



St Oswald's Catholic Primary School

Year 1 Autumn Overview 2023-24

<u>Subject Area</u>	<u>Autumn</u>		
R.E.	Why do we have a family and who is my family? Families 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>	What does it mean to belong? Belonging 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>	Is waiting always difficult? Waiting 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> <i>Other faiths week: Judaism</i>
English	3 days RWI speed sounds and storybook session per week 1 day per week speed sounds and a SPAG lesson 1 day per week speed sounds and extended writing OR reading comprehension (alternate these week by week)	3 days RWI speed sounds and storybook session per week 1 day per week speed sounds and a SPAG lesson 1 day per week speed sounds and extended writing OR reading comprehension (alternate these week by week)	
Mathematics	Place value within 10 Addition and subtraction within 10	Addition and subtraction within 10 Shape Place value within 20	
Science	Name and describe some common animals? Animals including humans 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	What season is it now and how do you know? Seasonal Changes (Autumn, Winter) Observe changes across the 4 seasons. -Observe and describe weather associated with the seasons and how the day length varies	



	human body and say which part of the body is associated with each sense.	
Computing	<p>Can I log on and off a computer?</p> <p>Basic Computing Skills</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>Producing Digital Media</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>
PE	<p>Gymnastics</p> <p>I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.</p>	<p>Dance</p> <p>I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.</p>
Games	<p>Fundamental Skills</p> <p>I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks.</p>	<p>Ball Skills</p> <p>I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me.</p>



	I show balance and co-ordination when static and moving at a slow speed.	I can work co-operatively with a partner.
MFL	<p>Can I talk about myself? Self, Family & Friends (parts of the face)</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. Recognise and use phonemes 'j' and 'll'. Silent 'h'.</p>	<p>What would you like for Christmas? School Life (Toys)</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. Join in with the repetitive elements of Christmas stories and carols. Perform simple communicative tasks using single words, phrases and short sentences.</p>
RSHE	<p>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.</p> <p><i>Wellbeing week</i> <i>Black History Month</i></p>	<p><i>Life to the full:</i> Created and loved by God: Religious Understanding Story sessions: let the children come</p> <p>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</p> <p><i>Anti-Bullying week</i> <i>Road safety</i> <i>Well-being week</i></p>
History	<p>Who are local heroes and what impact have they had? Local Heroes</p>	



	<p>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 Dalglish</p>
Geography	<p>Can you plan a route around school for a visitor?</p> <p>Our School</p> <p>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.</p>
Art	<p>Can you create a secondary colour using primary colours?</p> <p>Colour Chaos</p> <p><i>Inspire</i> Look at primary colours and match feeling and emotions words to these colours How do different colours make us feel?</p> <p><i>Skill</i> Mix primary colours to create secondary colours</p> <p><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>
Design Technology	<p>Can you identify where our food comes from?</p> <p>Cooking and Nutrition</p> <p>Focusing on: Where food comes from – looking at food they eat. Children will make simple dishes – including fruit kebab / salad / sandwich</p>
Music	<p>Can my body be an instrument?</p> <p>Body percussion</p> <p>The children will explore the making of music and sounds using parts of their body. They will begin to learn basic western notation and experience an alternative notation system through musicograms.</p>

