

St Mary's Medium Term Planning



Year group: 1 **Term:** Autumn 1 **Topic:** Our Local Area

Literacy

BOOK FOCUS!

- Beegu
- Super Duper You
- Five Minute's Peace

Caption Writing – RWInc Stimulus

Understanding Core: Characters/Settings/Problems in stories – using Five Minute's Peace.

SHORT GENRE – 3 days of introduction.

- Introduce **Five Minutes' Peace**. Read title, author, blurb. Do children know this or any other stories about the Large Family?
- Who are the characters? Look at the front cover – Mrs Large, Lester, Laura, the little one (Luke) (subsequent books include Mr Large and a fourth child).
- Share the book, enjoying the illustrations and humour.
- Ask children to remind you of the characters – draw and label them on the flip chart. Explain: *I need to use a capital letter for the beginning of names.*
- If children told a story about their family, who would be in it (the characters)? Encourage children to tell a partner who is in their family.

What makes me special? – Super Duper You.

Immerse

Teacher to bring in a photo album of themselves or share a special photo of themselves that illustrates something that they like doing in their spare time (something that makes them 'Super Duper'). Reveal the photograph for children and spend some time talking to the class about things that 'YOU' enjoy doing and explain that it makes you unique.

Predicting what might happen on the basis of what has been read so far.
Participate in discussion about what is read to them, taking turns and listening to what others say.
Being encouraged to link what they read or hear to their own experiences.

Analyse

Explain 'What makes a good reader'.
'Unzip' the book. Begin to read the story. Discuss the different activities that can be seen on the photographs on page 2 (dancing, scooting, dressing up etc). Stop at 'I'll show you what I mean' (3rd page) and make a simple verbal 'prediction' on what will happen on the next page.

Skills

Leaving spaces between words.
Beginning to punctuate sentences using a capital letter and a full stop.
The personal pronoun 'I'.

Plan, Do, Review

Show and tell – show off their photo and tell the class why they are Super Duper.
Explain that we are going to do some Super Duper writing this week, writing all about how we are Super Duper!
Shared Planning
Use the non-negotiables for writing checklist to ensure that children are considering capital letters, finger spaces and full stops.

Recount - Beegu

Immerse

UFO crash in the school grounds.
Phonecall from police station.

Analyse

Making inferences on the basis of what is being said and done.
Being encouraged to link what they read or hear read to their own experiences.
Predicting what might happen on the basis of what has been read so far.
Becoming very familiar with key stories and retelling them, considering their particular characteristics..

Skills

Story map
Contractions
Un-

	<p>Capital letters Spaces inbetween words Full stops.</p> <p><u>Plan, Do, Review</u> Sequencing sentences to form short narratives. Composing a sentence orally before writing it.</p>
Maths	<p><u>Number within 10</u></p> <ul style="list-style-type: none"> • Represent, compare and • explore numbers within 10 • •One more and one less • •Doubling and halving <p><u>Addition and Subtraction within 10</u></p> <ul style="list-style-type: none"> • Represent and explain • addition and subtraction • •Commutativity • •Addition and subtraction facts <p><u>Shape and Pattern</u></p> <ul style="list-style-type: none"> • •Identify, describe, sort and • classify 2-D and 3-D shapes • •Investigate repeating patterns • •Use and follow instructional • and positional language
Science	<p><u>Everyday Materials</u></p> <p>Lesson 1:</p> <p><i>What are materials?</i></p> <ul style="list-style-type: none"> • There are many different materials. • A material is something we can use to make different objects. • There are different materials around our school. <p>Working scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams.

