



St Robert Southwell Catholic Primary School
Aiming for Excellence - Being the Best We Can Be

Year: 1 Theme: WILD Term: Autumn Teachers: JA, CMcC and EL Foundation subject in focus/rotation: PSHE and DT

Religious Education	Christ at the Centre The Way, the Truth and the Life												
	God's Great Plan (Hinduism)							Mary, our Mother <i>-Caritas in Action:-Solidarity & the Common Good</i>					
	To know the story of creation Day 1 & 2	To know the story of creation Day 3 & 4	To know the story of creation Day 5 & 6	To know the story of creation Day 7	To make and write about their creation mobiles	To recall the story of Noah and the flood and how Noah listened to God.	Diwali	To tell the story of John the Baptist	To know the story of the Annunciation	To hear of Mary's visit to cousin Elizabeth and reflect on their good news.	To know that Advent is a time when we prepare to celebrate the birth of Jesus.	To know about the journey to Bethlehem and the birth of Jesus.	To know that the shepherds were the first to hear about the birth of Jesus and reflect on the joy of Mary and Joseph.
Autumn 1							Autumn 2						
PSHE	Created and Loved by God (Module 1) <i>Relationships and Health Education within a Catholic Context</i>	Created To Love Others (Module 2) <i>Relationships and Health Education within a Catholic Context</i>										Created to Live in the Community (Module 3) <i>Relationships and Health Education within a Catholic Context</i>	
	Religious Understanding:	Religious Understanding:			Personal Relationships:			Keeping Safe:			Religious	Understanding: Living in the Wider World	
	Unit 1 Session 1: Story sessions: Let the Children Come God has created us. He wants us to talk often to Him. God wants us to	Unit 1 Session 1: God loves us We are part of God's family. Saying sorry is important and can mend friendships.	Unit 2 Session 1: Special People Describe their special people. The importance of nuclear & wider family & those who are close to them	Unit 2 Session 2: Treat Others Well How behaviour affects other people What is un/appropriate behaviour	Unit 2 Session 3: ..And say sorry When unkind say sorry to the person and also to God. What to do when others are unkind.	Unit 3 Session 1: Being Safe Un/safe situations, including online	Unit 3 Session 2: Good Secrets & Bad Secrets The difference between Good/bad secrets	Unit 3 Session 3: Physical Contact Children are entitled to body privacy A reminder of reaching	Unit 3 Session 4: Harmful Substances Medicines are drugs. Not all are good for us Alcohol & tobacco are	Unit 3 Session 5: Can You Help Me Call 999 for an emergency If requiring medical help & it's not an emergency	Unit 1 Session 1: Three In One God is love: Father, Son & Holy Spirit. Being made in His image means to be loved & to love others	Unit 2 Session 2: Who is My Neighbour God calls us to live in community with one another	Unit 2 Session 1: The Communities We Live In There are various communities: home, school, parish, local community, nation and

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	love and serve Him.	We should care for others like Jesus cared.	who they can trust	Different types of teasing & that all bullying is wrong	Forgive		How to resist pressure	out to different people who they can trust	harmful substances Our bodies are created by God and we should look after them	apply first aid. Basic principles of First Aid		The Good Samaritan	global community. Help at home with basic chores. Duty of care for others & for the world we live in. What harms or what improves the world.	
DT	Cooking & Nutrition							Lever						
	Cooking and Nutrition Healthy Diet Cooking and Nutrition Where does our food come from?	Identifying Where Food Is Sourced Children will name some fruits that come from the UK. Children can explain why some fruits don't grow in the UK and can say where these fruits grow. Children can discuss their favourite fruits.	Planning Fabulous Fruit Salad Discuss food hygiene rules. Discuss different ways of preparing foods e.g. cutting and peeling. Discuss safety when preparing foods. Examine the eatwell plate and explore recipes.	Making Children can follow a simple recipe. Children can peel, cut and combine ingredients.	Evaluate Children will talk about what went well and what they found difficult	Diwali Rama and Sita Rangoli Patterns Diva lamps	Lever Explore and evaluate a range of existing levers	Lever Explore range of lever types	Lever Explore range of lever types	Lever Explore range of lever types	Lever To plan a lever card	Lever To create a lever card	Lever To create a lever card	Lever To evaluate their lever cards
Reading	<ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they read or hear read to their own experiences 													

