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**ST CHARLES’ CATHOLIC PRIMARY SCHOOL**

**AUTUMN MEDIUM TERM PLANNING**

**YEAR 1 2023**

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| **RE** | **DOMESTIC CHURCH– FAMILY: FAMILIES**  **Prior learning:** God knows and loves me and each one by name.  **This Topic: learning outcomes**  Know and understand:  • The love and care shown in the family – **Explore**  • God’s love and care for every family – **Reveal**  Acquire the skills of assimilation, celebration and application of the above – **Respond**  Core Vocabulary- Family, belong, God, love, care, different,  God’s children, psalm, family of God, response | **BAPTISM/CONFIRMATION – BELONGING: BELONGING**  **Prior learning:** Baptism: a welcome to God’s family  **This Topic:** learning outcomes  Know and understand:  • About belonging to different groups **– Explore**  • That Baptism is an invitation to belong to God’s family **– Reveal**  Acquire the skills of assimilation, celebration and application of the above **– Respond**  Core Vocabulary- Sign of the Cross, belong, belonging friends, sacrament, invitation, welcome, Baptism, godparents, font, sign | **ADVENT/CHRISTMAS – LOVING: WAITING**  **Prior learning: Advent:** looking forward to Christmas, the birthday of Jesus  **This Topic: learning outcomes**  Know and understand:  • About the times that it is necessary to wait and the use of that time **– Explore**  • That Advent is a time of waiting to celebrate Jesus’ coming at Christmas **– Reveal**  Acquire the skills of assimilation, celebration and application of the above **– Respond**  Core Vocabulary-waiting, preparing, messenger, visit, celebrate, Advent, Jesus, Mary, Elizabeth, Joseph |
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| **PSHE/RSHE** | Families and Friendships   * To understand the roles of different people and that there are different types of families. * To understand they should feel cared for and care for others. | Safe Relationships   * To understand what privacy is and to seek permission for things. | Respecting Ourselves and Others   * To understand that their behaviour affects others and how to be polite and respectful. |
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| **ENGLISH** | **Little Red/ Rapunzel**  **Traditional Tales and Instruction Writing**  **To Narrate, To Instruct**   |  | | --- | | **Grammar: Sentence** | | **Build on previous units & focus on:**  Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using ‘and’ | | **Grammar: Text** | | **Build on previous units & focus on:**  Sequencing sentences to form short narratives.  Help retell stories orally to support writing (depending on developmental stage) by:  1) Using repeated story language e.g. she ran and she ran and she ran  2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly | | **Grammar: Punctuation** | | **Build on previous units & focus on:**  Letter formation  Separation of words with spaces  Capital letters  Personal pronoun - I  Full Stops | | | | **The Secret of Black Rock**  **Return Story/ Postcards**  **To Narrate, To Recount**   |  | | --- | | **Grammar: Word** | | **Build on previous units & focus on:**  Reinforce plural noun suffix -s -es  Reinforce how prefix un – changes the meaning of verbs and adjectives | | **Grammar: Sentence** | | **Build on previous year & focus on:**  Combining words to make sentences  Joining words and clauses using-and, because, so, but | | **Grammar: Text** | | **Build on previous year & focus on:**  Sequencing sentences to form short narratives | | **Grammar: Punctuation** | | **Build on previous year & focus on:** Separation of words with spaces  Capital letters  Full Stops  Question mark  Exclamation mark  Capital Letters for names and personal pronoun - I | | | |
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| **MATHS** | **Place Value within 10**  Sort Objects  Count Objects  Represent Objects  Count on from a given number  1 more  1 less  Numbers in words to 10  Counting backwards  Order numbers  Compare numbers  The number line | **Addition Subtraction**  Parts and Wholes  Number Sentences  Fact Families  Number bonds  Addtion  Subtraction  Word problems | **Consolidation** | **Shape**  Recongise 3D shapes  Names 3D shapes  Sort 3D shapes  Recongise 2D shapes  Names 2D shapes  Sort 2D shapes  Patterns |  | **Consolidation** |
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| **SCIENCE** | Humans   * How we have changed over time * Naming the body parts * The 5 senses * Investing how the 5 senses work and what they do | | | Plants   * Identify the parts of a plant * Naming common wild plants and flowers * Deciduous and Evergreen trees * Naming the parts of a tree | | |
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| **COMPUTING** | **Basic Computer Skills** | | | **Producing Digital Media** | | |
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| **HISTORY** | **Lives of Significant People- King Charles**  What is the role of the monarch?  Where does our monarch live?  How do you become King or Queen?  The chronology of the monarchy  The Coronation of King Charles  King Charles and his life | | | | | |
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| **GEOGRAPHY** | **Maps- My Local Area**  To know what a map is and what they are used for  Use a simple picture map to move around the school  Use relative vocabulary such as bigger, smaller, like, dislike  Use directional language such as near and far, up and down, left and right, forwards and backwards  To use an aerial view of the playground and school and label key features.  Travel around the local area and find key landmarks.  Begin to discuss man-made and natural features. | | | | | |
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| **ART** | **Making your mark- Spirals**   * Make drawings using your own body * Develop drawing * Make your own sketch book * Close look drawing * Close look mark making * Spiral painting | | | | | |
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| **DESIGN & TECHNOLGY** | **Textiles- Puppets**   * Joining different fabrics * Designing a puppet * Making a puppet * Decorating a puppet * Evaluating a puppet | | | | | |
| **MUSIC** | **Pulse and Rhythm**   * Clap the rhythm of their name. * Clap in time to music. * Sing the overall shape of a melody. * Play in time to music. * Copy and create rhythms based on word patterns. * Play on the pulse. | | | **Pitch and Tempo**   * Explain what pitch means. * Identify whether a note is higher or lower. * Create a pattern using two pitches, then play or sing it. * Explain what tempo means. * Identify simple tempo changes in music. * Perform a pattern that gradually gets faster (accelerando). * Contribute to a group composition and performance by creating, selecting, combining and performing sounds. * Suggest improvements to their work. | | |
| **PHYSICAL EDUCATION** | **Gymnastics**  Using space and basic gymnastic actions - jumping, rolling, balancing and travelling | | | **Dance**  Travelling, moving and balancing | | |
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