



	Autumn Term
Religious Education	<p><u>God's Great plan</u></p> <ul style="list-style-type: none"><li>• Can you think of some words to describe the beauty of Gods world?</li><li>• Creation Story: Can you recognise the story of creation as a religious story? Can you retell the story?</li><li>• Can you reflect on the knowledge that God made us because he loves us?</li><li>• Noah's Ark: Can you recognise the rainbow as a religious symbol?</li><li>• Can you retell the story of Noah and the flood?</li><li>• Can you make a promise to God about his world?</li></ul> <p><u>Mary, Mother of God</u></p> <ul style="list-style-type: none"><li>• Can you reflect on Mary's response to Angel Gabriel's message?</li><li>• Mary visiting Elizabeth: Can you reflect on the story and retell it?</li><li>• Can you reflect on how we prepare to celebrate the birth of Jesus and understand the importance of advent?</li><li>• Can you reflect on how Mary and Joseph prepared for the birth of Jesus?</li><li>• Can you reflect on the importance of the advent wreath and it is used in the preparation for the birth of Jesus?</li></ul>
Collective Worship	<ul style="list-style-type: none"><li>• God's Dream – Can you reflect on your relationship with Jesus and think about the year ahead? Do you understand that God's dream for their lives is far more fulfilling than material riches?</li><li>• Planning for the future – Can you look ahead with hope and reflect on how Jesus will help you to plan for the future? Do you understand that life is better when we invite Jesus to be with us always and in every part of our lives?</li><li>• Discuss themes of loss and learn that they can be lost and found too.<ul style="list-style-type: none"><li>- Do you know that we are very precious to Jesus?</li><li>- Have an opportunity to say sorry and ask Jesus to find them.</li></ul></li><li>• Children will: - Consider how wealth and resources can be used responsibly or irresponsibly.<ul style="list-style-type: none"><li>- Know that irresponsible behaviour affects how much they will be trusted in the future.</li><li>- Identify when they are putting themselves first and how instead to put God first.</li></ul></li></ul>

- The Mustard Seed - Consider the true meaning of wealth.
  - Learn that the way in which we use our time, qualities and material possessions affects our ability to live life to the full.
  - Identify in themselves and others good qualities to be treasured and shared.
- The Ten Lepers - To develop ways of responding gratefully to God's healing presence in our lives.
- Praying - Children will learn that:
  - God wants us to pray continually and seek Him in every aspect of our lives.
  - We don't always have to pray with words – we can be creative and use our bodies.
- Zacchaeus - Children will learn that:
  - No matter who we are or what we have done, when we say sorry (repent), Jesus offers us His forgiveness.
  - Jesus wants us to give our lives to Him, so that He can change them for the better.
- Times of trouble - Children will:
  - Identify key people they can go to for support.
  - Consider how they can support others.
  - Learn about how Aid to the Church in Need supports persecuted Christians around the world.
- Feast of Christ the King - children will:
  - Understand that Jesus invites everyone to say 'yes' to His love and mercy.
  - We say 'yes' just by saying sorry for the things we might have done wrong.
  - Have an opportunity to accept Jesus as their king.
- Advent - Children will understand that:
  - We can prepare for Christmas in different ways.
  - When Jesus asks us to prepare, He is talking about preparing ourselves, which often involves changing our behaviour.
- Advent - Children will understand that:
  - It's important to prepare our hearts for Jesus' coming at Christmas.
  - In order to find peace in our own hearts, we first need to make peace with others.
- Advent - Children will understand that:
  - Advent is time of preparation for the coming of Jesus at Christmas and also at the end of time.
  - The Good News of Jesus is the source of all our joy.
  - We can ask God to help us become more aware of joy in our lives and to share this joy with others.

English -Reading

Guided reading text- Tiddler- Julia Donaldson, Zog- Julia Donaldson  
 Class Text- The Twits- Roald Dahl, The enormous crocodile- Roald Dahl.

Focus:

	<ul style="list-style-type: none"> <li>• Listening and discussing a wide range of texts.</li> <li>• Drawing upon knowledge of vocabulary in order to understand the text: What does the world...mean in this sentence?</li> <li>• Drawing inference from the text: How was....feeling? Can you explain why...?</li> <li>• Making Predictions about the text: Look at the cover of the book what do you think it is about? What do you think will happen next?</li> <li>• Explain your preferences, thoughts and opinions on the text: Who is your favourite character? Why? Is there anything you would change about the story/text?</li> <li>• Retrieve and explain key features of the text: Who are the main characters? What happened to...?</li> <li>• Sequence key events from the story/text.</li> </ul>
English-Writing	<p><b>Genre Focus:</b>  Character descriptions  Setting descriptions  Letters  Diary entries  Non- Chronological reports  Posters  Instructions  Poetry  Story retell</p>
English-EPGS	<p><b>Autumn Focus:</b>  Capital letters  Full stops  Common exception words  Days of the week</p>
Maths	<p>Please see hyperlink:  <b>Number: place value (within 10):</b> <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-1-Number-Place-Value.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-1-Number-Place-Value.pdf</a></p>

