

## Year 1- Autumn

Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> <li>• Grateful &amp; Generous</li> <li>• Attentive and Discerning</li> <li>• British values</li> </ul>
Books:	<ul style="list-style-type: none"> <li>• Sparks in the sky</li> <li>• You wouldn't want to be Guy Fawkes!</li> <li>• Mr Fawkes, the King and the Gunpowder Plot Tom Bradman &amp; Tony Bradman</li> <li>• Richard Scarry's a Day at the Fire Station</li> </ul>

<b>R.E.</b>	<p>Creation</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• know the story of St. Francis of Assisi</li> </ul> <p>Families and Celebrations</p> <ul style="list-style-type: none"> <li>• understand that Mass is an important celebration of God's family- grateful for our families.</li> <li>• describe different words, gestures and actions that take place during Mass</li> </ul> <p>Prayer</p> <ul style="list-style-type: none"> <li>• identify a range of things to include in their personal prayers- gratitude to God. Generous to the people we pray for.</li> </ul> <p>Advent</p> <ul style="list-style-type: none"> <li>• understand that Advent is a time of waiting and reparation for the celebration of the birth of Jesus</li> <li>• understand that Advent is a time of joy and take part in a special liturgy to celebrate this season</li> </ul> <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><b>Reading – Read Write Inc</b></p> <ul style="list-style-type: none"> <li>• read words by breaking them down into sounds.</li> <li>• quickly read given letters or groups of letters.</li> <li>• read unusual words.</li> <li>• read words ending in –s, -es, -ing, -ed, -er and –est.</li> <li>• read words that contain missing letters such as I’m, I’ll and we’ll.</li> <li>• read and de-code words form Set 3 phonics.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• hold a pen correctly.</li> <li>• write some of the letters correctly, starting and finishing in the right place.</li> <li>• write some capital letters and numerals correctly.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• dictate a sentence correctly before writing it down.</li> </ul> <p><b>Vocabulary, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• leave finger spaces between their words</li> </ul>
P.E.	<p><b>Dance</b></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"> <li>• move to the beat of the music</li> <li>• develop relationships - counterbalances</li> </ul> <p><b>Games</b></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"> <li>• move fluently, changing direction &amp; speed easily</li> <li>• Use different movements, speeds &amp; pathways</li> <li>• Recognise space in games</li> <li>• Consolidate passing and receiving</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> </ul>

<p>P.S.H.E.</p>	<ul style="list-style-type: none"> <li>• To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</li> <li>• To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>• To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>• To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• To learn the importance of and how to maintain personal hygiene. To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</li> <li>• To learn about the process of growing from young to old and how people's needs change (H8). To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>• To learn that household products, including medicines, can be harmful if not used properly</li> <li>• To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</li> <li>• To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</li> <li>• To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy</li> </ul>
<p>Science</p>	<ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> </ul>

Topic - Autumn  
Fire and Ice

Local links:

- Holbeche House- location of the conspirators capture in Wall Heath
- Brierley Hill Fire Station (firemen coming in)
- Worcester- Priest hideholes and conspirators hideout.

Subj Learning Aims

	National Curriculum Outcome	Key vocab includes:	“WOW” Experience opportunities
History	<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• significant historical events, people and places in their own locality</li> </ul> <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"> <li>• King James</li> <li>• Guy Fawkes</li> <li>• Gunpowder</li> <li>• Plot</li> <li>• Conspirators</li> <li>• Treason</li> <li>• Houses of Parliament</li> </ul>	<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>
	<ul style="list-style-type: none"> <li>• name and locate the world’s five oceans</li> <li>• 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.</li> <li>• 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</li> </ul> <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"> <li>• Europe</li> <li>• UK</li> <li>• England</li> <li>• Country</li> <li>• Landmark</li> <li>• Aerial</li> <li>• Physical</li> <li>• Weather</li> <li>• Hot</li> <li>• Cold</li> <li>• climate</li> </ul>	<p>Virtual tour of somewhere hot e.g. Brazil.</p> <p>Virtual tour of somewhere cold e.g. Antarctica.</p>
Geography			

Art	National Curriculum Outcome		Key vocab includes:	Mapwork/ scavenger hunt of our school/ local area.
	<ul style="list-style-type: none"> <li>to use drawing, painting to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour</li> </ul> <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"> <li>Portrait</li> <li>Self-portrait</li> <li>Sketch</li> <li>Sculpture</li> <li>Tone</li> <li>Shade</li> <li>Warm</li> <li>Cold</li> </ul>	Virtual tour of art gallery
DT	National Curriculum Outcome		Key vocab includes:	

	<ul style="list-style-type: none"> <li>• KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>• KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>• KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• KS1 - evaluate their ideas and products against design criteria</li> <li>• KS1 - build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p>V+V link- we are being attentive by looking at features of our homes in closer detail.</p> <ul style="list-style-type: none"> <li>• Individual liberty- freedom to make creative choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Join</li> <li>• Combine</li> <li>• Features</li> <li>• Material</li> <li>• Design</li> <li>• Evaluate</li> <li>• Shape</li> <li>• Stronger</li> </ul>	<p>Burn our homes outside.</p> <p>Test our fire-engines.</p> <p>Have a real fire engine brought in by fire-fighters.</p>
Mu	National Curriculum Outcome	Key vocab includes:	Performing in the Christmas assembly.

<ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li></ul> <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"><li>• Sing</li><li>• Tong</li><li>• High</li><li>• Low</li><li>• Pitch</li><li>• rhythm</li></ul>	
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