



Autumn Term 1

Religious Education

Collective Worship: Thankfulness

To know you more clearly Branch 1: Creation and Covenant

Hear - What scripture will we hear?

- The Creation story in Genesis 1:1-4, 24-26.
- 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.

Believe - What do Christians believe?

- 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.

Celebrate - How we celebrate the Good News

- 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.

Live - How we act as Christians

- 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.

English

We follow the Read, Write, Inc Scheme for Reading.

Our first vehicle text is: *'The Girl at the Front of the Class* by Onjali Q. Rauf
Children will write a friendship story.

Our second vehicle text is: *King Lion* by Emma Yarlett
Children will write instructional sentences.

		Children will engage in daily sentence accuracy work that allows them to say out loud what they plan to write, compose a sentence orally before writing and develop basic skills in using capital letters and punctuation correctly.
--	--	--

	Mathematics	Number and Place Value This term the children will learn about number and place value This will include: • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals. • Read and write numbers from 1 to 20 in numerals and words . • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Given a number, identify one more and one less • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
	Science	Animals including humans • Children will be able to identify and name lots of common animals. • They will also be able to state which are carnivores, herbivores and omnivores. • They will describe and compare lots of common animals by how they look and move. • They will identify, name, and draw the basic parts of the human body and say which part of the body is associated with each sense.

	History	Changes within living memory – Old and new toys Throughout this unit of study, the children will discover how popular toys have changed over time - from the Victorian era to the present day. The children will think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children and beyond. The children will examine the reasons for these changes and suggest similarities and differences between toys from the past and the present. A range of historical skills will be developed such as: asking and answering questions, identifying and interpreting different sources, recognising change and exploring how this influences them today. A variety of learning activities will be undertaken and include: discussions, role play and games as well as writing tasks to encourage the children to fully engage in the topic.
	Physical Education	Gymnastics Children will create basic gymnastic shapes on different body parts. They will create and perform a basic sequence and shown and name each of the basic positions. Children will explain that muscles help move and hold positions still.
	Design Technology	Mechanisms: Matching slider game Making slider mechanisms to create a matching slider game. Children will understand that products around us are all designed and identify products that use mechanisms. We will think about the needs of the user and work independently to create our own slider mechanism that works!
	Computing	Introduction to Purple Mash: This unit introduces Purple Mash to children and the essential basic knowledge and skills required for the Year 1 units. Through a range of activities, children will learn about 2Dos, saving work and navigating to key areas. • To login to Purple Mash. • To know how to start, save and complete 2Dos. • To open a program from the Tools area. • To save work. • To find work in the Work area. Creative Computing: This unit gives children the opportunity to develop their mouse, keyboard and basic computing skills using creative tools. Children will use the 2DIY tools to paint, create jigsaws and make simple drag and drop games. • To use paint tools to draw a picture. • To create a jigsaw using a digital device and share it so that others can play. • To create a placing game in 2DIY. • To create images and use these to make a game.
	Music	<u>My Musical Heartbeat</u> Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat. <u>Musical Learning:</u> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G

	Modern Foreign Languages	Self, family and friends Body and face parts Colours Numbers 1 - 50 Head, shoulders, Vocci Ma Tête - songs All the colours/Little Green Monster Story
	Relationship and Sex Education	No Outsiders: Elmer To know ways we are different. To know how to make our class welcoming.
	PSHE	Being In My World Children will find out how to use the Jigsaw journal. They will understand their rights and responsibilities in class. Children will know their views are valued. Children will recognise choices and consequences.

	Curriculum Enrichment	Interaction and visits with families - parents and grandparents about the toys they played with in the past. This links to our 'Toys from the past' topic. History: Toys, then and now visit to Museum of Liverpool.
--	--------------------------	---

