comparing additions and subtractions (2) Solving word problems – addition and subtraction

Art	Sketchbooks – To personalise or make our own sketchbooks	Drawing from imagination – To create drawings using wrists, elbow, shoulder and hips. Children to create spirals using different media such as pencils, chalk, charcoal on large scale A2 paper. Children to create spirals on the playground floor using chalk. Children to create a “snail drawing” on white cartridge paper or black sugar paper using chalk and oil pastels	Observation and experimental mark making To apply the spiral explorations to observational drawings of shells. Children to use their sketch books. Use a selection of real shells and with calm music allow the children to make their own drawings, using one continuous line. Encourage the children to explore different shells to draw. Once they have drawn the shells, explore adding colour with water soluble pens, adding colour and water to explore colour mixing with cold and warm colours.	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.	DT will be Taught	DT will be Taught	DT will be taught
		Pathway: Spirals (accessart.org.uk)					
DT	Settling in Activities this week	Art being taught here	Art being taught here	Art being taught here	I can match different dens with different woodland animals. Have a selection of pictures with different animals and their dens. What are the dens called? Why do certain animals have certain types of den? Why do they make their dens in the way that they do? What is the purpose of the animals den – eg keep them dry, safe, warm	Children to go around the school grounds and collect a selection of items which could be used to make an animal den. Children to think about a particular animal and make a den for this animal. What does it need to have. Can the children justify why they have made particular features?	Revisit the dens the children have made. Children to share their dens with the rest of the class talking through what they have made and the key design features. Children to review their own design. What would they change if they made it again? What would make it better, Children to draw their new and improved design showing the changes they would make,
PE	Settling in Activities this week	<u>Net and Wall –</u> Can you get into the ready position to receive the ball? <u>Key Stage 1 Games 1</u> Can you roll a ball?	<u>Net and Wall –</u> Can you send and receive the ball? <u>Key Stage 1 Games 1</u> Can you throw and catch a ball?	<u>Net and Wall –</u> Can you use a racket to return a ball? <u>Key Stage 1 Games 1</u> Can you control and kick a ball?	<u>Net and Wall –</u> Can you use a racket to return a ball with accuracy? <u>Key Stage 1 Games 1</u> Can you strike a ball with a bat?	<u>Net and Wall –</u> Can you use the skills you have learned to play a game? <u>Key Stage 1 Games 1</u> Can you use the skills you have learned to play a game?	<u>Net and Wall –</u> Can you use the skills you have learned to play a competitive game? <u>Key Stage 1 Games 1</u> 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 children's houses which they have provided 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 outline of Bodmin. Remind the children about some of the key features we named last week. Children to use smaller versions of the pictures to create their own town map of places near the school.	I can create a simple map of my school grounds Share a selection of maps with the children. What can be seen on a map, there can be different types of maps. Take the children on a walk of the school. Visit key places such as playgrounds, field, MUGA, forest school area. As we walk around children to draw their own map of the route and label the key features which would be included on a map.	I can draw a map of where I live Remind the children about the maps which we make of Bodmin using the Pictures of key locations. Children to use these as a reference point. Children to make their own map drawing the key features of the 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 natural.
PSHE/ RSE	Story Sessions – Let the Children Come Session 1&2						Story Sessions – Let the Children Come Session 3,4 &5