

RSHE – Zones of Regulation

Online Safety

Relationships: Why are safe hands important?

RSE: Social and Emotional: Recognise signs that I am loved in my family

No Outsiders

Elmer – To like the way I am



St. Cecilia's Catholic Primary School

Topic Map: Year 1 , Autumn Term 1



ART: Mark Making

To explore ways of drawing lines when joining one point to another.

To create patterns using repetition.

To understand and experiment painting with a paintbrush.

To experiment with a variety of mark making and materials.

To imitate and create art in the style of Paul Klee.

History: Toys

Enquiry Question: How have toys changed over time, and what do they tell us about life in the past?

The children will:

Discuss different types of toys children play with today.

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Compare toys from the past to modern toys by exploring toys that grandparents or older generations played with

Explore how we learn about the past by looking at old toys in museums, photographs, and stories.

Understand technological advances in toy-making, such as the use of batteries and electronics, and how this has affected how toys work.

Explore toys from different cultures and how they reflect the societies in which they were made.

Think about how toys could change based on what they have learned about past and present toys.

Crucial Knowledge children must remember:

Toys are objects used for play and can be made from various materials like plastic, wood, and metal.

Toys have changed over time, from simple handmade objects to modern electronic toys.

Different generations played with different types of toys, often reflecting available materials and technology.

We learn about toys from the past through museums, photographs, and stories from older people.

Toys can differ from culture to culture, reflecting local customs and resources.

Technology has made modern toys more interactive, with features like lights, sounds, and batteries.

Class Read:

Title: Poppet (Dick King-Smith)

Curriculum links: PSHCE Geography

Writing opportunities: Narrative writing and letters.

Physical Education:

Dance

Begin to use counts.

Copy, remember and repeat actions.

Move confidently and safely.

Use different parts of the body in isolation and together.

Work with others to share ideas and select actions.

Choose appropriate movements for different dance ideas.

Say what I liked about someone else's performance.

Show some sense of dynamic and expressive qualities in my dance.

Gymnastics

To perform in front of others.

Link simple actions together to create a sequence.

Make my body tense, relaxed, stretched and curled.

Recognise changes in my body when I do exercise.

Remember and repeat actions and shapes.

Say what I liked about someone else's performance.

Use apparatus safely and wait for my turn

Religious Education:

Branch 1 - Creation and Covenant

The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world

God made the world and loves everyone.

Computing: Computer science: Bee Bots

Sequencing: Code Safari app

Word processing and functional skills: Text and images.

Creating media : Audio visual

Online Safety: Beyond the Avatar, Caring for Our Devices, Icky Feelings What Is Media? Why We Pause for People

Mathematics:

Unit 1: Numbers to 100

Sort objects
Count objects to 10
Represent numbers to 10
Count objects from a larger group
Count on from any number
One more
Count backwards from 10 to 0
One less
Compare groups
Fewer or more
<, > or =
Compare numbers
Order objects and numbers
The number line

Unit 2: Addition and Subtraction (1)

Parts and wholes
The part-whole model
Write number sentences
Fact families – addition facts
Number bonds
Find number bonds
Number bonds to 10

Unit 3: Addition and Subtraction (2)

Add together
Add more
Addition problems
Find the missing number

English Writing: Old Bear (Unit 1)

Narrative: Finding Narrative. Purpose: To retell a story

Recount: Messages Purpose: To inform and explain events that have happened

Grammar (word)

Build on previous year & focus on: Regular plural noun suffix -s or -es

Grammar (sentence):

Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'

Grammar (text)

Build on previous year & focus on: Sequencing sentences to form short narratives

Punctuation:

Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops

Comprehension. Steps to Read:

Science:

1. Discover the basic parts of the human body
2. Learn about your eyes and sight
3. Learn about your ears and hearing
4. Explore the tongue and taste
5. Explore your sense of touch
6. Discover how your nose smells

Music

My Musical Heartbeat

Children learn about and explore the pulse of the music. Children are encouraged to move and clap in time to the pulse when listening to or singing to the music.