

## English

**Learning Focus:** In narrative, we will use **Grandad's Island by Benji Davies** as a stimulus for our writing.

**Genres will include:**

**Instructions: Labels and Captions**

- Adding prefix to verbs and adjectives and how this changes the meaning. +ing +ed +er +un
- Separation of words with finger spaces
- Capital letters and full stops

**Narrative: Short Story**

- Separation of words with finger spaces
- Capital letters and full stops

**Poetry: Acrostic Poems**

- Adding prefix to verbs and adjectives and how this changes the meaning. +ing +ed +er +un
- Capital letters
- Exclamation Marks

## Science

**Learning focus: Animals inc. Humans – Parts of the Body and sense.**

**Intended Skills:**

-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and 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.

## RE

**St Richard Reynolds:** Being part of a community, Living out our school motto, The life and history of St Joseph

**Families:** God's love and care for every family. We consider how we can show love and care in the family, and look at the wider context of family. Pupils will understand that we can learn about God's love in the bible and know that God takes care of everyone.

**Harvest:** Why Harvest is important for Christians. God's gift of creation. We explore Harvest for a week where we will learn why it is an important time for Christians and to praise God for his gifts of creation.

**World Religions:** Sikhism – the life of Guru Nanak

## Year 1 Curriculum Web

### Creative Curriculum: Fantastic families and where to find them

(Driver Subject: History/Geography)

In this topic you will explore what it means to be a family. We will answer big questions such as: Who is in my family and what makes them special? What can you remember? Why do we have two eyes?

## Art/D+T

**Art- Learning focus: To explore mediums and techniques through exploration in art and design, to create family portraits**

**Intended Skills:**

Identify and use paints in the primary colours; Represent the human face, using drawing, painting or sculpture from observation, imagination or memory with some attention to facial features.

**D+T** – Construction Project: Cutting and joining- Making a photo frame.

## Maths

**Learning Focus:** Revision of Reception objectives; Number and Place Value (within 100)

**NCTEM** Sort objects. • Count objects. • Represent objects. • Count, read & write forwards from any number 0 -100. • Count, read & write backwards from any number 0- 100. • Count one more. • Count one less. • One to one correspondence to start to compare groups. • Compare groups using language such as equal, more/greater, less/fewer. • Introduce = , > and < symbols. • Compare numbers. • Order groups of objects. • Order numbers. • Ordinal numbers (1st, 2nd, 3rd ....). • The number line •Develop fluency

Recognise & name 3D shapes. • Sort 3D shapes. • Recognise & name 2D shapes. • Sort 2D shapes. • Patterns with 3D & 2D shapes.

## History/Geography

**Learning focus linked to our creative curriculum:**

Do you recall a favourite toy, maybe a teddy bear or a favourite book? Look back at family photos of special occasions, perhaps holiday snapshots or a birthday or two. Remember a wedding or a christening and find a funny photo of your parents when they were young. Learn how to write a diary of days gone by and find out about the days before you were born: it's called history and it's all about the past.

**History Focus: Toys**

**History Intended Skills:**

- Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).
- Use a range of historical artefacts to find out about the past.
- Order information on a timeline.
- Identify similarities and differences between ways of life within or beyond living memory.

**Geography: Seasons**

**Geography Intended Skills:**

- Identify seasonal and daily weather patterns in the United Kingdom.
- The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

## **PSHE/RSHE**

**Zones of regulation:** Recognising our feelings, understanding our class charter, catholic social teaching and behaviour values.

### **Created and Loved by God:**

Catholic Social Teaching, God's creation, giving thanks, body, mind and spirit.

### **Family and Relationships**

Friendship, family relationships.

## **PE**

**Fine Motor Skills** – Movement, spatial awareness, Balance, Passing, Receiving, Dodging

**Football**- Ball familiarisation, passing and receiving, Intro to dribbling, Small sided games, Rules & Game play

## **Computing**

**Learning Focus: Programming – B-bot**

### **Intended skills:**

- Learning how to explore and tinker with hardware to find out how it works.
- Learning how to operate a camera to take photos and videos.
- Using decomposition to solve unplugged challenges.
- Follow a basic set of instructions.
- Assembling instructions into a simple algorithm.
- Using programming language to explain how a floor robot works.
- Programming a floor robot to follow a planned route.

## **Music**

### **Learning focus:**

Pupils will be exploring the differences between pulse and rhythm this year, through numerous songs, games and percussion activities. Pupils will also begin to get an understanding of different musical terminology, and start to describe music in terms of pitch, tempo and dynamics.

## **French**

### **Learning focus:**

To build on key skills in Reception (numbers, names and greetings)

### **Intended Skills:**

To further knowledge gained in Reception by asking and answering a few key questions. Pupils will also explore the geography of France and its customs.

## **Year 1 Curriculum Web Autumn 1**

### **Creative Curriculum: Fantastic families and where to find them**

(Driver Subject: History/Geography)

## **Home Learning Ideas**

Make a scrapbook with photos of the people in your family, including your parents and grandparents. Write sentences about the things you like doing with them. Perhaps you could include tickets from events you have been to or cards they have sent you.

- Decorate cardboard cut-outs of people to look like your family members. Use fabrics, sequins, wool and other materials to create clothing and features. Can your family recognise themselves?
- Spend some time with a family member or friend with a baby or toddler. Ask them about what the toddler or baby can do and what care they need. Write a set of instructions for baby or toddler care.
  - Make a family tree showing all your family members with photographs or drawings. Talk about the relationship between yourself and each family member
  - Choose a song to learn by heart, perhaps Hush Little Baby, Rock-a-Bye, Baby or the Teddy Bears' Picnic. Practise singing it at home to perform for your friends at school.
  - Ask your parents or grandparents if they have any photographs of themselves as babies. Can you tell it's them? What differences do you notice in the clothing, furniture or hairstyles in the pictures?
  - Write down your birthday memories, including details and pictures of favourite presents or parties.
  - Ask a family member about what they do in their day. What time do they get up? What jobs do they need to do during the day? How does their day differ from yours? Create a timeline to show their daily routine.
  - Ask your parents and grandparents about what holidays, travel and toys and games were like when they were children. If possible, film their answers to show your class at school.
  - Find out the birthday dates of your friends and family members. Do any of them share the same birthday month?
  - Create a family album using photographs, drawings and writing to compare your life now to the lives of your parents and grandparents.