

Year 1 Religious Education- Community: Special People

Approximately 4 weeks of learning time

Key terminology

Holy

Community

Priest

Alter

Servers

Special Minister

Choir



Prior Learning

Children will have a basic understanding about the people in Church, from their experience of attending Church and work produced in prior topics.

RE Objectives

To know there are special people in our lives who are there to help us.

We learn we gather at Church on Sunday as a parish family.

To learn that there are people who help at Mass on Sunday.

To learn that the parish family gather to celebrate Mass with the priest on Sunday.

To learn we celebrate Mass at church and about who the people in the parish family are.

To know that Jesus is the special person for the parish family.

To retell the presentation of Jesus to the Temple (Luke 2: 23-40)

To retell the Boy Jesus in the Temple (Luke 2: 41-52)

Key Knowledge

- I know that there are special people in our lives who are there to help us.
- I know that on Sunday, in Church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus.

parish f



Year 1 Religious Education- Relating: Meals

Approximately 4 weeks of learning time

Key terminology
meal
Mass
Blessing
alter
Last Supper
Holy Communion



Prior Learning

EYFS study- The children already have an understanding about special family meals from Reception

RE Objectives

- To explore the experience of sharing special meals.
- To know that Catholics go to Mass as members of God's family.
- To retell the story of the Last Supper: the special meal of Mass celebrates the Last Supper
- To learn the Our Father, family prayer of the parish.
- To learn about Communion time.
- To know the parish family gather for a celebration after Mass.

Key Knowledge

- I know that families and groups share special meals
- I know Mass as Jesus' special meal.



Reading	<ul style="list-style-type: none"> - Understand how the author uses humour to entertain the audience - Make links to non-fiction texts read in History units
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Writing	<ul style="list-style-type: none"> - Use the days of the week to organise their writing - Write a series of sentences with the purpose to inform.
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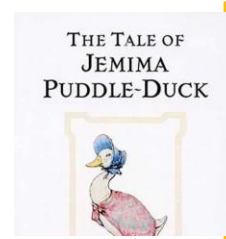
Grammar and Punctuation	<ul style="list-style-type: none"> - Independently add the s for plural nouns. - Use capital letters for days of the week - Use 'and' to join words in a sentence
	<ul style="list-style-type: none"> - Perform in role as a character, varying tone and character to convey meaning - Extend speech from the text to give an explanation.

Reading	<ul style="list-style-type: none"> - Understand how the author uses descriptive language to create visual imagery. - Make links to learning about seasonal change and growth
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Writing	<ul style="list-style-type: none"> - Write a series of sentences in the past tense to form a short narrative.
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Grammar and Punctuation	<ul style="list-style-type: none"> - Write in simple past tense - Use the appropriate determiner (a or an) orally or in extended writing.
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Oracy	<ul style="list-style-type: none"> - Develop and explain own ideas - Use gestures and actions to support
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Reading	<ul style="list-style-type: none"> - Make inferences about a character's motivations and actions - Make predictions about what might happen based on inferences and what they have already read.
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Terminology

Object

Determiner

Plurals

Subject

Adjectives

Present tense

Proper nouns

Font

Past tense

Capital letters

Chronological

Writing	<ul style="list-style-type: none"> - Use adjectives in sentences to describe the appearance of a character - Use adjectives to describe the personality of a character.
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Grammar and Punctuation	<ul style="list-style-type: none"> - Write in simple past tense - Sequence simple sentences to form a short narrative
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Oracy	<ul style="list-style-type: none"> - Use what they have read and what has been inferred to develop and give the audience an explanation
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Reading	<ul style="list-style-type: none"> - Identify different points of view - Discuss how character's actions, feelings and motivations link together and contribute to this story told from different perspectives - Analyse the use of font by the author to mirror the perspectives of the narrator.
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Writing	<ul style="list-style-type: none"> - Sequence sentences chronologically to build a narrative that retells an event
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Grammar and Punctuation	<ul style="list-style-type: none"> - Write in and maintain the simple past tense. - Use capital letters for proper nouns
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Oracy	<ul style="list-style-type: none"> - Begin to explain events in chronological
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Year 1 Mathematics- Fractions

