

St Joseph's Catholic Primary School

Half Term Overview Planner

Autumn 2 2022-2023

Theme: Home and Away

Teacher: Miss Collier and Mrs Baranyai



Year Group: 1

	Week 1 w/c 31 st October	Week 2 w/c 7 th November	Week 3 w/c 14 th November Anti-bullying week	Week 4 w/c 21 st November	Week 5 w/c 28 th November	Week 6 w/c 5 th December Assessment Week	Week 7 w/c 12 th December Inspiring you week
RE Topic Big Concept: Mary our Mother.	<p>RE Sticky Knowledge:</p> <ul style="list-style-type: none"> -Mary was Jesus's mother -Mary was trusted by God to raise his son on Earth. -God came down to Earth as Jesus, we call this incarnation. -In Luke's Gospel in the Bible Mary gives birth to Jesus in a stable in Bethlehem. -Religious signs and symbols of Christmas are a star, cross, nativity scene, a manger, gold, frankincense and murre. <p>Key Vocab:</p> <ul style="list-style-type: none"> -Mary, incarnation, Jesus, nativity, gospel, advent, Christmas, rituals, signs and symbols, Bethlehem, Hail Mary. <p>Links to prior learning:</p> <ul style="list-style-type: none"> -Build on learning in FS2 around who Mary was (Jesus's Mummy), building on the unit "God's family". Make links to previous learning about Mary, the nativity and Christmas. <p>Social and Cultural opportunities:</p> <ul style="list-style-type: none"> - Christmas production and Mass will give the children the opportunity to demonstrate their learning and faith as part of their school community. 						
Training Day	Mary our Mother To have the opportunity to know that God sent the Angel Gabriel to ask Mary to be the Mother of his Son and reflect on her response.	Mary our Mother Have the opportunity to hear about Mary's visit to her cousin Elizabeth and reflect on their good news.	Mary our Mother Have the opportunity to reflect on how we can prepare to celebrate the birth of Jesus.	Mary our Mother Have the opportunity to hear and learn the story of the birth of Jesus and Mary's role in it.	Mary our Mother Have an opportunity to learn that Mary is our Mother too and reflect on how she looks after us.	Ks1 Christmas production: Whoops a Daisy angel.	

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<p>English</p> <p>Big Concept: Writing in the past tense</p> <p>Text: Dear Polar Bear</p> <p>Focus on full stops, capital letters, finger spaces and handwriting will remain high throughout half term.</p>	<p>English sticky knowledge:</p> <ul style="list-style-type: none"> -Features of a diary: Dear Diary, past tense. -A noun is the name of an object. - Adjectives are used to describe nouns. - Give examples of nouns and adjectives -To use CL, full stops and finger spaces correctly. <p>Key Vocab:</p> <ul style="list-style-type: none"> -Past tense, diary, vocabulary from the book. <p>Links to prior learning:</p> <ul style="list-style-type: none"> -Our experiences of the world around us (use senses to describe) - CL, full stops, finger space and handwriting work from last half term. <p>Social and Cultural opportunities:</p> <ul style="list-style-type: none"> -Nature and wildlife, links to looking after the world and community. 					
<p>Introduce the book Dear Polar Bear.</p> <p>Vocabulary Role play Sequence</p> <p>Milestone 1: Discuss events. Ask and answer questions about the text. Milestone 1: Listen and join in with recurring language.</p>	<p>Past tense Find a diary entry written from one of the bears in the story Burn2Learn</p> <p>Explore its features: Written in the past tense: sort past from present words. Look at prefixes and suffixes. Write and change simple sentences, within the context of the story in the past.</p> <p>Milestone 1: To use pre-suffixes and suffixes where no</p>	<p>Adjectives Use of adjectives (linked to last half terms learning): make a bank of adjectives linked to the story in the past tense, that can be used to write own diary entry. Burn2Learn</p> <p>Add adjectives to simple sentences developed last week.</p> <p>Milestone 1: Use adjectives to add detail</p>	<p>Plan writing Draw what you saw as a bear when you went to visit Polar Bear in the Artic. Burn2Learn</p> <p>Write sentences to describe, using adjectives and words in the past tense. Burn2Learn</p> <p>Milestone 1: Use some of the characteristic features of the type of writing used (diary). Milestone 1: Sequence sentence to form a short narrative.</p>	<p>Write the diary Application of skills: adjectives, writing in the past tense, conjunctions. Burn2Learn</p> <p>Model each: First, then, next, finally.</p> <p>Self-evaluate purple pen Milestone 1: To write, review and improve Milestone 1: To reread writing to check it makes sense. Milestone 1: Sit correctly and hold a pencil correctly Milestone 1: To spell words containing learnt phonemes Milestone 1: Use adjectives to add detail</p>	<p>Assessment week Application of skills Write a diary entry about your visit to the toy museum.</p> <p>Plan Write Edit and improve</p> <p>Less support (independent for assessment) Milestone 1: To write, review and improve Milestone 1: To reread writing to check it makes sense. Milestone 1: Sit correctly and hold a pencil correctly Milestone 1: To spell words containing learnt phonemes Milestone 1: Join sentences with</p>	<p>Review based on assessment week: address key areas.</p>

