
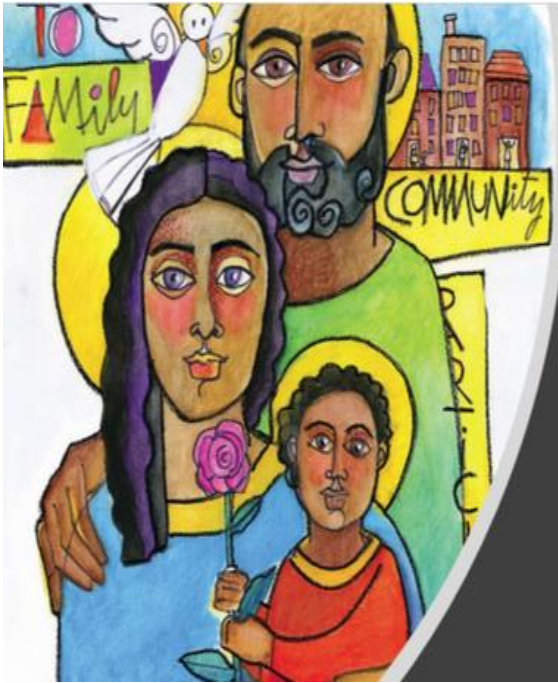




<p>Year 1 Autumn 1</p>	<h1>Community</h1>		<p>Year A</p>
<p>Intent</p>	<p>Scripture Passage 'A friend loves at all times' <i>Proverbs 17:15</i></p>		<p>Inspirational Quote 'Service to others is the rent you pay for your room here on earth.' <i>Mohammed Ali</i></p>
<p><i>At Our Lady of Fatima, we strive to instil in our children a sense of wonder and awe in their journey through life. The importance of God's creation, being inspired by those before and around us and being inspirational to others.</i></p> <p><i>We inspire our children to be stewards of God, know that all have a right in this world and the importance of family and community and their role in them.</i></p>	 <div data-bbox="1150 695 1507 889" style="background-color: black; color: red; padding: 10px; text-align: center;"> <p>FAMILY, COMMUNITY and PARTICIPATION</p> </div> <div data-bbox="1150 914 1507 1304" style="background-color: black; color: white; padding: 10px; text-align: center;"> <p>God made us to be part of a family, a community and a country. So that we can share and help each other.</p> </div>		<p>At the end of the half term children will:</p> <p><i>Wider understanding of community and the joy and responsibilities of being members of God's family. A deeper understanding of the pursuit of the common good in the local and wider community.</i></p> <p><i>Shared understanding and practical ways the school family can reach out to the weak and vulnerable in society</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>Exploring this theme will have an impact on our Mental Wellbeing by Respecting all, knowing we all belong and have a role to support one another</p> <p>Meet you Brain – get to know ourselves, our emotions and our impact on others</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>Footprints Prayer/Poem</p> <p>Road to Emmaus</p> <p>Prayers of the Faithful- we pray for the community</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>Stewardship- creation (RE)</p> <ul style="list-style-type: none"> - Rights for all- Black History Month (October) - Family and Community – older people on a different part of their journey - AUTUMN CST: Make cards for lonely members of the Parish community (Christmas cards) 	<p>Where is God calling you to? (vocations)</p>

<p>Year 1 Autumn 2</p>	<h1 style="text-align: center;">Celebrations</h1>			<p>Year A</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p>The LORD has done great things for us; We are glad.</p> <p><i>Psalm 126:3</i></p>		<p>Inspirational Quote</p> <p><i>'Life is too short not to celebrate nice things!'</i></p> <p style="text-align: center;"><i>Jurgen Klopp</i></p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to expose the children to the life and example of Jesus Christ – focussing on the lasting memory and love that our faith provides to us.</i></p> <p><i>Children will use the celebrations throughout the liturgical year to explore their meaning and how they help to shape their lives as disciples of God – continuing his good work and having a positive impact on those around them.</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>A greater understanding of the celebrations and feast days in the Liturgical Year.</i></p> <p><i>Particular understanding of Advent as the preparation for the celebration of Christmas: the birth of Jesus and the promise of the second coming.</i></p> <p><i>Deeper understanding of the Mass as a celebration of the sacrifice and love of God.</i></p> <p><i>Wider understanding of the traditions and customs of the community of Catholics around the world and, also the celebrations of other faiths.</i></p> <p><i>Practical ways for us to reach out to those in need as part of our mission and spiritual preparation during Advent</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>Exploring this theme will have an impact on our Mental Wellbeing by reflecting and meditating on past events to see how we can grow from these with the help and love of Christ's message.</p> <p>Celebrate our minds, ourselves and also use this positivity with those around us</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>Eternal rest (all souls/ saints)</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>Dignity of the human person/ rights and responsibilities: we all deserve a home- fundraise for homeless/ food bank (linked to Christmas activities)</p>	<p>Why are memories important? Why do we share our memories?</p> <p>What memories do you have and why are they precious to you?</p> <p>How do memories help us learn about the past? How do we capture a memory?</p> <p>Why do we celebrate/ remember people who have died?</p>

