

SERVAVI

St Patrick's
Catholic Voluntary Academy

HALF TERM: Advent 1 2019 TEACHER: Miss Crich Teaching Assistant: Mrs Chandley YEAR GROUP: 1

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
English Text Typ	Lists/ Labels Instructions for making Forky	Labels Description	Retell Kipper's Toy Box	Retell The Naughty Bus	Reinvent The 'Good' Bus	Persuasive writing from the lost toy	Persuasive description to Andy about a new toy that he needs
	Toy Story	Kipper's Toy Box	,	3 ,		Dogger	Toy Story
Spelling, Punctuation and Grammar	Capital letters & full stops	Sentence structure	Sentence structure Capital letters & full stops	-ing	-ed	I	Adjectives
Maths	Block 1 - Number: Place Value to 10	Block 1 – Number: Place Value to 10	Block 1 – Number: Place Value to 10	Block 1 - Number: Place Value to 10	Block 2 – Number: Addition & Subtraction with 10	Block 2 – Number: Addition & Subtraction with 10	Block 2 - Number: Addition & Subtraction with 10
Science	National Curriculum Objective Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials	National Curriculum Objective Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	National Curriculum Objective Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties	basis of their simple physical properties	National Curriculum Objective Compare and group together a variety of everyday materials on the basis of their simple physical properties Describe the simple physical properties of a variety of everyday materials	National Curriculum Objective Distinguish between an object and the material from which it is made	National Curriculum Objective Distinguish between an object and the material from which it is made
	<u>Skills and Knowledge</u> Know the names of materials	<u>Skills and Knowledge</u> Know the names of materials	Skills and Knowledge Know the properties of some materials Begin to record simple	<u>Skills and Knowledge</u> Begin to record simple data.	<u>Skills and Knowledge</u> Begin to observe closely, using simple equipment.	<u>Skills and Knowledge</u> Know that some materials are man-made and some are natural.	Skills and Knowledge Know that materials are selected for purposes based on their properties.



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	Know the properties of some materials	Know the difference between the name of an object and what it's is made of	data. Begin to record and communicate their findings in a range of ways. To begin to observe and identify, compare and describe To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them	To begin to observe and identify, compare and describe Begin to recognise that they can be answered in different ways (different types of enquiry including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources).		Ask simple questions about the world around us.	To begin to observe and identify, compare and describe To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them Begin to talk about what they have found out and how they found it out
	Activity Create a list of materials around the room. Label material properties (soft, hard, rough etc)	Activity Label the material on their toys.	Activity Create a feely board passed on the properties of materials.	Activity Group toys by their materials Group toys by their properties Create a bar chart for each grouping - answer simple questions based on the groupings	Activity Compare the same objects that are made from different materials (spoons) - wooden, plastic, metal, ceramic, silicon Which spoon would you use for each activity - understanding the properties of the spoon.	Activity Match the material to it natural form	Activity Give reasons why each of the objects is made out of each of these materials, use knowledge of properties.
History/ Geography		<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>



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	They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.	They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
	Skills and Knowledge Begin to identify and recount some details from the past from sources eg. pictures. Find answers to simple questions about the past from sources of information.	Skills and Knowledge Know that toys have changed across time. Use common words and phrases reacted to the passing of time.	Skills and Knowledge Sequence some events or related objects in order. Use common words and phrases reacted to the passing of time. Know that toys have changed across time.	Skills and Knowledge Show knowledge and understanding about the past in different way eg. role-play, drawing, writing, talking. Know that toys were made of different materials depending on what was available at the time. Know that technology has had an impact on the development of toy. Know that toys have changed across time.	the past from sources eg. pictures. Find answers to simple questions about the past from sources of information.	Skills and Knowledge Begin to identify and recount some details from the past from sources eg. pictures. Find answers to simple questions about the past from sources of information. Know that toys were made of different materials depending on what was available at the time. Know that technology has had an impact on the development of toy.
	Activity Study the toys in the historical toy box - can	Activity Invite parents in to looks at how toys have changed from their lifetimes.	Activity Sort toys and games into very old (older than my mummy and daddy eg.	Activity Compare the same toy to what it would have been 100 years ago.	<u>Activity</u> Digital gaming changes - look at asteroids,	Activity Predict what toys in the future will look like.