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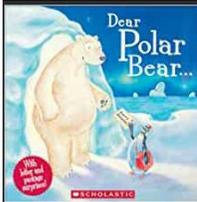
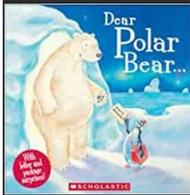
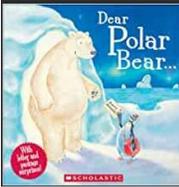
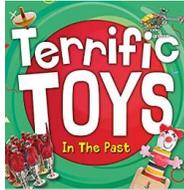
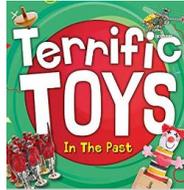
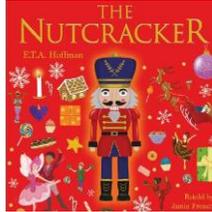
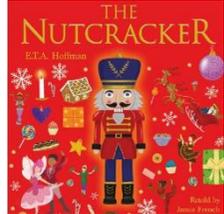


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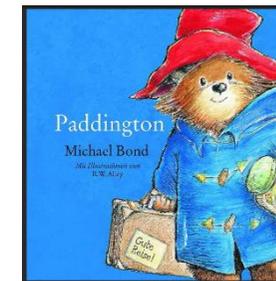
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		change to the spelling of the root word is needed.		Milestone 1: Use adjectives to add detail		conjunctions and connectives.	
<p>Key Text: Dear Polar Bear by Gabrielle Prendergast</p>  <p><u>Focus:</u> book skills, predictions, author, illustrator To discuss the importance of the title and events.</p>	<p>Key Text: Dear Polar Bear</p>  <p><u>Focus:</u> Can you predict what might happen next?</p>	<p>Key Text: Dear Polar Bear</p>  <p><u>Focus:</u> How are adjectives used? How do we infer information from the text?</p>	<p>Key Text: (From 24th November) Terrific Toys</p>  <p><u>Focus:</u> To join in discussions with others about the text.</p>	<p>Key Text: (From 24th November) Terrific Toys</p>  <p><u>Focus:</u> To join in discussions with others about the text.</p>	<p>Key Text: The Nutcracker</p>  <p><u>Focus:</u> book skills, predictions, author, illustrator To discuss the importance of the title and events.</p>	<p>Key Text: The Nutcracker</p>  <p><u>Focus:</u> How are adjectives used? How do we infer information from the text?</p>	

Storytime Author Focus: Michael Bond.

Key information we want children to learn about the author...

1. Michael Bond had books published for 59 years (from 1958-2017)
2. Michael Bond lived in London really close to Paddington Train Station which inspired his books.
3. Michael Bond wrote 29 Paddington stories which have sold 35 million copies!
4. Other books he's written include Olga de Polga, about his family's pet guinea pig!
4. Michael Bond has been given awards from the Queen for writing story books for children.