Subject	Content
Religious Education	<p>- AUTUMN CST: Make cards for lonely members of the Parish community (Christmas cards)</p> <p>Other faiths and cultures trip: Birmingham Buddhist Centre</p> <p>Creation</p> <ul style="list-style-type: none"> • recognise different parts of the creation story • know the story of St. Francis of Assisi <p>Prayer</p> <ul style="list-style-type: none"> • identify a range of things to include in their personal prayers <p>Families and Celebrations</p> <ul style="list-style-type: none"> • understand that Mass is an important celebration of God's family • describe different words, gestures and actions that take place during Mass <p>Advent</p> <ul style="list-style-type: none"> • understand that Advent is a time of waiting and reparation for the celebration of the birth of Jesus • understand that Advent is a time of joy and take part in a special liturgy to celebrate this season
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none"> • The children will explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.
English	<p>Focus authors:</p> <p>Autumn 1: Jon Klassen- I want my hat back</p> <p>Autumn 2: Julia Donaldson- Poems to perform</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Read Write Inc (Separate Overview) <p>Reading:</p>

- decode unfamiliar words
- recognise and read the first 100 high frequency words
- begin to use punctuation in reading

Writing:

- use RWI to write words using phonetically plausible spelling
- write words with finger spaces
- begin to use full stops and capital letters

Traditional tales

- explain which is their favourite part of a traditional tale, giving reasons
- write an extended sentence using description
- use 'because' to join two simple sentences
- understand that proper nouns (names) have capital letters

The senses

- write adjectives and descriptive phrases to describe what can be seen in a picture
- understand that we can make lines of a poem rhyme

Grammar, Punctuation and Spelling

- write the corresponding sounds to all 26 letters of the alphabet
- write 'on the line'
- letter 'size' – tall letters tall and small letters small
- begin to use capital letters and full stops in writing

Mathematics

Place Value (within 10)

- count to ten, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 10 in numerals and words
- given a number, identify one more or one less

	<ul style="list-style-type: none"> • 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 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • represent and use number bonds and related subtraction facts within 10 • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • add and subtract one digit numbers to 10, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems <p>Shape</p> <ul style="list-style-type: none"> • recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) • recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)
Biology	<p>Scientist: Jane Goodall</p> <p>Animals and humans</p> <ul style="list-style-type: none"> • identify and name-including amphibian, reptile, vertebrate, invertebrate • name: carnivores, omnivores, herbivores • identify and name body parts
Physics	<p>Seasonal changes, an on-going topic throughout the year</p> <p>Using the observations from previous terms:</p> <ul style="list-style-type: none"> • understand the apparent movement of the sun • explain changes over seasons • understand changes in the weather • know how the day length changes throughout the year
Computing	<p>Online Safety and Exploring Purple Mash</p> <p>Focus on Safe Logins, Working Area and Purple Mash Tools</p> <ul style="list-style-type: none"> • Children can log in to Purple Mash using their own login.

- Children can add their name to a picture they created on the computer.
- Children are beginning to develop an understanding of ownership of work online.
- Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.
- Children can find their saved work in the Online Work area of Purple Mash.
- Children will be able to use the different types of topic templates in the Topics section confidently.
- Children will be confident with the functionality of the icons in the topic templates.

Grouping and Sorting

Sorting Away from the Computer

- Children can sort various items offline using a variety of criteria.

Sorting on the Computer

- Children have used Purple Mash activities to sort various items online using a variety of criteria.