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		they work out what to do with them?	Children to bring in their own toy and compare to their parents.	Wooden toys), old toys (plastic but clearly dated ones) and new toys (ones I play with now) to develop understanding of old and even older	Draw toy and label the materials on the toy. Train, doll, tea set	spectrum games, a Gameboy etc. Ask questions about each of the games, place in order of time.	
Art/D&T	<u>National Curriculum</u> <u>Objective</u> Explore and evaluate a range of existing products	National Curriculum Objective Generate, develop, model and communicate their ideas through talking, drawing,		National Curriculum Objective Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Generate, develop, model and communicate their ideas through talking, drawing, Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	National Curriculum Objective Design purposeful, functional, appealing products for themselves and other users based on design criteria	National Curriculum Objective Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate their ideas and products against design criteria	National Curriculum Objective Evaluate their ideas and products against design criteria
	Skills and Knowledge Explore what products are, what they are made from, who they are for, how they are used, where they are from.	Skills and Knowledge Explore what products are, what they are made from, who they are for, how they are used, where they are from.	Skills and Knowledge Selects from a range of tools, materials and components. Know that mechanism can make products move	Skills and Knowledge Know that mechanism can make products move Selects from a range of tools, materials and components.	Skills and Knowledge Know that mechanism can make products move Describe what their products are for.	Skills and Knowledge Know that products are designed Know that products are designed for users	Skills and Knowledge Know that products need to meet a design criteria Know that products can be improved upon



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	Know that products need to have a purposes	State what products they are designing and making.			Know that products are designed Know that products are designed for users Use existing knowledge to generate their own original designs.	Know that products need to meet a design criteria Know that products can be improved upon Measures, marks out, shapes and cuts most materials.	
	Activity Explore toy cars, what's good, what could be even better. Which toy car is going to be the fastest?	Activity Label the components of a toy car - what parts can we explore?	Activity Chn to explore skills of how to attach wheels to a car - glue, sticky tape, etc. as an exploration session - but the wheels can't move!	Activity Similar to previous week, but exploring the shape and size of the wheel.	Activity Design their toy car - how do they want the car to move, what shape/ size wheel are they going to use, what is the strongest joint, which materials are going to make it the lightest	Activity Make the toy car Evaluate - does their toy match the design? What did they find hard? What part was the most time consuming?	Activity Race the cars - invite classes to participate in the races Evaluate the function of the cars, did they create the fastest toy car, did their toy car stay intact?
Computing		National Curriculum Objective Create and debug simple programs	National Curriculum Objective Create and debug simple programs	National Curriculum Objective Create and debug simple programs	National Curriculum Objective Create and debug simple programs	National Curriculum Objective Create and debug simple programs	National Curriculum Objective Create and debug simple programs