Paddington Stories that we will read for pleasure

Paddington

Paddington at the Rainbow's End

Paddington in the Garden

Paddington at the Carnival

Paddington goes to Hospital

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Paddington at the Circus
Paddington and the Grand Tour
Paddington King of the Castle

Guided Reading Big concept: Artic theme/all around the world/toys	Guided Reading sticky knowledge: -AF focuses. Key Vocab: - Questions: who, what, when, where, why, how. Social and Cultural opportunities: -Read a range of texts (fiction and non-fiction) learning about nature and the world. Links to the environment and British wildlife.						
	Guided reading groups: Artic theme Reading with an adult. Answer and ask questions (AF focus based on children's needs). Independent reading activity. Phonics activity. Fine motor activity. Handwriting activity. Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: ask and answer questions about the text	Guided reading groups: Artic theme Reading with an adult. Answer and ask questions (AF focus based on children's needs). Independent reading activity. Phonics activity. Fine motor activity. Handwriting activity. Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: ask and answer questions about the text	Guided reading groups: All around the world. Reading with an adult. Answer and ask questions (AF focus based on children's needs). Independent reading activity. Phonics activity. Fine motor activity. Handwriting activity. Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: ask and answer questions about the text	Guided reading groups: All around the world. Reading with an adult. Answer and ask questions (AF focus based on children's needs). Independent reading activity. Phonics activity. Fine motor activity. Handwriting activity. Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: ask and answer questions about the text	Guided reading groups: Toys Reading with an adult. Answer and ask questions (AF focus based on children's needs). Independent reading activity. Phonics activity. Fine motor activity. Handwriting activity. Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: ask and answer questions about the text	Assessment week Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Milestone 1: discuss events	Guided reading groups: Toys Reading with an adult. Answer and ask questions (AF focus based on children's needs). Independent reading activity. Phonics activity. Fine motor activity. Handwriting activity. Milestone 1: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

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							Milestone 1: ask and answer questions about the text
<p>Maths Topic</p> <p>Big Concept: Addition and subtraction facts.</p> <p>KIRFS Use number bonds and related subtraction facts up to 20</p> <p>Number songs: singing etc Quick fire: whiteboards</p>	<p>Maths sticky knowledge:</p> <ul style="list-style-type: none"> -To recognise the + = - symbols -To be able to recognise and use a variety of different representations of numbers. -To know number bonds from 0-20. -To know number facts including doubling and halving. <p>Key Vocab:</p> <ul style="list-style-type: none"> - Number bonds, number facts, doubling, halving equal to, addition, subtraction. <p>Social and Cultural opportunities:</p> <ul style="list-style-type: none"> -Links to world topic, solving real life problems that incorporate mathematical learning. 						
	<p>Addition and subtraction.</p> <p>Number bonds to 10.</p> <p>Fluency Burn2Learn</p> <p>Varied Fluency</p> <p>Problem Solving</p> <p>Milestone 1: Represent and use number bonds and related subtraction facts within 20.</p>	<p>Addition and subtraction.</p> <p>Number bonds to 20.</p> <p>Fluency Burn2Learn</p> <p>Varied Fluency</p> <p>Problem Solving</p> <p>Milestone 1: Represent and use number bonds and related subtraction facts within 20.</p>	<p>Addition and subtraction.</p> <p>Number bonds to 20.</p> <p>Fluency Burn2Learn</p> <p>Varied Fluency</p> <p>Problem Solving</p> <p>Milestone 1: Represent and use number bonds and related subtraction facts within 20.</p>	<p>Addition and subtraction.</p> <p>Number facts doubling</p> <p>Fluency Burn2Learn</p> <p>Varied Fluency</p> <p>Problem Solving</p> <p>Milestone 1: Recall and use addition and subtraction facts to 20 fluently.</p>	<p>Addition and subtraction.</p> <p>Number facts halving Burn2Learn</p> <p>Milestone 1: Recall and use addition and subtraction facts to 20 fluently.</p>	<p>Assessment week</p> <p>Milestone 1: Represent and use number bonds and related subtraction facts within 20.</p> <p>Milestone 1: Recall and use addition and subtraction facts to 20 fluently.</p>	<p>Misconceptions addressed from assessment week</p>

