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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 outcomesKnow 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**

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| **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**

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| **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 ObjectsCount ObjectsRepresent ObjectsCount on from a given number1 more1 lessNumbers in words to 10Counting backwardsOrder numbersCompare numbersThe number line  | **Addition Subtraction**Parts and WholesNumber SentencesFact FamiliesNumber bondsAddtionSubtractionWord problems  | **Consolidation** | **Shape**Recongise 3D shapesNames 3D shapesSort 3D shapesRecongise 2D shapesNames 2D shapesSort 2D shapesPatterns |  | **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 monarchyThe Coronation of King CharlesKing Charles and his life |
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| **GEOGRAPHY** | **Maps- My Local Area**To know what a map is and what they are used forUse 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 backwardsTo 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
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| **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.
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| **PHYSICAL EDUCATION** | **Gymnastics** Using space and basic gymnastic actions - jumping, rolling, balancing and travelling | **Dance** Travelling, moving and balancing |
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