



Year One: Express

Project Question:

How can we manage our feelings?

Project Values:

Forgiveness	Letting go of pain caused by someone or something.
Honesty	Knowing what is true and speaking it.
Choice	When we have the free will to make a decision for ourselves.
Consequences	The results of actions and choices.

School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'



Year One: Maths

At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

1. Multiplication and Division

- Count in 2s
- Count in 5s
- Count in 10s
- Make equal groups
- Add equal groups
- Make arrays
- Make doubles
- Make equal groups - grouping
- Make equal groups - sharing

Numicon for doubling:



Double ___ is ___

Adding equal groups:

How many wheels altogether?
 $2+2+2+2+2=$

How many fingers altogether?



$5+5+5=$

Making arrays with columns and rows:

There are ___ apples in each row.
 There are ___ rows.
 ___ + ___ + ___ = ___
 There are ___ apples altogether.



Sharing into equal groups:

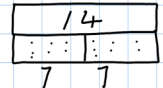
Share the muffins equally between the two plates.
 Complete the sentence.
 ___ cakes shared equally between 2 is ___



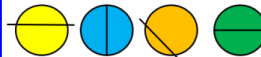
2. Fractions

- Find a half

Find half of 14



Which circles have been split into equal halves?



Circle half the cakes.



6



Circle half the triangles.

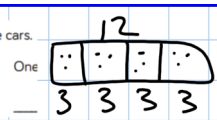
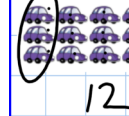


8



- Find a quarter

Circle one quarter of the cars.



12

3. Geometry: Position and Direction

- Describe turns
- Describe position

Complete the sentences using 'left' and 'right' to describe the position of the coins.

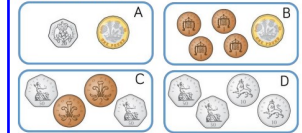


The £1 coin is to the ___ of the 1p coin.
 The 50p coin is to the ___ of the 1p coin.
 The 2p coin is to the ___ of the 50p coin.

4. Measurement: Money

- Recognising coins
- Recognising notes
- Counting in coins

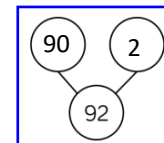
What coins are in each box?



5. Place Value within 100

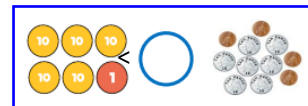
- Counting forwards and backwards within 100
- Partitioning numbers
- Comparing numbers
- Ordering numbers
- One more, one less

Can you represent the flowers using ten frames and counters?



6. Measurement: Time

- Time to the hour
- Time to the half hour



Helpful Vocabulary and Terminology:

Array: A way of organising objects to represent numbers. 12 can be 4 rows of 3 dots or 3 rows of 4 dots.

Grouping: We use this for early multiplication. If we make 3 groups of 2, we have 6.

Sharing: We use this for early division. If we have 8 and we share between 2, each group has 4.

Position: Describing where an object is located: left, right, above, below, under, next to, behind etc...

Direction: Forwards, backwards, left, right, up down.

Place Value: The value that of the digits in a number. In 23 there are 2 tens and 3 ones.

Partition: When we separate a number into parts. In 53 there are 5 tens and 3 ones also $7 = 3+4$.



Year One : English

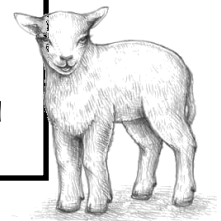
At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.

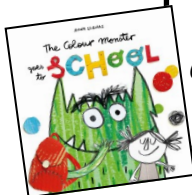
Writing to Entertain
The Colour Monster
Grammar Focus: Conjunctions to extend sentences



Writing to Entertain
Retelling the Parable of the Lost Sheep
Grammar Focus: Sentences and punctuation



Writing to Entertain
The Colour Monster goes to School
Grammar Focus: Asking questions and using question marks

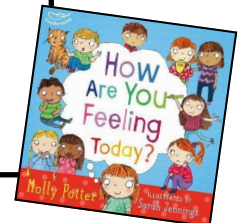


Poetry
Creating poetry based on our feelings and emotions
Grammar Focus: punctuation

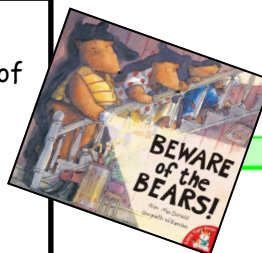
Writing to Entertain:
Traditional Tales: Goldilocks and the Three Bears
Grammar Focus: Conjunctions to extend sentences



Writing to Inform
Information text sharing tips for managing different feelings
Grammar Focus: Conjunctions to extend sentences



Writing to Entertain:
Alternative ending to Goldilocks: Beware of the Bears!
Grammar Focus: Conjunctions to extend sentences



Answering the Project Question
How can we manage our feelings?