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<p>Science Topic</p> <p>Big Concept: Animals; herbivores, carnivores and omnivores</p>	<p>Science sticky knowledge:</p> <ul style="list-style-type: none"> -To know that animals are grouped based on their classification; fish, amphibians, reptiles, birds and mammals -To know what features each group has in common - To group and name animals based on the groups; carnivores, herbivores and omnivores -To know the definitions of carnivore, herbivore and omnivore <p>Key Vocab:</p> <ul style="list-style-type: none"> - fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores, features, group, classification <p>Prior learning: In EYFS, children will have had the opportunity to make observations of animals and will know about similarities and differences in living things.</p> <p>Social and Cultural opportunities:</p> <p>Live simply work - linking to our polar regions and how the landscape is changing, which is having a negative impact on our planet.</p> <p>How children can help - science, research, planet protectors</p> <p>-</p>						
<p>Working Scientifically: I can identify and classify. I can ask simple questions and recognise they can be answered in different ways.</p>							
<p>Cold task</p> <p>Milestone 1: Identify and name a variety of common animals birds, mammals, fish, amphibians, reptiles.</p> <p>To identify animals.</p> <p>B2L - find different animals and try to group them together.</p> <p>Introduce the names of animal classifications - birds, mammals,</p>	<p>Milestone 1: Identify and name a variety of common animals birds, mammals, fish, amphibians, reptiles.</p> <p>To classify animals.</p> <p>Recap birds, fish and mammals definitions.</p> <p>Focus on reptiles and amphibians.</p> <p>B2L: create giant bar chart of animals in their groups.</p> <p>KCO: To count accurately.</p>	<p>Milestone 1: Identify and name a variety of common animals birds, mammals, fish, amphibians, reptiles.</p> <p>To identify and classify.</p> <p>Linking to Geography focus on animals that live in the Artic and Antarctic. Compare animals to those that live around the equator.</p> <p>KCO: To write sentences</p>	<p>Milestone 1: Identify and name a variety of common animals birds, mammals, fish, amphibians, reptiles.</p> <p>To identify and classify.</p> <p>Recap birds, fish mammals, reptiles and amphibians.</p> <p>Reasoning quiz.</p> <p>KCO: To use phonics to read sentences.</p>	<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To identify.</p> <p>What do animals eat?</p> <p>Learn a new way to classify animals - by what they eat. Link back to week 3 and geography.</p> <p>Classify animals - DT link (fine motor skills)</p>	<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To identify and classify.</p> <p>What do animals eat?</p> <p>B2L: listening to the clue, running to which classification the animal belongs to.</p> <p>Create posters about carnivores, herbivores and omnivores including sentences about carnivores, herbivores and omnivores.</p>	<p>Hot task</p>	

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	<p>reptiles, amphibians, fish. Focus on birds and mammals and fish - understand the definitions of how animals are classified.</p> <p>KCO: To write sentences</p>				<p>KCO: To read sentences.</p>	<p>KCO: To write sentences.</p>	
<p>Computing Topic</p> <p>Big Concept: To code (scratch)</p>	<p>Computing sticky knowledge:</p> <ul style="list-style-type: none"> - Coding is simple instructions needed to make something happen. • Motion is when something moves. • Instructions are put into a program to make a bot travel and turn (knowledge of forwards, backwards, left and right) • Singular event is when instructions are given once. <p>Prior learning: Computing is not part of the EYFS curriculum. However, it is vital that children in both FS1 and FS2 know the STOP BLOCK TELL message and are able to apply it when on devices both in school and at home in order to keep themselves safe.</p> <p>Key Vocab:</p> <ul style="list-style-type: none"> - Coding, instructions, motion, forwards, backwards, left and right, singular event. <p>Social and Cultural opportunities:</p> <ul style="list-style-type: none"> - Understand what jobs we can use coding for. 						
	<p>Introduction to scratch junior. Adding a background Choose a character. Moving the character back and forth across the screen in different ways.</p> <p>Milestone 1: Control motion by specifying the number of steps to travel, direction and turn.</p>	<p>Create your own Artic character. Draw your own character and add a voice over.</p> <p>Milestone 1: Select sound and control when they are heard, their duration and volume. Milestone 1: Control when drawings appear, their set the pen colour, size and shape.</p>	<p>Create a story based on the Artic, using all the skills you have learnt this half term on scratch.</p> <p>Milestone 1: Control motion by specifying the number of steps to travel, direction and turn. Milestone 1: Select sound and control when they are heard, their duration and volume. Milestone 1: Control when drawings appear, their set the pen colour, size and shape.</p>	<p>Review based on assessment.</p>			

