



**St Oswald's Catholic Primary School**

**Year 1 Autumn Overview 2021-22**

<b><u>Subject Area</u></b>	<b><u>Autumn</u></b>		
<p align="center"><b>R.E.</b></p>	<p>Why do we have a family and who is my family? <b>Families</b></p> <p>Know and understand: The love and care shown in the family – <i>Explore</i> God's love and care for every family – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p>	<p>What does it mean to belong? <b>Belonging</b></p> <p>Know and understand: About belonging to different groups – <i>Explore</i> That Baptism is an invitation to belong to God's family – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p>	<p>Is waiting always difficult? <b>Waiting</b></p> <p>Know and understand: About the times that it is necessary to wait and the use of that time – <i>Explore</i> That Advent is a time of waiting to celebrate Jesus' coming at Christmas – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p><i>Other faiths week: Judaism</i></p>
<p align="center"><b>English</b></p>	<p>Labels and Captions Stories with Familiar Settings</p>		<p>Instructions Dictionary Skills Poetry- Using senses</p>
<p align="center"><b>Mathematics</b></p>	<p>Place value within 10 Addition and subtraction within 10</p>		<p>Addition and subtraction within 10 Shape Place value within 20</p>
<p align="center"><b>Science</b></p>	<p>Name and describe some common animals? <b>Animals including humans</b></p> <p>Name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Identify animals that are carnivores, herbivores and omnivores -Describe a variety of common animals -Label the basic parts of the human body and say which part of the body is associated with each sense.</p>		<p>What season is it now and how do you know? <b>Seasonal Changes (Autumn, Winter)</b></p> <p>Observe changes across the 4 seasons. -Observe and describe weather associated with the seasons and how the day length varies</p>



<b>Computing</b>	<p>Can I log on and off a computer?</p> <p><b>Basic Computing Skills</b></p> <p>Pupils will learn how to log in and shut down a computer accurately and begin to understand the importance of a password. They will develop keyboard and mouse skills.</p>	<p>Can I add an image onto a document?</p> <p><b>Producing Digital Media</b></p> <p>Pupils will learn how to use a word processing program to write and format text. They will add in digital images and consider the audience for their work.</p>
<b>PE</b>	<p>Gymnastics</p> <p>Improve the quality of their actions, body shapes and balance. Vary high and low movements. Copy movements and body shapes. Move on and off apparatus safely Basic control and co-ordination when travelling</p>	<p>Dance</p> <p>Improvise freely, on their own or with a partner Perform dances with an awareness of rhythm on their own or in a group. Respond to a range of stimuli. Perform basic body actions</p>
<b>Games</b>	<p>Fundamental Skills</p> <p>Develop spatial awareness – where to stand Develop the ability to jump in a variety of ways Develop the ability to throw and catch a ball using one and two hands and using over arm and under arm</p>	<p>Football</p> <p>Keep possession and control of the ball Make progress towards a goal Kick the ball at a target Intercept/ retrieve with some consistency</p>
<b>MFL</b>	<p>Can I talk about myself?</p> <p><b>Self, Family &amp; Friends (parts of the face)</b></p> <p>To use Spanish greetings Ask and say what you are called, how you are feeling and where you live. Count to 20 Listen and repeat words for body parts with accurate pronunciation. Show a physical response to questions. Say which colours you like. Join in with familiar words and repetitive elements in a story.</p>	<p>What would you like for Christmas?</p> <p><b>School Life (Toys)</b></p> <p>Recognise, respond to and use greetings in Spanish. Ask and answer 4 questions: how you feel, name, where you live and how old you are. Listen and respond to simple rhymes, stories and songs about toys Count to 20 and name numbers out of sequence. Listen and repeat words for toys accurately. Listen and show understanding of toys. Name toys.</p>



	Recognise and use phonemes 'j' and 'll'. Silent 'h'.	Join in with the repetitive elements of Christmas stories and carols. Perform simple communicative tasks using single words, phrases and short sentences.
<b>RSHE</b>	A Journey in Love: We Meet God's Love in Our Family Section 1: Social and Emotional LI: to recognise signs that I am loved in my family.  <i>Wellbeing week</i> <i>Black History Month</i>	<i>Life to the full:</i> Created and loved by God: Religious Understanding Story sessions: let the children come  Created and loved by God: Me, my body, my health Session 1: I am Unique Session 2: Girls and boys Session 3: Clean and healthy  <i>Anti-Bullying week</i> <i>Road safety</i> <i>Well-being week</i>
<b>History</b>	Who are local heroes and what impact have they had? <b>Local Heroes</b>  The children will learn about the lives of significant individuals within the local area. E.g. local musicians - Beatles or local sports people Dixie Dean and Kenny Dalgish	
<b>Geography</b>	Can you plan a route around school for a visitor? <b>Our School</b>  As geographers, the children will use simple compass directions (North, South, East, and West) as well as locational/directional language (near, far, right, left) to describe the location of features and routes on a map, using this knowledge to understand the geography of the school grounds.	
<b>Art</b>	Can you create a secondary colour using primary colours? <b>Colour Chaos</b>  <i>Inspire</i> Look at primary colours and match feeling and emotions words to these colours	



	<p>How do different colours make us feel? <i>Skill</i> Mix primary colours to create secondary colours <i>Final Product</i> Children to use 2 primary colours and their secondary colour to make a 3 colour pattern</p> <p><i>Must cover skills – Drawing, colour</i></p>
<b>Design Technology</b>	<p>Can you identify where our food comes from? <b>Cooking and Nutrition</b></p> <p>Focusing on: Where food comes from – looking at food they eat. Children will make simple dishes – including fruit kebab / salad / sandwich</p>
<b>Music</b>	<p>Can I choose the right sounds for a character? <b>The Enormous Turnip</b></p> <p>The children will select sounds and elements of music to represent characters and use layering to compose on percussion instruments and perform as part of an ensemble. The children will evaluate and comment on their own performance and that of others, learn musical language appropriate to the task.</p> <p>What is pitch? <b>Hey You!</b></p> <p>The children will perform 'Hey You' with fluency and expression, listen and comment on other songs, play unpitched instruments with dynamics.</p>