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		Skills and Knowledge Know what an algorithm is Know I can control technology Know that instructions need to be given in a sequence	Skills and Knowledge Know I can control technology Know that instructions need to be given in a sequence Control a device by giving it instructions.	Skills and Knowledge Know what an algorithm is Know I can control technology Know that instructions need to be given in a sequence Control a device by giving it instructions.	Skills and Knowledge Know what an algorithm is Know I can control technology Know that instructions need to be given in a sequence Control a device by giving it instructions. Write an algorithm refining the instructions to achieve a desired outcome. Debug a simple algorithm.	Skills and Knowledge Know what an algorithm is Know I can control technology Know that instructions need to be given in a sequence Control a device by giving it instructions. Write an algorithm refining the instructions to achieve a desired outcome. Debug a simple algorithm.	Skills and Knowledge Know what an algorithm is Know I can control technology Know that instructions need to be given in a sequence Geography link - Know the four points of a compass and use them to give directions Control a device by giving it instructions. Write an algorithm refining the instructions to achieve a desired outcome. Debug a simple algorithm.
		Activity Tell partner simple instructions on how to get to a certain destination – forward backward, left, right. Transfer knowledge to grids and number of moves.	Activity Basic introduction lesson on how they work/what can they do/explore - introduction to turns	Activity Write lists of instructions to certain destinations and see if algorithms work (try once)	Activity Introduce what debugging means – complete similar task until the desired destination is met.	<u>Activity</u> Debug given algorithms for the Beebot	Activity Geography link - use compass directions to create algorithms and debug
PE	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>	National Curriculum Objective	<u>National Curriculum</u> <u>Objective</u>	<u>National Curriculum</u> <u>Objective</u>



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Master basic movements						
	including running, jumping,					
throwing and catching, as		throwing and catching, as		throwing and catching, as		throwing and catching, as
			well as developing balance,			
agility and co-ordination,						
and begin to apply these in						
a range of activities						
Skills and Knowledge						
To know some changes	To know some changes	To know a comfortable				
that happen to the body	that happen to the body	throwing position.	throwing position	throwing position	throwing position	throwing position
during exercise.	during exercise.	To know a comfortable				
Pupils discuss how their	Pupils copy, repeat and	catching position.				
body feels during an	explore simple skills.	Pupils copy, repeat and	Pupils copy, repeat and	Pupils copy, repeat and	To know different sports	To know different sports
activity.		explore simple skills.	explore simple skills.	explore simple skills.	where throwing and	where throwing and
		Pupils have some basic	Pupils have some basic	Pupils have some basic	catching is important.	catching is important.
		control and co-ordination	control and co-ordination	control and co-ordination		
		when performing simple	when performing simple	when performing simple		
		skills.	skills.	skills.		
		They describe and	They describe and	They describe and		
			comment on their own and			
		others' actions.	others' actions.	others' actions.		
<u>Activity</u>						
Practise pace and see its	Practise moving with a ball	Practise target throwing	Learn a comfortable	Learn a comfortable	Bench ball - refining	Hoop game – testing
effects on the body	and transferring a ball	of underarm throws,	catching position and	catching position and	strength of throw and	reactions, catching and
	from different locations	changing distance and	practise catching	practise catching	skills of catching	throwing
		target size		throwing a ball against the		
			wall softly	wall softly		
			Throw ball in the air and	Throw ball in the air and		
			catch	catch		



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				Throw ball for a short distance with a partner	Throw ball for a short distance with a partner		
	Families - Explore The love and care shown in a family	Families - LF1 My family loves me. God loves us all.	Families - LF3 What we can learn about God's love in the Bible.	Families - LF5 God loves and cares for us.	Belonging - Explore We belong to different groups.	Belonging - LF2 A family taking their child to be baptised.	Belonging - LF4
25	Bring in photos of their family and talk about them. Draw people in their family and write a sentence why they are special and how they show	Role-play a situation recognising that family members love and care for each other e.g. someone falling over, taking them swimming, etc.	Recognise what God loves and describe why. Compose a prayer or litany thanking God for taking care of all the things we have noticed and especially our families.	When you read Psalm 16, what do they feel? What actions express this feeling?	Design a class badge to show 'belonging.' Ask the children who belong to a special club or group to share with others how they belong.	Chn to bring in reminders of their baptism. Describe how a baptism is a sacrament and why parents get their children baptised.	Ask questions to a parent that who their child has
RE		Families - LF2 The psalms tell us about God's love and care.	Families - LF4 God takes care of everyone.	Families - LF6 & Reveal liturgy Jesus grew up in a family who loved and cared for him.	Belonging - LF1 Jesus loves us.	Belonging - LF3 Introduce some elements of a Baptism.	Belonging - LF5 The role of parents and godparents in the Sacrament of Baptism.
	love and care.	Create your own psalm or prayer saying thank you for God's love and care.	Retell Luke 12: 24-30 and Matthew 6: 24-30 Ext	Compare Jesus' life to theirs.	Write a diary entry of the children meeting Jesus. Describing how they were feeling. Ext	Make a storyboard of the first steps of the Baptism to include the key elements so far.	Describe the role of parents and godparents in a baptism.
Music	National Curriculum Objective Play tuned and untuned instruments musically.	National Curriculum Objective Play tuned and untuned instruments musically. Listen with concentration and understanding to a	National Curriculum Objective Play tuned and untuned instruments musically. Listen with concentration and understanding to a	National Curriculum Objective Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	National Curriculum Objective Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	National Curriculum Objective Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	National Curriculum Objective Use their voices expressively and creatively by singing songs and speaking chants and rhymes.