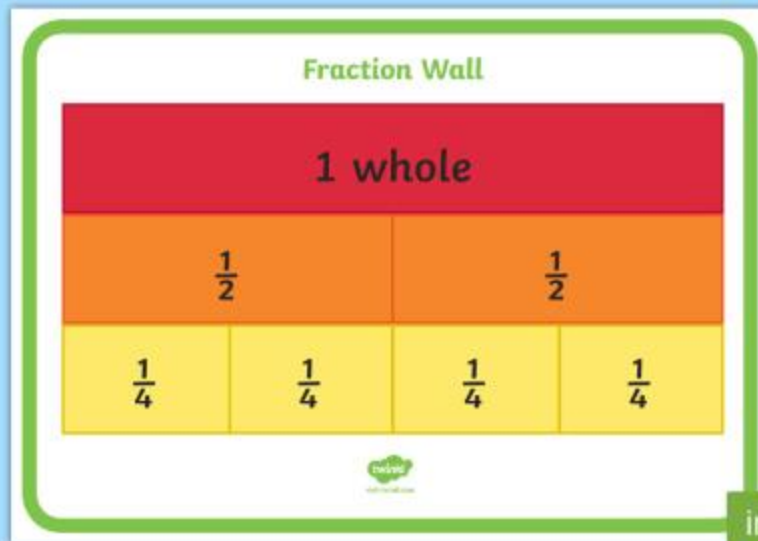
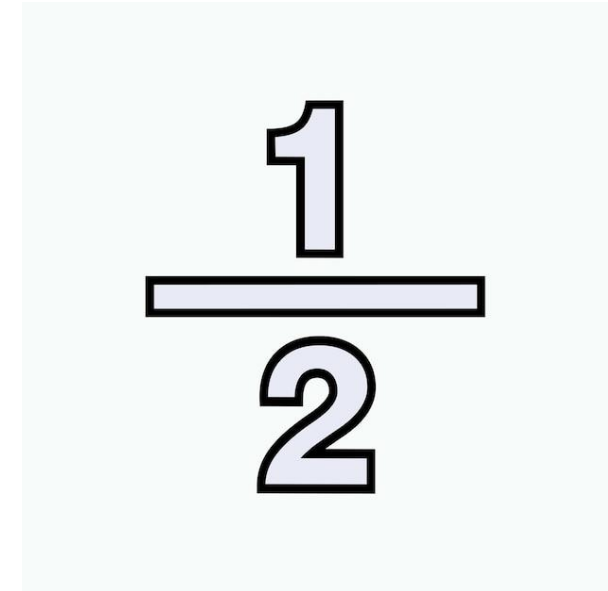
Approximately 4 weeks of learning time

Prior Learning

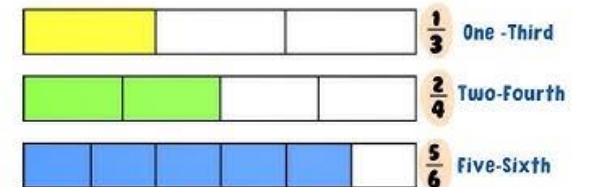
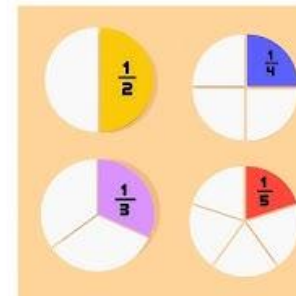
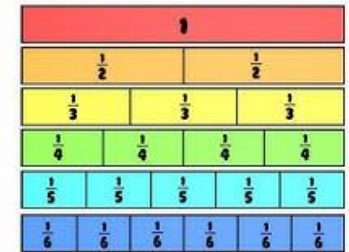
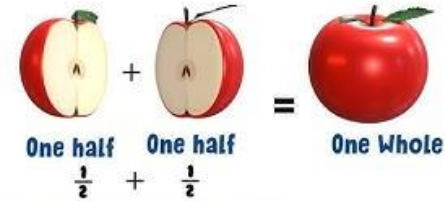
EYFS: Pupils have learnt about doubling, halving and sharing in Reception

