



St Patrick's  
Catholic Voluntary Academy

## ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

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



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### TOPIC TITLE: Toy Story

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





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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.
		<p><b>Skills and Knowledge</b> 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.</p>	<p><b>Skills and Knowledge</b> Know that toys have changed across time. Use common words and phrases reacted to the passing of time.</p>	<p><b>Skills and Knowledge</b> 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.</p>	<p><b>Skills and Knowledge</b> 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.</p>	<p><b>Skills and Knowledge</b> 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 technology has had an impact on the development of toy. Know that we can find out information about the past from sources.</p>	<p><b>Skills and Knowledge</b> 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.</p>
		<p><b>Activity</b> Study the toys in the historical toy box - can</p>	<p><b>Activity</b> Invite parents in to looks at how toys have changed from their lifetimes.</p>	<p><b>Activity</b> Sort toys and games into very old (older than my mummy and daddy eg.</p>	<p><b>Activity</b> Compare the same toy to what it would have been 100 years ago.</p>	<p><b>Activity</b> Digital gaming changes - look at asteroids,</p>	<p><b>Activity</b> Predict what toys in the future will look like.</p>



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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	<p><b>National Curriculum Objective</b> Explore and evaluate a range of existing products</p>	<p><b>National Curriculum Objective</b> Generate, develop, model and communicate their ideas through talking, drawing,</p>	<p><b>National Curriculum Objective</b> 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]</p>	<p><b>National Curriculum Objective</b> 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]</p>	<p><b>National Curriculum Objective</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p><b>National Curriculum Objective</b> 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</p>	<p><b>National Curriculum Objective</b> Evaluate their ideas and products against design criteria</p>
	<p><b>Skills and Knowledge</b> Explore what products are, what they are made from, who they are for, how they are used, where they are from.</p>	<p><b>Skills and Knowledge</b> Explore what products are, what they are made from, who they are for, how they are used, where they are from.</p>	<p><b>Skills and Knowledge</b> Selects from a range of tools, materials and components. Know that mechanism can make products move</p>	<p><b>Skills and Knowledge</b> Know that mechanism can make products move Selects from a range of tools, materials and components.</p>	<p><b>Skills and Knowledge</b> Know that mechanism can make products move Describe what their products are for.</p>	<p><b>Skills and Knowledge</b> Know that products are designed Know that products are designed for users</p>	<p><b>Skills and Knowledge</b> Know that products need to meet a design criteria Know that products can be improved upon</p>







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





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				Throw ball for a short distance with a partner	Throw ball for a short distance with a partner		
RE	<b>Families</b> - Explore The love and care shown in a family	<b>Families</b> - LF1 My family loves me. God loves us all.	<b>Families</b> - LF3 What we can learn about God's love in the Bible.	<b>Families</b> - LF5 God loves and cares for us.	<b>Belonging</b> - Explore We belong to different groups.	<b>Belonging</b> - LF2 A family taking their child to be baptised.	<b>Belonging</b> - LF4
	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 love and care.	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 been baptised.
		<b>Families</b> - LF2 The psalms tell us about God's love and care.	<b>Families</b> - LF4 God takes care of everyone.	<b>Families</b> - LF6 & Reveal liturgy Jesus grew up in a family who loved and cared for him.	<b>Belonging</b> - LF1 Jesus loves us.	<b>Belonging</b> - LF3 Introduce some elements of a Baptism.	<b>Belonging</b> - LF5 The role of parents and godparents in the Sacrament of Baptism.
		Create your own psalm or prayer saying thank you for God's love and care.	Retell <i>Luke 12: 24-30 and Matthew 6: 24-30</i> 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	<u>National Curriculum Objective</u> Play tuned and untuned instruments musically.	<u>National Curriculum Objective</u> Play tuned and untuned instruments musically.  Listen with concentration and understanding to a	<u>National Curriculum Objective</u> Play tuned and untuned instruments musically.  Listen with concentration and understanding to a	<u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<u>National Curriculum Objective</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<u>National Curriculum Objective</u> 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.
	<b><u>Skills and Knowledge</u></b> Hold the bongo correctly.	<b><u>Skills and Knowledge</u></b> Name the different notes.	<b><u>Skills and Knowledge</u></b> Play a slow rock.	<b><u>Skills and Knowledge</u></b> Play a fast rock rhythm. Know how to write an African drumming composition.	<b><u>Skills and Knowledge</u></b> Play a Country rhythm with a backing track. Know how to play a Country Music Rhythm.	<b><u>Skills and Knowledge</u></b> Know how to play a Pop Rhythm. Understand what is meant by the word Tempo.	<b><u>Skills and Knowledge</u></b> Know how to play a Bossa Nova.
	<b><u>Activity</u></b> Practice basic bongo strokes. Play groove 1.	<b><u>Activity</u></b> Develop our basic rhythm into a simple beat. Explore how notes can be divided to create different rhythms	<b><u>Activity</u></b> Attempt to play a slow rock rhythm with a backing track.	<b><u>Activity</u></b> Play a Fast rock rhythm. Write an African drumming composition.	<b><u>Activity</u></b> Play and Sing Country Road - J Denver.	<b><u>Activity</u></b> Play a Pop rhythm with a backing track.	<b><u>Activity</u></b> Attempt to play a Bosa Nova rhythm with a backing track.
<b>French</b>	<b><u>National Curriculum Objective</u></b> Explore patterns and sounds of language through rhymes and songs	<b><u>National Curriculum Objective</u></b> Develop accurate pronunciation and intonation	<b><u>National Curriculum Objective</u></b> Ask/answer questions	<b><u>National Curriculum Objective</u></b> Listen attentively and show understanding by joining in and responding	<b><u>National Curriculum Objective</u></b> Speak in sentences using familiar vocabulary,	<b><u>National Curriculum Objective</u></b> Read carefully and understand words,	<b><u>National Curriculum Objective</u></b> 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	<u>Skills and Knowledge</u> Speak at least one short French phrase Know language for a simple conversation	<u>Skills and Knowledge</u> Know how to use their voices when asking a question	<u>Skills and Knowledge</u> 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	<u>Skills and Knowledge</u> Read simple French conversation Know at least four phrases based on greetings and ages	<u>Skills and Knowledge</u> Write at least two French phrases about themselves Know how to use reading stimulus from previous lesson to aid writing
	<u>Activity</u> Introduce various greeting phrases through a range of games, rhymes and songs	<u>Activity</u> Revise greetings and pupils speak simple paired conversations	<u>Activity</u> Practise previously learned language through games/songs and speak short paired conversations saying their names and asking their partner's name	<u>Activity</u> Introduce numbers 1-10 in French through listening and speaking games	<u>Activity</u> Pupils speak to each other expressing their name and how old they are	<u>Activity</u> Simple reading comprehension where pupils work out the English meaning of a short written conversation	<u>Activity</u> 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		<b>INTRIGUING INTRODUCTION:</b> Toy Box - Wednesday 11 <sup>th</sup> September	Parents in to share toys. 18 <sup>th</sup> September				<b>EXPERT ENDING:</b> Race of Cars w/ other classes