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			range of high-quality live and recorded music.	range of high-quality live and recorded music.	Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.	Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music
		<u>Skills and Knowledge</u> Hold the bongo correctly.	Skills and Knowledge Name the different notes.	Skills and Knowledge Play a slow rock.	Skills and Knowledge Play a fast rock rhythm. Know how to write an African drumming composition.	Skills and Knowledge Play a Country rhythm with a backing track. Know how to play a Country Music Rhythm.	Skills and Knowledge Know how to play a Pop Rhythm. Understand what is meant by the word Tempo.	<u>Skills and Knowledge</u> Know how to play a Bossa Nova.
		Activity Practice basic bongo strokes. Play groove 1.	Activity Develop our basic rhythm into a simple beat. Explore how notes can be divided to create different rhythms	Activity Attempt to play a slow rock rhythm with a backing track.	Activity Play a Fast rock rhythm. Write an African drumming composition.	Activity Play and Sing Country Road - J Denver.	Activity Play a Pop rhythm with a backing track.	Activity Attempt to play a Bosa Nova rhythm with a backing track.
F	French	National Curriculum Objective Explore patterns and sounds of language through rhymes and songs	National Curriculum Objective Develop accurate pronunciation and intonation	National Curriculum Objective Ask/answer questions	National Curriculum Objective Listen attentively and show understanding by joining in and responding	National Curriculum Objective Speak in sentences using familiar vocabulary,	National Curriculum Objective Read carefully and understand words,	National Curriculum Objective Write short phrases from memory and adapt these to create new sentences



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					phrases and language structures	phrases and simple writing	
	<u>Skills and Knowledge</u> Know at least two greeting words/phrases in French	Skills and Knowledge Speak at least one short French phrase Know language for a simple conversation	Skills and Knowledge Know how to use their voices when asking a question	Skills and Knowledge Pronounce numbers 1-10 in French Know at least four numbers between 1-10	<u>Skills and Knowledge</u> Know numbers 1-10 in French	Skills and Knowledge Read simple French conversation Know at least four phrases based on greetings and ages	Skills and Knowledge Write at least two French phrases about themselves Know how to use reading stimulus from previous lesson to aid writing
	Activity Introduce various greeting phrases through a range of games, rhymes and songs	Activity Revise greetings and pupils speak simple paired conversations	Activity Practise previously learned language through games/songs and speak short paired conversations saying their names and asking their partner's name	listening and speaking games	Activity Pupils speak to each other expressing their name and how old they are	Activity Simple reading comprehension where pupils work out the English meaning of a short written conversation	Activity Using the written conversation from the previous lesson, pupils write their name, age and any other information they can remember about themselves using short sentences
Special Events		INTRIGUING INTRODUCTION: Toy Box - Wednesday 11 th September	Parents in to share toys. 18 th September				EXPERT ENDING: Race of Cars w/ other classes