Maths Objectives

- To share apples into two pieces and introduce the word half.
- To understand that halving means making two equal groups.
- To cut pictures in half.
- To halve sets of objects
- To begin to record halving using $\frac{1}{2}$
- To find halves of shapes and numbers
- To understand quarters in a practical context
- To find quarters of objects in a practical context

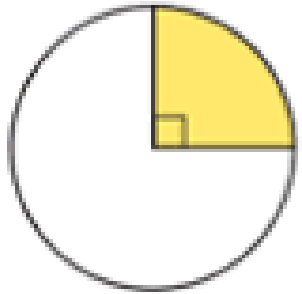


FRACTIONS

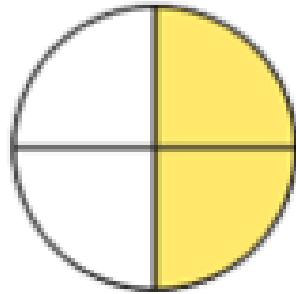


Year 1 Mathematics- Geometry: Position and Direction- 2 weeks of learning time

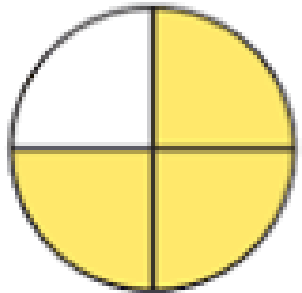
Prior Learning	EYFS: Pupils learnt about spatial awareness and length, height and distance in Reception
Maths Objectives	- To describe position and direction and movement, including whole, half, quarter and three- quarter turns.



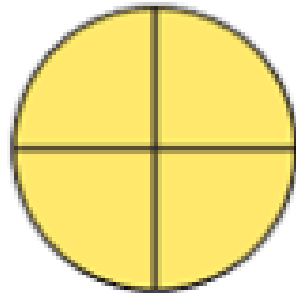
quarter turn



half turn



three-quarter turn



full turn

Year 1 Mathematics- Measurement: Money: 2 weeks of learning time

Prior Learning

EYFS: Pupils learnt about counting in ones up to 20 in Reception

Maths Objectives

- To recognise coins of different values.
- To compare values of coins.
- To recognise notes of different values
- To compare values of notes.
- To add and subtract different amounts of money.



History: Stories About Our Distant Past- Approximately 6 weeks

Key terminology	
Ruler	The leader of a country or kingdom
kingdom	A country ruled by a king or a queen
battle	A fight between two or more groups
army	A large group of people trained to fight another large group of people in a battle or war
defend	To protect someone or something from danger
country	Land that is ruled by a single person or group of people
free	Not living under control of someone else
captured	Someone taken as a prisoner
taxes	Money that has to be paid to the ruler of a country

Learning Objectives

Pupils should be taught about:

- Stories about 6 individuals from the distant past: 5 based in and around the United Kingdom and one from a non-European country.
- Alfred the Great (Improved Living Conditions) (England)
- Lady of Mercia (worked together with Kings) (England)
- Robert the Bruce (never gave up on what he believed in) (Scotland)
- Owen Glyndr (believed in freedom) (Wales)
- St Patrick (brought Christianity in Ireland) (Ireland)
- Wu Ze (a) (China)



Geography- Weather In Our World- Approximately 6 weeks

Key terminology	
Weather	What is happening in the air outside
Climate	What the weather is usually like
Desert	A large area of land that gets very little rain each year
Ski	To move over snow on two thin pieces of metal or wood called skis
Humid	When the air feels hot and wet
North Pole	At the very top of the Earth
South Pole	At the very bottom of the Earth
Equator	An imaginary line that runs through the middle of the Earth
Moisture	The water in the air
Mist	A large number of drops of water in the air, which makes it difficult to see very far.
The Tropics	The areas that are closest to the equator
Temperate regions	Found between the tropics and the polar regions. Generally, have 4 seasons.
Polar regions	The areas which are furthest away from the equator
Rainfall	Any rain, sleet, snow or hail that falls on an area of land
Temperature	A measure of how hot or cold something is