Year One: Express



These are some of the important words we will be learning about during this project.

RE	PSHE & RE
love loving forgiveness forgiving Parable	emotions happiness sadness anger fear surprise nervousness worried mental well being

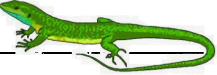

Art and Design	Music
Line shape tone texture observe dark light bold bright primary colours	improvise practice perform dynamics duration tempo timbre texture structure pulse pitch notation compose appraise



Year One: Express

Science

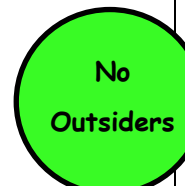
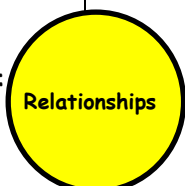


Animals including Humans	Plants
<p>We find out about and compare different animal groups (mammals, birds, reptiles, amphibians, fish). We find out which are carnivores, herbivores or omnivores. We learn about what different parts of our bodies, including which parts are associated with each sense.</p> 	<p>This unit is all about the world of plants! We find out about different kinds of wild and garden plants, learning about the basic structure of flowering plants. We are able to use correct vocabulary including stem, leaf, petal and root to describe the different parts of a plant. We find out about which trees keep their leaves in winter and which don't, using the vocabulary of deciduous and evergreen to describe them. The Summer term is a great time to try growing our own plants and so we learn what they need to grow before planting our own.</p>
<p>Important Vocabulary: mammal, bird, reptile, amphibian, fish, sight, taste, hearing, smell, touch, sense</p>	<p>Important Vocabulary: Plant, deciduous, evergreen, leaf, root, bud, flower, blossom, petal stem</p> 

PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:

Respectful Relationships & Anti-Bullying	Healthy Me	No Outsiders	E-Safety
<p>We learn about what it means to have happy and safe relationships. We explore how we can be a good friend and what this means for us at school. Our PSHE learning helps us to identify our special and important relationships and know who we can talk to if we have a worry or problem.</p> <p>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying. To encourage pupils to use their voice, we encourage them to: "Start Telling Other People." 	<p>We think about the different meanings of 'healthy' and how we can keep ourselves healthy. We learn about keeping our bodies healthy by choosing what we eat, keeping ourselves clean, and being safe with medicines. We find out about road safety and the important rules to follow. We think about how being happy is important to being healthy too.</p>	<p>The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are:</p> <ul style="list-style-type: none"> Max the Champion My Grandpa is Amazing 	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> Self-Image and Identity Health, Wellbeing and Lifestyle



If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

Help us to prevent bullying in our school—Thank you.



Year One: Express

Here are some ideas of activities you can try at home to help you learn more about this term's project.

Read it...

Choose a favourite book from home, and write a book review to share with the class when you come back to school.

My Book Review

Title: _____

Author: _____

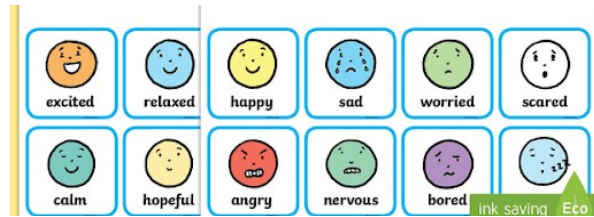
Did you like the book? ★★★★★
Rate the book by colouring in the stars.

What was your favourite part?

Draw your favourite scene from the book.

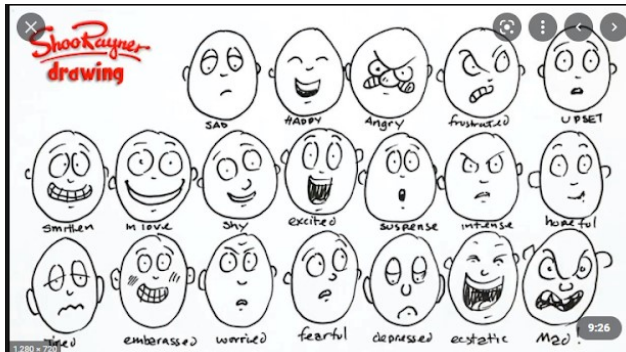
Write it...

Choose an emotion such as happy, sad, angry. Write a sentence to explain a time when you felt like this.



Draw it...

We all experience different emotions throughout the day. Can you practise drawing some of them to show how you feel?



Make it...

Have a go at changing the lyrics to "If You're Happy and You Know It" to when you're sad or excited.



Visit it...

A garden centre to find out about plants.
or
Visit an art gallery to find out about Andy Warhol / Edvard Munch

Memorise it...

Search for poems about plants. Learn one off by heart to practise and perform in class.

A Little Seed

A little seed for me to sow
A little soil to make it grow
A little hole, a little pat,
A little wish, and that is that,
A little sun, a little shower.
A little while -
And then, a flower!