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<p>Geography Topic</p> <p>Big Concept: Home and Away</p>	<p>Geography sticky knowledge: We live in a town called Wetherby which is part of Leeds, Yorkshire and England. Wetherby is a town and Leeds is a city. Yorkshire has many different physical features: dales, moors, coasts, rivers, hills, forest, Human features such as town, lighthouse, shop, dry stone wall Arctic and Antarctic are far away from the equator so the weather is very cold. It is hard for animals and plants to live there. The equator divides Earth into northern and southern hemispheres and is half way between the North and South Pole. It's hotter nearer the equator and colder further away from the equator. Key Vocab: city, town, physical features: dales, moors, coasts, rivers, hills, forest, Human features such as town, lighthouse, shop, dry stone wall Links to prior learning: FS2 I live in Wetherby. In Wetherby, I like to go to... I can show you a map. On a simple map, I can point to a road, a park, a church and a river. I can name some hot places (desert) and cold places (arctic) in the world. Social and Cultural opportunities: Where we have been with our family. How Leeds is different to Wetherby.</p>					
<p>Milestone 1: To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>To explore places.</p> <p>Explore photos and pictures as well as using the children's own knowledge of Wetherby, Leeds and the Yorkshire Dales.</p>	<p>Milestone 1: To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>To explore places.</p> <p>Using maps and globes, locate the equator, countries around the equator and the Arctic and Antarctic. Discuss the weather in the</p>	<p>Milestone 1: To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>To explore places.</p> <p>Explore the countries around the equator and how the equator divides the Earth.</p>	<p>TRIP TO TOY MUSEUM TO LAUNCH HISTORY FOCUS</p>			

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	KCO: To read sentences.	Artic and Antarctic. KCO: To write sentences.	KCO: To represent numbers and count accurately.				
<p>History Topic</p> <p>Big Concept: What toys did our family members play with?</p>	<p>History sticky knowledge:</p> <ul style="list-style-type: none"> - Compare toys from 100 years ago to toys now. - The 1920s was a significant era of change. - WWI had ended and many toys that were popular were linked to war: aeroplanes, trains, soldiers, horses. <p>- to place toys on a timeline in chronological order</p> <p>Key Vocab:</p> <ul style="list-style-type: none"> -Past, present, a long time ago, family, parents, grandparents. <p>Links to prior learning:</p> <p>FS1: Children have explored how toys work using different mechanisms. Children have some experience of different places locally (Wetherby) and further (China- Chinese New Year) to compare and contrast to the seaside.</p> <p>FS2: Children know the significance of the Royal Family on our country and that the Queen is the head of the Royal Family. The children know what a timeline is at that it shows events that happened in the past.</p> <p>Social and Cultural opportunities</p> <ul style="list-style-type: none"> -Developing historical understanding of their family and changes over time within this linked to toys. 						
				<p>Milestone 1: to words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time</p> <p>To investigate and interpret the past</p>	<p>Assessment week</p>	<p>Milestone 1: To place events and artefacts in order on a time line. To label time lines with words or phrases such as: past, present, older and newer.</p> <p>To investigate and interpret the past.</p>	

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				<p>Linking back to our 1920s learning, look at toys from the past. Compare toys from 100 years ago to now. Look at toys our parents played with as well.</p> <p><i>Families will be asked to lend us toys or photos of toys that they have in their family (parents/grandparents etc).</i></p> <p>KCO: To read sentences.</p>		<p>To understand chronology.</p> <p>Place toys on a timeline and label.</p> <p>KCO: To write sentences.</p>
<p>Art Topic</p> <p>Big Concept: Henri Matisse (collage).</p>	<p>Art sticky knowledge:</p> <ul style="list-style-type: none"> •Henry Matisse was a French artist who, during the last decade of his life, deployed two simple materials—white paper and gouache—to create works of wide-ranging colour and complexity. •Collage is art in which bits and pieces of paper, fabric or other materials have been pasted onto a 2D surface. •Materials can be cut, torn and glued to create a collage artwork. •Materials can be sorted and arranged according to their properties before being glued down. <p>Links to prior learning:</p> <ul style="list-style-type: none"> •Collage is a work of art made by gluing pieces of different materials to a flat surface. •Materials can overlap (be on top of each other) to create layers (materials covering the same area). <p>Key Vocab: Collage, materials, pasted, cut, torn, glued, shapes, organic, geometric, background, collect, sort, arrange.</p> <p>Social and Cultural opportunities: -Learning about different styles of art and self expression.</p>					
Stimulus: Matisse Evaluate his work	Learn the style: practice skills and techniques (collage). Paper etc.	Learn the style: practice skills and techniques (collage). Natural materials.	Plan: colours, materials, image. Milestone 1: Explore ideas and	Do: make a woodland collage using the skills learnt and plan made.	Assessment week Milestone 1: Use a combination of materials	Review