	Lesson 2: <i>Which materials are different objects made from?</i>	<ul style="list-style-type: none"> • There are many different objects around us. • An object is something that we can see and touch. • Some objects are made from one material. • Some objects are made from more than one material. <p>Working scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. 	
	Lesson 3: <i>What are the properties of different materials?</i>	<ul style="list-style-type: none"> • Different materials have different properties. • We can find out some of those properties by investigating how materials look and feel. • We can describe materials by talking about their properties. <p>Working scientifically</p> <ul style="list-style-type: none"> • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. 	
	Lesson 4: <i>What other properties can materials have?</i>	<ul style="list-style-type: none"> • Some properties of materials are not easy to see or feel. • Absorbent materials soak up water easily. • Waterproof materials do not allow water to soak into them. • Materials that you can see through are called transparent. <p>Working scientifically</p> <ul style="list-style-type: none"> • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. 	
	Lesson 5: <i>Which materials should we use to make objects?</i>	<ul style="list-style-type: none"> • Objects are made from different materials. • The materials are chosen because of their properties. • Some materials are a good choice to make an object. • Some materials are a bad choice to make an object. <p>Working scientifically</p> <ul style="list-style-type: none"> • Make careful observations. 	

		<ul style="list-style-type: none"> Record findings using simple scientific language, drawings, and labelled diagrams. Report on findings from enquiries, including oral and written explanations. 	
	Lesson 6: <i>Can we use properties to group, compare, and sort objects?</i>	<ul style="list-style-type: none"> Objects are made from different materials. Different materials have different properties. Materials can have many properties. We can sort and group objects using the properties of their materials. <p>Working scientifically</p> <ul style="list-style-type: none"> Make careful observations. Record findings using simple scientific language, drawings, and labelled diagrams. 	
History/Geography	<u>Our Local Area</u>		
	Lesson 1 <i>Where do we go to school and what is it like there?</i>	<ul style="list-style-type: none"> Maps help us to find where we are, or where we are going. Maps have pictures or symbols. Maps have a key which tells us what these pictures or symbols mean. 	
	Lesson 2 <i>What is it like to live in our local area?</i>	<ul style="list-style-type: none"> Our local area is the area around our homes. A route is the way taken to get from one place to another. We will find different things in different places around our local area. 	
	Lesson 3 <i>What is special about our local area?</i>	<ul style="list-style-type: none"> Our local area is different from other local areas. Our local area has landmarks that we can recognise and that make it special. Landmarks can be old or new. 	
	Lesson 4 <i>Where do people live and work in our local area?</i>	<ul style="list-style-type: none"> There are different types of homes in our local area. We live in different types of homes. There are different jobs for people in our local area. 	

