

Year 1- Autumn Map- We aim to begin teaching in this term...

Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> • Grateful & Generous • Attentive and Discerning • British values
Catholic Social Teaching	<ul style="list-style-type: none"> • Family and Community Week – Mary’s Birthday • Stewardship of God’s Creation – Creation, New Beginnings, Harvest Festival, St Francis of Assisi • Dignity of the Human Person – Christmas Shoe Box Appeal, Migrants and Refugees, Advent
Book options:	<ul style="list-style-type: none"> • Sparks in the sky • You wouldn’t want to be Guy Fawkes! • Mr Fawkes, the King and the Gunpowder Plot, Tom Bradman & Tony Bradman • Richard Scarry’s a Day at the Fire Station

R.E.	<p>Creation</p> <ul style="list-style-type: none"> • recognise different parts of the creation story – Grateful for the world God has made. Knowing that God has been generous and given us gifts which we can share with the world. • know the story of St. Francis of Assisi <p>Families and Celebrations</p> <ul style="list-style-type: none"> • understand that Mass is an important celebration of God’s family- grateful for our families. • describe different words, gestures and actions that take place during Mass <p>Prayer</p> <ul style="list-style-type: none"> • identify a range of things to include in their personal prayers- gratitude to God. Generous to the people we pray for. <p>Advent</p> <ul style="list-style-type: none"> • understand that Advent is a time of waiting and reparation for the celebration of the birth of Jesus • understand that Advent is a time of joy and take part in a special liturgy to celebrate this season <p>Mutual respect and tolerance for those of all faiths as children who are not a part of the Catholic faith are expected to be respectful.</p>
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Number: Place Value

- Count to **ten**, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to **10** in numerals and words.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Number: Addition and Subtraction

- Represent and use number bonds and related subtraction facts **within 10**
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract one digit numbers **to 10**, including zero.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Geometry: Shape

- Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)
- Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)

Number: Place Value

- Count to **twenty**, forwards and backwards, beginning with 0 or 1, from any given number.
- Count, read and write numbers to **20** in numerals and words.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

English	<p>Reading – Little Wandle</p> <ul style="list-style-type: none"> • read words by breaking them down into sounds. • quickly read given letters or groups of letters. • read unusual words. • read words ending in –s, -es, -ing, -ed, -er and –est. • read words that contain missing letters such as I’m, I’ll and we’ll. • read and de-code words form Set 3 phonics. <p>Handwriting</p> <ul style="list-style-type: none"> • hold a pen correctly. • write some of the letters correctly, starting and finishing in the right place. • write some capital letters and numerals correctly. <p>Composition</p> <ul style="list-style-type: none"> • dictate a sentence correctly before writing it down. <p>Vocabulary, Punctuation and Grammar</p> <ul style="list-style-type: none"> • leave finger spaces between their words
P.E.	<p>Dance</p> <p>Master basic movements including running and jumping as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Perform dances using simple movement patterns:</p> <ul style="list-style-type: none"> • move to the beat of the music • develop relationships - counterbalances <p>Games</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities:</p> <ul style="list-style-type: none"> • move fluently, changing direction & speed easily • Use different movements, speeds & pathways • Recognise space in games • Consolidate passing and receiving
Computing	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">P.S.H.E.</p>	<ul style="list-style-type: none"> • To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • to recognise what makes them special • to recognise the ways in which we are all unique • to recognise what makes them special • to recognise the ways in which we are all unique • to identify what they are good at, what they like and dislike • to recognise the ways in which they are the same and different to others • to recognise the ways they are the same as, and different to, other people • that everyone has different strengths • to recognise what makes them special • to recognise the ways in which we are all unique • to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • about how to treat themselves and others with respect; how to be polite and courteous • to recognise the ways in which they are the same and different to others • about what rules are, why they are needed, and why different rules are needed for different situations • to recognise the ways they are the same as, and different to, other people • about what keeping healthy means; different ways to keep healthy • about foods that support good health and the risks of eating too much sugar • about how physical activity helps us to stay healthy; and ways to be physically active everyday • about why sleep is important and different ways to rest and relax • simple hygiene routines that can stop germs from spreading • about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health • about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<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. • observing closely, using simple equipment • performing simple tests

