



OUR PLACE IN THE WORLD: Identity and community

Focus Overview

YEAR 1: Our Community



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do

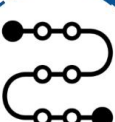
A Wonderful World:
Appreciating God's Creations



Peace and Conflict: Respect for all Individuals



A Moment in Time:
Learning from the Past for Our Future



We are Engineers:
Embracing Technology to Solve problems



Nurturing Nature:
Engaging and Taking Responsibility



Our Place in the World: Identity and Community



Our Place in the world Year 1 –

In **Geography** children will look at their place in the world, linking to the placement of the UK on a world map, as well as their place in the community and the impact they can have on this. Children will identify different features of an area and use a range of map skills and a compass to identify different areas of their community. In **PSHE** children will look at a range of family backgrounds and how we celebrate who we are – we will look at how we are, where we come from, and why we live the way we do. In **Art**, children will be exploring 3D sculptures and earth Art. In **English**, we will be recapping basic grammar elements such as full stops and capital letters. Children will learn about the use of capital letters in pronoun and how to use exclamation marks in their writing. We will focus of spellings in phonics and class to make sure that children are applying their phonics knowledge in their writing.

Theme Impact

Children will understand the world around them in terms of people’s backgrounds and cultures. Children will be able to identify different aspects of their community as well as on a wider scale in their country.

Catholic Social Teaching

Children will focus on community and participation, building on the teachings of Year Reception. They are to look at different communities, particularly those of different faiths. What builds their community? Their interests, religion, beliefs and qualities. How can they add to our community for the good of others? How can we help and support those around us?

Curriculum Drivers

Geography

National Curriculum Objectives

Use basic geographical vocabulary to refer to and describe key features of locations.
Use world maps, atlases and globes.
Use simple compass directions- directions, identifying locations, routes on a map.
Use aerial photographs to recognise familiar places and known landmarks.
Use fieldwork and observational skills.

Knowledge and Skills Progression

GSF2: Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map.
GSF3: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
GSF4: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features.
HPG3: Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Application

How can we involve the community to create an event and promote partnership?

Children to work together to plan events for school sports day.
Children to look at aspects of their community for help and guidance.

Wider Curriculum Opportunities

Writing	Reading
<p>Narrative – Familiar Settings</p> <ul style="list-style-type: none"> • Children to write about a local place they have been – linked to the community. • Children could write about sports day and recapping what they took part in. <p>Recount – linked to a trip.</p>	<p>Only One You You can’t take an elephant on a bus Hare and the tortoise (video) Last stop on market street Dinosaurs in the supermarket</p>

Computing – application of previously taught skills

DL1 Know what personal information is and what I should not reveal online
D2 Explain the importance of being kind online
DL3 Know that there may be things online that make me sad, worried or uncomfortable
DL4 Name different trusted adults and know when and how to speak to them
DL5 I can give examples of rules to keep me safe with technology
NC1 Know that the internet connects computers all over the world
NC2 Use the internet to communicate with people I know
NC2 Know that the World Wide Web is made of many different pages
NC3 Know how to access information using QR codes
NC4 Know how to navigate with a browser using forward and back

Enrichment
Planning Sports day Commonwealth games stadium Explore Oldbury Community events in school – sports day
Home Learning
Design their own sports day/ stadium Look at the location of where they live – map work Treasure hunts at home Orienteering activities
Evaluation Notes

Stand-alone objectives to be covered this term
PE
Nation Curriculum Objectives
<ul style="list-style-type: none"> • Extend co-ordination for hitting • Participate in simple sending and receiving games • Score point through sending balls using hitting skills to correct areas • Engage in competitive activities against self and others • Master basic running, jumping and throwing skills.
Knowledge and Skills Progression
<p>Send and Return Identify space to send a ball into Can describe how they worked with their partner to send and receive Able to send an object with increased confidence using hand or bat Move towards a moving ball to return with hand or bat Score points against opposition over a line/net Select and apply skills to win points Chase, stop and control balls and other objects such as beanbags and hoops Track balls and other equipment sent to them, moving in line with the ball to collect or return Work with a partner to send and return an object and play in a simple rally Play cooperatively in a game situation Key vocab: Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court</p> <p>Run, Jump, Throw Suggest links between types of exercises e.g. training speed for different jumping activities. Demonstrate awareness for the need to improve. Select correct skill for the situation. Can start and stop at speed, run in straight lines using a variety of speeds. Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. Handle and throw a variety of different objects and attempt to throw for distance. Copy and repeat basic movements for extended periods of time developing stamina. Demonstrate some core strength to hold a variety of shapes and positions. Move a variety of objects quickly showing a range of techniques. Developed agility and coordination skills to competently take part in a range of activities. Work partner to help improve their performance Participate as part of a team to compete in running relays Key vocab: jump, run, walk, throw, ladders, hurdles, standing long jump, aim, target.</p>
Art
Nation Curriculum Objectives
Use experiences and ideas as the inspiration for artwork, using a range of materials. Share ideas using drawing, painting and sculpture.
Knowledge and Skills Progression
<p>T1 choose fabrics/threads based on colour, texture and shape. T2 apply shapes with glue or stitching. T3 apply decoration using beads, buttons, feathers etc. T4 apply colour with printing, dipping, fabric crayons. T5 create fabrics by weaving materials, i.e. grass through twigs. C1 arrange and glue materials to different backgrounds. C2 fold, crumple, tear and overlap papers.</p>
Science
Nation Curriculum Objectives

Identify, classify and compare a variety of animals, including fish, amphibians, reptiles, birds and mammals.
Identify and classify animals that are carnivores, herbivores and omnivores
Identify and investigate differences between living things.
Observe seasonal changes

Knowledge and Skills Progression

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

WF –

- use observations to compare and contrast animals at first hand or through videos and photographs
- describe how they identify and group animals
- group animals according to what they eat
- observe, through video or first-hand observation and measurement, how different animals, including humans, grow

Cooking in the curriculum

Apricot Whip