	Lesson 5 <i>Can we map our local area?</i>	<ul style="list-style-type: none"> • Maps help us find where we are or where we are going. • Maps have pictures or symbols. • Maps have a key which tells us what symbols mean. 											
	Lesson 6 <i>What would we change about our local area?</i>	<ul style="list-style-type: none"> • There will be things we like about our local area. • There will be things we dislike about our local area. • We can think of changes for the future of our local area. • 											
Art/Design Technology	<u>Stable Structures:</u> <ul style="list-style-type: none"> - Explain that structures are things that are built and have a purpose. - Understand that structures with a wider base are more stable than ones with a narrow base. - Explain that extra weight added to the base of a structure makes it more stable. - Design a product for a particular user. - Use a sketch to show ideas. - Choose the best method for joining the parts of the product. - Make evenly spaced cuts. - Use scissors to cut out a shape neatly and accurately. - Explain what they like and dislike about their final product. 												
Computing	<u>iAlgorithm</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0f2f1; padding: 5px;">iFollow</td> <td style="padding: 5px;">* understand what algorithms are; how they are how implemented as programs on digital devices</td> </tr> <tr> <td style="background-color: #e0f2f1; padding: 5px;">isilly</td> <td style="padding: 5px;"> * understand that programs execute by following precise and unambiguous instructions * use logical reasoning to predict the behaviour of simple programs * create and debug simple programs * recognise common uses of information technology beyond school </td> </tr> <tr> <td style="background-color: #e0f2f1; padding: 5px;">isay</td> <td style="padding: 5px;"> * understand that programs execute by following precise and unambiguous instructions * create and debug simple programs </td> </tr> <tr> <td style="background-color: #e0f2f1; padding: 5px;">iBuild</td> <td style="padding: 5px;"> * understand that programs execute by following precise and unambiguous instructions * use logical reasoning to predict the behaviour of simple programs * create and debug simple programs </td> </tr> <tr> <td style="background-color: #e0f2f1; padding: 5px;">iCompose</td> <td style="padding: 5px;"> * understand that programs execute by following precise and unambiguous instructions * use logical reasoning to predict the behaviour of simple programs * create and debug simple programs </td> </tr> </table>			iFollow	* understand what algorithms are; how they are how implemented as programs on digital devices	isilly	* understand that programs execute by following precise and unambiguous instructions * use logical reasoning to predict the behaviour of simple programs * create and debug simple programs * recognise common uses of information technology beyond school	isay	* understand that programs execute by following precise and unambiguous instructions * create and debug simple programs	iBuild	* understand that programs execute by following precise and unambiguous instructions * use logical reasoning to predict the behaviour of simple programs * create and debug simple programs	iCompose	* understand that programs execute by following precise and unambiguous instructions * use logical reasoning to predict the behaviour of simple programs * create and debug simple programs
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PE	<p><u>Fundamentals:</u></p> <p>I am confident to try new challenges, deciding on the skills I use to complete the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use movement skills with developing balance and co-ordination.</p> <p><u>Ball Skills:</u></p> <p>I know how to catch a ball with two hands. I know how to dribble with a ball with my hands and feet. I know what tactics are. I know how to roll and throw a ball, beanbag or object accurately. I know what success is. I know how to track a ball coming towards me. I know how to work as part of a team.</p>		
RE	<p><u>Creation and Covenant</u></p> <p>By the end of this unit of study, pupils will be able to:</p> <p>Recognise that the story of Creation in Genesis 1:1-4,24-26, is an ancient, prayerful, poetic reflection on God's world and retell this story in any form. (RVE) • Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father, who made heaven and Earth. (RVE) • Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation. • Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other. • Know that Pope Francis wrote a letter, called Laudato Si', about the gift of Creation and the importance of taking care of the world as it is everyone's home.</p> <table border="1" data-bbox="488 1171 1541 1474"> <tr> <td data-bbox="488 1171 954 1442"> <p style="text-align: center;">Creation and Covenant</p> <p>Hear: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world. • The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'. • An introduction to the ideas presented in Laudato Si' 13. <p>Believe: By the end of this unit of study pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • That all that is comes from God. • God is our Father. • God's love and care for humanity is experienced through the beauty and order of Creation. • Prayer is a way we draw closer to God. </td> <td data-bbox="954 1171 1541 1474"> <p>Celebrate: By the end of this unit of study pupils will know</p> <ul style="list-style-type: none"> • That praying is a way people draw close to God. • That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him. <p>Live: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • God wants us to love and care for the world because the world is God's gift to us. • Caring for the world is one of the ways we love and care for each other. • How a community in another part of the world cares for Creation. </td> </tr> </table>	<p style="text-align: center;">Creation and Covenant</p> <p>Hear: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world. • The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'. • An introduction to the ideas presented in Laudato Si' 13. <p>Believe: By the end of this unit of study pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • That all that is comes from God. • God is our Father. • God's love and care for humanity is experienced through the beauty and order of Creation. • Prayer is a way we draw closer to God. 	<p>Celebrate: By the end of this unit of study pupils will know</p> <ul style="list-style-type: none"> • That praying is a way people draw close to God. • That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him. <p>Live: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • God wants us to love and care for the world because the world is God's gift to us. • Caring for the world is one of the ways we love and care for each other. • How a community in another part of the world cares for Creation.
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Spanish	N/A
Music	N/A
RSE	<p><u>Created and Loved by God:</u> KS1 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p>Session 1 - Over five days, children will hear and experience the Gospel story of Jesus welcoming little children to Him in spite of others telling them to stay away. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love. These daily sessions contain teaching and time for spiritual development and emotional learning which underpins the entire Life to the Full programme, so proper time and space should be allowed for them.</p> <p>Session 2 - We are created to grow, change and learn, not least about the love of God and how we can share it with others. There can be joy in every stage of life! The session then moves to looking at the specifics of the human life cycle, and children will be encouraged to celebrate how they have already changed and grown.</p> <p>Session 3 - The previous session in this unit considered how God created us to follow the human cycle of life, and we are loved by Him at every stage. This session builds on this foundation by introducing the beginning and ending points of the human life cycle: birth and death, the latter of which is the main focus of the session.</p>
Immersive Events/Visits/Visitors etc	