	<p><b>Number: Addition and subtraction (within 10):</b> <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-2-Number-Addition-and-Subtraction.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-2-Number-Addition-and-Subtraction.pdf</a></p> <p><b>Geometry, Shape:</b> <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-3-Geometry-Shape.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-3-Geometry-Shape.pdf</a></p> <p><b>Number: Place value (within 20):</b> <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-4-Number-Place-Value.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-4-Number-Place-Value.pdf</a></p>
<p>Science</p>	<p><b>Animals including humans: Ourselves</b></p> <p>Can you identify the main parts of the body and link them to your senses?  Can you name, draw and label parts of the body you can see and cannot see?  Can you describe similarities and differences between humans and animals?  Can you identify how humans grow and change as they get older?  Can you perform a simple test: Is the tallest person the oldest?  Can you identify how to keep your body healthy?</p> <p><b>Animals including humans: Animals</b></p> <p>Can you identify and name a variety of common animals?  How do you identify a mammal?  What are the similarities and differences between birds and reptiles?  What are the similarities and differences between fish and amphibians?  What do different animals eat?  How do we care for different animals?  Class survey: What is your favourite pet?</p> <p><b>Seasonal Change:</b></p> <p>What happens when Summer turns into Autumn?  What happens to the trees in Autumn?  What happens to the weather during Autumn?  What happens to the length of day during Autumn?</p>
<p>Art</p>	<p><b>Colour Chaos:</b></p> <p><b>Piet Mondrian:</b> Can you talk about the artist Piet Mondrian?  Can you make a collage in primary colours?</p> <p><b>Mark Rothko:</b> Can you talk about the artist Mark Rothko?  Can you create a colour field painting using colours I have mixed?</p> <p><b>Paul Klee:</b> Can you talk about the artist Paul Klee?  Can you create a painting using tints I have mixed?</p> <p><b>Jackson Pollock:</b> Can you talk about the artist Jackson Pollock?</p>

	<p>Can you create a drip painting using paints I have mixed?</p> <p><b>Robert Delaunay:</b> Can you talk about the artist Robert Delaunay?</p> <p>Can you create a painting using warm and cold colours?</p> <p><b>Wassily Kandinsky:</b> Can you talk about the artist Wassily Kandinsky?</p> <p>Can I create a circles painting using colours I have mixed myself?</p>
<p>Computing</p>	<p><b>Online safety:</b></p> <p>Can you log onto purple mash safely?</p> <p>Can you search purple mash for resources?</p> <p>Can you add pictures and text to work?</p> <p>Can you save, print, open and find a new document on purple mash?</p> <p>Can you show the importance of logging out when you are finished?</p> <p><b>Grouping and sorting:</b></p> <p>Can you sort items using a range of criteria?</p> <p>Can you use grouping activities on purple mash?</p> <p><b>Pictograms:</b></p> <p>Can you show understanding that data can be represented in picture format?</p> <p>Can you contribute to a class pictogram?</p> <p>Can you use a pictogram to record results of an experiment?</p>
<p>Design and Technology</p>	<p><b>Eat more Fruit and Vegetables:</b></p> <p>What fruit and vegetables can you name?</p> <p>What is your favourite fruit/ vegetable?</p> <p>Can you use your senses to describe the fruit and vegetables?</p> <p>Can you prepare fruit and vegetables through washing, peeling and grating?</p> <p>Can you create a plan for a fruit or vegetable salad or smoothie?</p> <p>Can you create what you designed?</p> <p>Can you evaluate your work?</p>
<p>Geography</p>	<p><b>Where we live:</b></p> <p>Can you talk about what you like about where you live?</p> <p>Can you identify human and physical features from your local area?</p> <p>Can you name key features associated with a town or village e.g church, farm, shop, house, factory, detached house, semi-detached house terrace house?</p> <p>Local area walk: Can you talk about the features you can see in your local area?</p> <p>Can you describe a locality using words and pictures?</p> <p>Can you tell someone your address?</p> <p><b>The United Kingdom:</b></p>

	<p>Can you talk about how physical features influence the variety of living things?</p> <p>Can you use a map to identify the United Kingdom?</p> <p>Can you identify the 4 countries of the United Kingdom?</p> <p>Can you identify the capital cities of the 4 countries of the United Kingdom?</p> <p>Can you compare two capital cities?</p>
History	N/A
Music	<p>Charanga:</p> <p>Listen and appraise a range of songs.</p> <p>Musical activities: - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Perform the song: perform and share your learning as you progress through the Unit of Work.</p>
P.E.	<b>Ball skills</b>
Personal, Social and Health Education	<p><b>One Decision: Feelings and emotions:</b></p> <p>What feelings do you know?</p> <p>What is Jealousy? How do you feel when you are jealous?</p> <p>What is worry? How do you feel when you are worried?</p> <p>What is anger? How do you feel when you are angry?</p> <p>What is grief? How do you feel when you are grieving?</p> <p><b>Keeping/ staying safe:</b></p> <p>What do I need to keep myself safe from?</p> <p>Why is it important to stay safe when crossing the road?</p> <p>How do you tie laces correctly?</p> <p>How do we keep others safe?</p> <p>What danger might be in my home?</p>