Learning Objectives

- Pupils should be taught about:
- The weather in our world
 - The weather at the equator
 - The changes in the weather when moving away from the equator
 - Wet and dry climates
 - What challenges does the weather bring?
 - Comparing Newcastle to Iqaluit



Key terminology

fabric

glass

material

metal

plastic

rock

wood

absorbent

waterproof

Science- Everyday Materials. Approximately 6 weeks.

Learning Objectives

- Name objects we use
- Spot different materials
- Match objects to materials
- Feel materials
- Test materials
- Sort hard and soft objects
- Feel surfaces
- Test surfaces
- Sort objects by texture
- Find objects that keep water out
- Test objects
- Sort waterproof and absorbent materials
- Spot shiny objects
- Test objects with light
- Sort shiny and dull objects
- Choose right materials
- Match materials to their uses
- Solve material problems



Art- Space Art- Peter Thorpe- Approximately 6 weeks

Key terminology

paint

mix

background

foreground

collage

pastel

crayons

chalks

Learning Objectives

Pupils should be taught to:

- To know that the primary colours are red, yellow and blue.
- To know that primary colours can be mixed to make secondary colours.
- To know that a pattern is a design in which shapes, colours or lines are repeated
- To know that texture means what something feels like
- To know that different marks can be used to represent the textures of objects
- To explore the art of Peter Thorpe- think about how his pictures make you feel and what you think of
- To draw rockets in his style- develop your own designs for a rocket
- To examine the backgrounds of Thorpe's paintings and explore how to recreate them using different techniques.
- To look at the work of Jackson Pollock- experiment making a background influenced by his work.
- To produce a final background- use different things to make marks
- To create a collaged rocket and attach to the background to produce a 3D image.
- To critique and evaluate the final copy of finished artwork for full evaluation in art and design technology sketch book.



Music- Boomwhackers and Rhythm Notation Approx 6 weeks

Key terminology

crotchet

minim

semibreve

rhythm

Dotted minims

Learning Objectives

Pupils should be taught to:

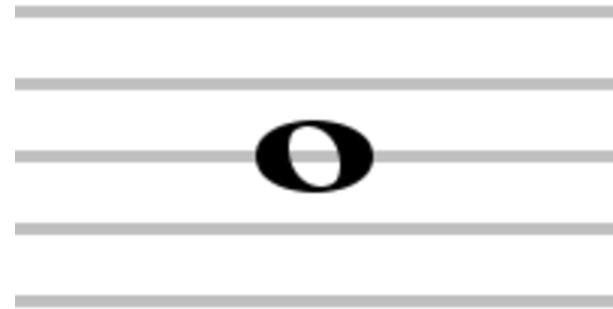
- Learn a song using the boomwhackers
- Compose a rhythm using crotchets, minims, dotted minims and semibreves
- Understand a crotchet rest
- Compose a rhythm using a crotchet rest
- Understand the minim and semibreve rest.
- Compose a rhythm using all 3 rests.



Crotchet



twinkl.com



PE: Gymnastics– 6 weeks of learning time.

Key Vocabulary:

- Caterpillar walk
- Monkey walk
- Crab walk
- Balance
- Beginning
- End
- Sequence
- Apparatus
- Control

Key learning:

- To move from one body position to another
- To travel using 'caterpillar', 'monkey' and 'crab' walk.
- To perform balances on different levels
- To show a clear beginning and end to shapes and sequences
- To further explore the large and small apparatus
- To balance on small body parts with control.



PE: Net and Wall– 6 weeks of learning time.

Key Vocabulary:

- Catch
- Throw
- Accurate
- Observe
- Describe
- Copy
- Space

Key learning:

- To begin to hit a ball with an appropriate object
- To repeat simple ball skills to increase control and co-ordination (balance ball on a tennis racquet)
- To throw and catch different equipment with a partner