Topic - Autumn
Fire and Ice

Local links:	<ul style="list-style-type: none"> • Holbeche House- location of the conspirators capture in Wall Heath • Worcester- Priest hideholes and conspirators hideout.
Planning resources:	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zjsqbdm • https://www.theschoolrun.com/homework-help/guy-fawkes-and-bonfire-night • https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/commemorating-events-beyond-living-memory/bonfire-night-and-guy-fawkes/ • https://www.npg.org.uk/collections/search/person/mp01550/guy-fawkes • https://www.hrp.org.uk/tower-of-london/history-and-stories/guy-fawkes-and-the-gunpowder-plot/#gs.9s8r3m

Subj	Learning Aims			
History	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	“WOW” Experience Ideas
	<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally <p>V+V link- was Guy Fawkes discerning? Did he make a good choice? What does God tell us about choices?</p> <p>BV link- Democracy- debate the choices of Guy Fawkes. Link to our own choice to follow God.</p>	<ul style="list-style-type: none"> • To know what bonfire night is • To explore who Guy Fawkes was? • To know was King James 1st was? • To explore what happened at the gunpowder plot 	<ul style="list-style-type: none"> • King James • Guy Fawkes • Gunpowder • Plot • Conspirators • Treason • Houses of Parliament • Catholic • Protestant 	<p>Holbeache House / Himley Hall Grounds</p> <p>Virtual tour of the tower where Guy was held.</p> <p>Virtual tour of the houses of parliament.</p>
Geography	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> • name and locate the world’s five oceans • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surroundings <p>V+V link- we are grateful for God’s world.</p> <p>BV- Mutual respect and tolerance for those in different parts of the world. Just like God teaches us to love our neighbour.</p>	<ul style="list-style-type: none"> • Can I look at maps and name the oceans of the world locating where I live, where it is hot and where it is cold? • Can I look at the geography of my school? • Can I explore aerial pictures to recognise key human and physical features of my local area? • Can I explore aerial pictures to recognise key human and physical features of a country with a hot climate? • Can I explore aerial pictures to recognise key human and physical features of a country with a cold climate? 	<ul style="list-style-type: none"> • Europe • UK • England • Country • Landmark • Aerial • Physical • Weather • Hot • Cold • climate 	<p>Virtual tour of somewhere hot e.g. Brazil.</p> <p>Virtual tour of somewhere cold e.g. Antarctica.</p> <p>Mapwork/ scavenger hunt of our school/ local area.</p>
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>V+V link- artists are generous by sharing their God-given talent with the world.</p> <p>We are being attentive by looking closely at portraits to derive meaning from them. This is like how we are attentive to bible stories to guide our moral choices.</p> <p>Individual liberty- children have the freedom to make individual artistic choices.</p>	<ul style="list-style-type: none"> • To investigate landscapes of Paul Signac? • To consider object meaning and the use of colour in portraits? • To explore lines, tone, and shading? • To recreate a landscape by Paul Signac using pointillism • To use my sketching skills to draw landscape? 	<ul style="list-style-type: none"> • landscape • pointillism • sketch • tone • shade • warm • cold 	<p>Virtual tour of art gallery</p> <p>Burn our homes outside.</p>
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DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	Test our fire-engines.
	<p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>KS1 - evaluate their ideas and products against design criteria</p> <p>KS1 - build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>V+V link- we are being attentive by looking at features of our homes in closer detail.</p> <p>Individual liberty- freedom to make creative choices.</p>	<ul style="list-style-type: none"> • Can I look at and evaluate homes in different climates? • Can I consider the shapes and features of homes and whether these change depending on climate? • Can I combine shapes? • Can I design a home? • Can I make my home? • Can I investigate wheels, axles and chassis? • Can I design a fire engine? • Can I make a fire engine based on a design? • Can I evaluate my designs? 	<ul style="list-style-type: none"> • Join • Combine • Features • Material • Design • Evaluate • Shape • Stronger 	<p>Have a real fire engine brought in by fire-fighters.</p>

Music	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	Performing in the Christmas assembly.
	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>V+V link- singers are generous by sharing their God-given talent with the world.</p> <p>We are being attentive by listening carefully to music. This is like how we are attentive when we listen to God.</p> <p>BV- Mutual respect and tolerance for those of all or no faith. This is like how God tells us to love our neighbours.</p>	<ul style="list-style-type: none"> Can I use my voice to speak/sing/chant? Can I join in with singing? Can I look at the audience when I am performing? 	<ul style="list-style-type: none"> Sing Tong High Low Pitch rhythm 	