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<p>Fiction</p> <p>Non-Fiction</p> <p>Poetry</p>	<ul style="list-style-type: none"> recognise and join in with predictable phrases learn to appreciate rhymes and poems, and to recite some by heart discuss word meanings, linking new meanings to those already known <p>On the Way Home Augustus and his Smile, Dear Zoo; Where the Wild Things Are; The Paper Bag Princess; Wild; Poems/rhymes with animals Dear Santa; Stickman</p> <p>Coming to England, Nativity Story</p> <p>Various</p>											
<p>Writing</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 											
<p>SPAG</p>	<p>Full stops Capital letter for the beginning of sentences Consistent separation of words with finger spacing Capital letters for names and for the personal pronoun Conjunctions - because, when, and, then, after that Adjectives Verbs</p>											
<p>Science</p>	<p style="text-align: center;">Animals including Humans Seasonal changes</p>					<p style="text-align: center;">Animals including Humans Seasonal changes</p>						
	<p>Pupils will:</p> <ul style="list-style-type: none"> Identify and classify animals, observe closely, Ask simple questions Perform a simple test Identify & name a wide variety of birds, fish, reptiles & mammals Describe & compare the structure of an elephant Observe seasonal changes from Summer to Autumn 					<p>Pupils will:</p> <ul style="list-style-type: none"> Identify and classify animals, observe closely, Ask simple questions Perform a simple test on taste Begin to use and understand the terms carnivore, herbivore & omnivore Identify, name, draw & label the basic parts of the human body Observe seasonal changes from Autumn to Winter 						
<p>Autumn</p>	<p>Describe and compare a variety of common animals including fish, amphibians, reptiles, birds and mammals (focus on wild animals)</p>	<p>Sorting birds and mammals</p>	<p>Sorting fish and reptiles</p>	<p>Label parts of an elephant</p>	<p>Label parts of a tortoise</p>	<p>Human life cycle</p>	<p>Teeth</p>	<p>Classify herbivore, carnivore</p>	<p>Label parts of the body 5 Senses</p>	<p>Taste experiment</p>	<p>Observational drawing of an oak tree. Label. Winter</p>	

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									and omnivore wild animals.					
Maths	Number: place value (within 10)				Number: addition & subtraction (within 10)				Number: addition & subtraction (within 10)			Geometry: Shape		
P.E	Running 1/ Hands 1							Body Parts / Jumping 1						
	The focus of learning is to explore running. Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently. Recap prior learning from EYFS, what do pupils remember? The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the	The focus of learning is for pupils to develop their running technique applying it into a game. Pupils will develop their understanding of where we need to run and why. The focus of learning is to explore and develop different ways of sending a ball (passing) using our hands. Pupils will learn and	The focus of learning is to apply pupils knowledge of how to run and where to run, while exploring running at different speeds. The focus of learning is to develop different ways of sending a ball using our hands. Pupils will continue to develop their understanding of why we aim when sending a ball. Pupils will learn why we need to send a ball using different force and speeds.	The focus of learning is to apply the correct technique of running as fast as we can in a racing context. The focus of learning is to explore different ways of stopping a ball with our hands. The focus of learning is to develop different ways of stopping a ball with our hands, preventing pupils from passing the ball. Pupils will	The focus of learning is to apply pupils understanding and application of running over a longer duration and as part of a team. The focus of learning is to develop different ways of stopping a ball with our hands, preventing pupils from passing the ball. Pupils will	The focus of learning is for pupils to apply their understanding of running, applying it into a competitive game. During this suggested sequence of learning pupils will begin to understand the basic principles of attack and defence. Pupils will start to develop their understanding		What do pupils remember from the wide, narrow, curled sequence of learning? The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus. The focus of learning is to recap jumping, in	The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus. The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently. Pupils will recap how we jump applying the	The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus. The focus of learning is to explore how jumping affects our bodies. Pupils will	The focus of the learning is to explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') changing the combinations on different apparatus. The focus of learning is to explore skipping	The focus of the learning is to explore adding movement combinations together to create mini sequences. The focus of learning is to apply our understanding of jumping and skipping into a game.	The focus of the learning is to adapt our mini sequences, exploring how we can make them more creative. The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament. Pupils will apply their knowledge of jumping into competitions	

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	defender. Pupils will explore different ways of sending (passing) the ball to their partner.	understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.			combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.	ding of what the consequences could be in a game if we do not run and avoid the defender. The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.		different directions, at different speeds and different levels. Pupils will begin to understand the different reasons when, where and why we jump in different ways.	most effective technique using our head, arms and feet.	apply their jumping skills during a circuit				
Computing	E-safety iPad rules and e-safety tips PowerPoint					E-safety What is the internet? Why do we use it? How can it be safe								
	LO: To understand the need for keeping personal information private					LO: To understand what the internet is and to know what to do when concerned about something on the internet.								
Music	Oak National Academy													
	Pulse							Timbre						
Italian	School													

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	Greetings and feelings	Family
Experience Entitlement	Fryent Country Park (Autumn) Eating Jamaican Bun, Black Musician- Bob Marley, British Black Musians, African music/ dance Designing rangoli patterns, making divas, making chapattis.	Art Gallery in school Fryent Country Park (Winter)
Stimuli /Visits/ Hooks/ Visitors	Whipsnade Zoo Library	

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