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	Milestone 1: Respond to ideas and starting points.	Milestone 1: Explore different methods and materials as ideas develop. Milestone 1: Use a combination of materials that are cut, torn and glued.	Milestone 1: Mix materials to create texture.	collect visual information.	Milestone 1: Use a combination of materials that are cut, torn and glued.	that are cut, torn and glued.	
DT Topic	DT sticky knowledge:						
Big Concept:	Links to prior learning:						
	Key Vocab:						
	Social and Cultural opportunities:						
Music Topic	Music sticky knowledge:						
Big Concept:	<ul style="list-style-type: none"> • A rhythm is a regular repeated pattern of sound or movement. • Timbre helps us to recognise the different sounds that instruments make (tone) • Dynamics is how loud or quiet something is. • Pitch is how high or low a sound is. • A note is a musical sound. • Beat/pulse is a steady beat within a song (like a heart beat) • Ensemble means to play music in a group together. • A musical instrument is an object that you use to play music. 						
Toy Shop	Links to prior learning:						
Song	<ul style="list-style-type: none"> • A rhythm is a regular repeated pattern of sound or movement. • Volume is how loud music is. • Beat/pulse is a steady beat within a song (like a heart beat) • Tempo describes how quick or slow the music is. • Music can make you feel different feelings like happy, giddy/excited, sad. 						
	Key Vocab:						
	- Timbre, rhythm, beat/pulse, pitch, high, low, volume, quiet, loud, tempo						
	Social and Cultural opportunities:						

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	- Music for different purposes and audiences.			
		<p>The Animals Went in 2 by 2. Listen to the song, sing, clap and identify the beat. Begin to introduce language of timbre, dynamics and pitch. Milestone 1: Take part in singing, accurately following the melody. Milestone 1: Clap rhythms. Milestone 1: Identify the beat of a tune. Milestone 1: Recognise changes in timbre, dynamics and pitch.</p>	<p>The Animals Went in 2 by 2. Add instruments to the song, selecting instruments to match sounds. Milestone 1: Follow instructions on how and why to sing or play an instrument Milestone 1: Create a sequence of long and short sounds Milestone 1: Create a mixture of different sounds Milestone 1: Choose sounds to create an effect.</p>	<p>The Animals Went in 2 by 2. Add instruments to the song to create short rhythmic patterns. Play the beat and the rhythm. English core skills applied: writing music using symbols. Milestone 1: Create short, musical patterns Milestone 1: Create short, rhythmic phrases Use symbols to represent a composition and use them to help with a performance</p>
<p>MFL Topic</p> <p>Big Concept: Basic greetings and numbers</p>	<p>MFL sticky knowledge: Bonjour - hello Comment ça va? = how are you? Ça va bien, merci! = I am good thank you! Je ne vais pas bien= I am not good Au revoir! =goodbye! Numbers (orally counting) Un/une=1 Deux=2 Trois= 3 Quatre = 4 Cinq=5 Six=6 Sept=7 Huit= 8 Neuf= 9 Dix=10</p> <p>Social and Cultural opportunities: -Understanding of a different country and culture linked to learning.</p>			
		<p>Recap greetings song and being to use phrases and respond to a partner in conversation. Hello how are you? Good thank you/ not so good thank you.</p> <p>Milestone 1: To understand a range of spoken phrase. Milestone 1: Ask simple questions and give basic information.</p>	<p>Learn numbers 0-10 in sequence</p> <p>Milestone 1: To understand a range of spoken phrase. Milestone 1: Ask simple questions and give basic information.</p>	<p>Learn numbers 0-10 out of sequence.</p> <p>Milestone 1: To understand a range of spoken phrase. Milestone 1: Ask simple questions and give basic information.</p>