Pictograms

Focusing on Data in Pictures, Class Pictogram and Recording Results

- Children can contribute to the collection of class data.
- Children have used these illustrations to create a simple pictogram.
- Children can discuss what the pictogram shows.
- Children can collect data
- Children can represent the results as a pictogram

Creative Curriculum:

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle)

YEAR A

YEAR B

<p>Autumn 1: Community</p> <p>Main focus: Geography – An Island Community</p> <ul style="list-style-type: none"> • ask simple geographical questions e.g. What is it like live in this place? • make simple maps and plans e.g. pictorial place in a story • begin to recognise the names of countries and cities in the UK • use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes • understand how some places are linked other places e.g. roads, trains <p>Secondary focus: History- Island life- stories and legends</p> <ul style="list-style-type: none"> • identify some similarities and differences between ways of life in different periods • learn how stories and legends can give us clues about the past • talk, draw or write about aspects of the past 	<p>Autumn 1: Journeys</p> <p>Main focus: History- How was transport different in the past?</p> <ul style="list-style-type: none"> • place known events and objects in chronological order • sequence events and recount changes within living memory • understand key features of events • identify some similarities and differences between ways of life in different periods • sort artefacts from 'then' and 'now' • talk, draw or write about aspects of the past <p>Secondary focus: Geography- What are the countries of the UK?</p> <ul style="list-style-type: none"> • begin to recognise the names of countries and cities in the UK • use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes • understand how some places are linked other places e.g. roads, trains 	
<p>YEAR A</p> <p>Autumn 2: Celebrations</p> <p>Main focus: Design Technology – Puppets</p> <ul style="list-style-type: none"> • make puppet simple designs • generate, develop, model and communicate his/her ideas through talking and drawing 	<p>YEAR B</p> <p>Autumn 2: Memories</p> <p>Main focus: Design Technology – memory boxes</p> <ul style="list-style-type: none"> • make simple designs based on memory boxes (research) • generate, develop, model and communicate his/her ideas through talking and drawing 	

	<ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • explore different materials: card, paper and textiles to • talk about what they like about their work • use stitching to join fabric <p>Purpose: Children make puppets linked to stories/ focus author in Reception class. Year 1 children create story bags of puppets of characters for stories and give as a gift to Reception.</p>	<ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • use construction materials, card, paper and textiles to create a product • talk about what they like about their work • build structures, exploring how they can be made stronger, stiffer and more stable 	
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Physical Education	<p>Gymnastics</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Show an awareness of personal and general space. • To move with some confidence, imagination and safety. • To travel using 'caterpillar', 'monkey' & 'crab' walk. • To travel in 'crawling soldier' position. • Discuss safety when using apparatus. <p>Dance</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Able to demonstrate house shapes. • Able to demonstrate climbing actions. • Able to move with angry dynamics. • Able to move to the beat of the music. • Able to develop relationships - counterbalances. <p>Invasion Games (Basketball)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To move fluently, changing direction & speed easily. • To use different movements, speeds & pathways. • To recognise space in games.
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	<ul style="list-style-type: none"> • To consolidate passing and receiving. • To describe and copy what others are doing.
<p>PSHE</p>	<p>MyHappyMind Topics: Meet your brain & Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Where their brain is in their body and what it looks like. • That our brain helps us to control our body, manage our emotions and help solve problems. • That our brain has 3 main parts, and it works best when they work together. The 3 parts are Team H-A-P - Hippocampus, Amygdala and Prefrontal Cortex. • That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. • That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. • That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity. <ul style="list-style-type: none"> • Children will learn: • What character strengths are and how they make us unique and special. • About the 5 Character strengths and what they mean. • 1. Love and Kindness • 2. Bravery and Honesty • 3. Exploring and Learning • 4. Teamwork and friendship • 5. Love of life and our world <ul style="list-style-type: none"> • How the best way to learn more about your strengths is to notice them. • That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. • That it is nice to tell other people when they use their strengths, as it makes them feel good.
<p>Music</p>	<p>Autumn 1 Unit: Hey You! Style: Old-School Hip Hop</p>

Topic and cross-curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.

Autumn 2

Unit: Rhythm In The Way We Walk and Banana Rap

Style: Reggae, Hip Hop

Topic and cross-curricular links: Action songs that link to the foundations of music