





Year 1 Autumn 1	Journeys			Year B
Intent	<p>Scripture Passage</p> <p>Your Word is a lamp for my feet, a light on my path</p> <p><i>Psalms 119:105</i></p>		<p>Inspirational Quote</p> <p>Sometimes it's the Journey that teaches you a lot about your destination</p> <p><i>Drake</i></p>	Impact
<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>				<p>At the end of the half term children will:</p> <p><i>Have a deeper understanding of their role as stewards in looking after God's creation</i></p> <p><i>Understand more about our local community, from the past to the present, and their role in their family and community as they grow and develop as disciples of God</i></p> <p><i>Know that we all have rights as children of God, and our duty to respect all faiths and cultures</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>Opportunities to share our Catholic Values with the community</p> <p>Stewardship- creation (RE)</p> <p>- Rights for all- Black History Month (October)</p> <p>- Family and Community – older people on a different part of their journey</p>	<p>Where is God calling you to? (vocations)</p>

Journeys Links within our Curriculum	
English	Exploring Traditional Tales from across other cultures
History / Geography	<p>Journeys across the UK, different parts of where we live and importance of why transport played a huge role in developing this country into what it is today.</p> <p>How they travel. Journey to school/ park...</p>
Science	<p>Animals including humans</p> <p>How they have grown from a baby to now</p>
Religious Education	<p>Through our Collective Worship, we will focus on growing up and Respect of other faiths and cultures during Black History Month. Through our curriculum focus of creation we will explore our role as stewards and also look into the importance of the community and families during celebrations</p> <p>Mental health week</p>

<p>Year 1 Autumn 2</p>	<h1 style="text-align: center;">Memories</h1>			<p>Year B</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p style="text-align: center;">'Do this in memory of me'</p> <p style="text-align: center;"><i>Luke 22:19</i></p>		<p>Inspirational Quote</p> <p style="text-align: center;"><i>"A million feelings. A thousand thoughts. A hundred memories. One person."</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 memories, stories and examples of others to help 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>Through our faith and values children will be able to develop Catholic Social Teaching elements through themes / objectives of teaching</i></p> <p><i>Understand the importance of memories on our lives and those around us. How powerful memories shape our lives.</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- fundraiser for homeless/ food bank (linked to Christmas activities)</p>	<p>Why are memories important? Why do we share our memories? What memories do you have and why are they precious to you? How do memories help us learn about the past? How do we capture a memory? Why do we celebrate/ remember people who have died?</p>

<p align="center">Memories</p> <p align="center">Links within our Curriculum</p>	
<p align="center">English</p>	<p align="center">Sense poem</p> <p align="center">Memory of learning about the senses (aut 2)</p> <p align="center">Memories of smells/ tastes/ sounds- what memory does it remind you of?</p>
<p align="center">DT</p>	<p align="center">Memory boxes</p> <p align="center">What could the boxes be used for? Who could we give them to?</p>
<p align="center">Science</p>	<p align="center">Seasons</p> <p align="center">Memories from different seasons</p> <p align="center">Which is your favourite why? (link to weather e.g. winter and playing in the snow)</p>
<p align="center">Religious Education</p>	<p align="center">Prayer, Advent, Jesus: teacher and healer</p> <p align="center">All saints/ all souls- remember the dead</p> <p align="center">Good memories of Christmas- same for everyone? How can we help others?</p>

Subject	Content
Religious Education	<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>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>Prayer</p> <ul style="list-style-type: none"> • identify a range of things to include in their personal prayers <p>Jesus: Teacher and healer</p> <ul style="list-style-type: none"> • understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles that healed people. • know some of the parables that Jesus told and will be able to explain what he is teaching us through them. • know that Jesus performed miracles that healed people of illness, disease, disability and will know that Christians are called to follow this example of care today <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>Phonics:</p> <ul style="list-style-type: none"> • Read Write Inc (Separate Overview) <p>Reading:</p> <ul style="list-style-type: none"> • decode unfamiliar words

	<ul style="list-style-type: none"> • recognise and read the first 100 high frequency words • begin to use punctuation in reading <p>Writing:</p> <ul style="list-style-type: none"> • use RWI to write words using phonetically plausible spelling • write words with finger spaces • begin to use full stops and capital letters <p>Traditional tales</p> <ul style="list-style-type: none"> • 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 <p>The senses</p> <ul style="list-style-type: none"> • write adjectives and descriptive phrases to describe what can be seen in a picture • understand that we can make lines of a poem rhyme <p>Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> • 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	<p>Place Value (within 10)</p> <ul style="list-style-type: none"> • 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 • 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>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

Autumn 1: Community

Main focus: Geography – An Island Community

YEAR B

Autumn 1: Journeys

	<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>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 • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing 		<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 	

- explore different materials: card, paper and textiles to
- talk about what they like about their work
- use stitching to join fabric

- 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

Physical Education

Gymnastics

Learning Outcomes:

- 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.

Dance

Learning Outcomes:

- 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.

Invasion Games (Basketball)

Learning Outcomes:

- To move fluently, changing direction & speed easily.
- To use different movements, speeds & pathways.
- To recognise space in games.
- To consolidate passing and receiving.
- To describe and copy what others are doing.

	<ul style="list-style-type: none"> •
<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