St Joseph's Catholic Primary School

Half Term Overview Planner

Autumn 2 2022-2023

Theme: Home and Away

Teacher: Miss Collier and Mrs Baranyai



Year Group: 1

<p>PE Topic</p> <p>Big Concept: PE Partner planning</p>	<p>PE sticky knowledge:</p> <ul style="list-style-type: none"> • To know to check their heart rate they can put their hand on their heart and that it shows how many beats their heart is doing per minute. • To know left and right and be able to use them in simple instructions related to PE such as stand on your right leg, stretch up your left arm • To know that hopping is jumping on one foot and that they need to balance in between each hop. • To be able to demonstrate how to hop on both the right and left legs 10 times. • To know to point their standing leg where they want the ball to go, and this will help a kicked pass be more accurate. • Know that accurate means that the ball goes near to where you want it to go to. • To be able to roll a ball with either hand and that using less power means the ball rolls slower and more power means the ball rolls faster. <p>Key Vocab:</p> <ul style="list-style-type: none"> - Pulse rate; Swap; Opposite; Adjust; - Balance; Accurate; Weight of pass; - Technique, Power; speed, <p>Social and Cultural opportunities:</p> <p>Links to prior learning:</p>						
	<p>Thursday Improve my ability to push off from either foot with equal force.</p> <p>Friday Improve my understanding of how my body shape changes when travelling within different sports.</p>	<p>Thursday Improve my understanding of how my body shape changes when travelling within different sports.</p> <p>Friday Improve my balance as I move at various speeds and use either side</p>	<p>Thursday Improve my balance as I move at various speeds and use either side.</p> <p>Friday Improve balance through hand to eye co-ordination and interaction with equipment.</p>	<p>Thursday Improve balance through hand to eye co-ordination and interaction with equipment.</p> <p>Friday Improve the accuracy and technique of my throwing skills.</p>	<p>Thursday Improve the accuracy and technique of my throwing skills.</p> <p>Friday Improve my ability to adjust my hand position for a range of catches.</p>	<p>Thursday Improve my ability to adjust my hand position for a range of catches.</p> <p>Friday Improve the ability to change direction quickly.</p>	<p>Thursday Improve the ability to change direction quickly.</p> <p>Friday Improve agility through different catching skills.</p>
<p>PSHE Topic</p> <p>Big Concept: Physical health and wellbeing; Fun times</p>	<p>PSHE sticky knowledge:</p> <ul style="list-style-type: none"> - That my body belongs to me - Good touch is something I say yes to e.g playing tig in a game, someone will touch me - Bad touch is something I don't feel comfortable with - link to Pants are Private - Bullying is repeated unkind behaviour; verbal, physical or online - Individual liberty means that I have the freedom to make my own choices and do what I want - within reason and within the law - I am able to follow my own ambitions and follow my own will. <p>Links to prior learning: Children will have learned about the 5 British Values in FS2</p>						

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<p>Key vocab: Good touch, body parts, bad touch, bullying, bucket filling, bucket dipping, repeated</p> <p>Social and Cultural opportunities: Making my own choices in life.</p>							
	<p>Good Touch Bad touch</p> <p>Learning about respect</p>		<p>Anti-bullying sessions x2</p> <p>What is bullying?</p> <p>Have you filled a bucket today?</p>		<p>British Value: Individual Liberty</p> <p>What are my rights?</p>		
Planned Trip or Workshops	Spaghetti Maths Workshop	Mass in Church Visit from a Dentist	Odd Socks Day for Diversity	Trip to Ilkley Toy Museum		Trip to Wetherby library (TBC with Angie Palmer - librarian)	Inspiring you week

Speaking and Listening skills are embedded in all subject areas of the curriculum as well as explicit teaching of these skills within any curriculum area.
Please note this overview is a guide and may change in reaction to daily observations and assessments of the children's learning.