



# Year One: Discover

Project Question:

## Whose responsibility is it to take care of others?

Project Values:

Compassion	Treating others with love
Equality	Where everyone has the same.
Strength	Having inner self-belief and determination.
Service	To be of help to another person who is in need
Responsibility	Having a duty or the feeling that you have to do something.

### 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.'





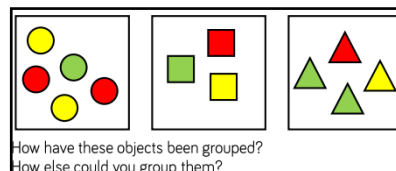
# Year One: Maths

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.

## Place Value:

- To sort objects;
- To count objects (making groups);
- To count, read and write forwards and backwards (0-10);
- To count one more and one less;
- To compare groups using equal to, greater than & less than  $= < >$ ;
- To order groups of objects;
- To order numbers;
- To use numberlines to help with counting.



Complete the number tracks.

10	8	7	6		3	2	1
ten	nine	eight	six		four	three	two

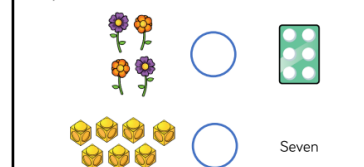
one less →

1
one less →

nine
one less →

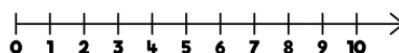
$3 < 4$   
 $6 > 2$   
 $5 = 5$

Use  $<$ ,  $>$  or  $=$  in each circle to make the statement correct.



On the number line,

- Circle the number 7
- Underline a number **greater** than 7
- Draw an arrow to the number that is **one less** than 5
- Put a box around the **smallest** number.



## Addition and Subtraction:

- To understand part-whole models;
- To understand the addition symbol;
- To recognise and remember addition facts;
- To find number bonds to 10;
- To understand addition as adding together;
- To find parts of a calculation;
- To understand subtraction as taking away;
- To understand the subtraction symbol;
- To subtract by counting back.

These diagrams show how wholes can be split into parts and how parts can be combined to make whole amounts.

Here are some counters.

The children use objects to combine amounts and use the part whole models to write addition sentences.

Complete the part-whole model and the number sentence.

+  =

$5 = 5 + 0$

$5 = 4 + 1$

$\_ = \_ + \_$

$\_ = \_ + \_$

$\_ = \_ + \_$

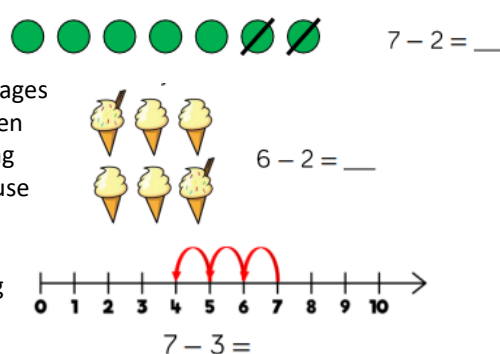
$\_ = \_ + \_$

These are models that the children use to represent number relationships and bonds.

$4 + \_ = 10$

$5 + \_ = 10$

To teach subtraction, we begin by using images to help the children understand 'taking away'. We then use numberlines to represent 'taking away' as counting back.





# 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 story of Rama and Sita

Grammar Focus: Labels, lists and captions. Simple sentences.

## Writing to Entertain:

Superkid!

Grammar Focus: Using conjunctions



## Writing to Inform:

What does a nurse do?

Grammar Focus: Writing and punctuating questions



## Writing to Inform:

Who works in a hospital?

Grammar Focus: Writing and punctuating sentences

## Writing to Entertain:

Who was Mary Seacole?

Grammar Focus: Writing in sequences of sentences.



## Writing to Entertain:

Who was Florence Nightingale?

Grammar Focus: Writing in sequences of sentences.



## Writing to Inform

Superworm!

Grammar Focus: Writing in sequences of sentences.





# Year One: Discover

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


RE	History
Hinduism Hindu Rama Sita Diwali Dharma	past present century aerial photograph timeline important achievement herbal remedy equality fairness discrimination Medal award



# Year One: Discover


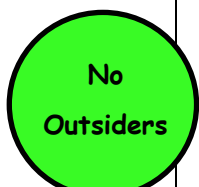

## Science



Everyday Materials	Seasonal Changes
<p>We carry out science investigations to find the best materials for superhero costumes, testing materials to find out about their properties and learning how to describe these.</p> 	<p>In this unit of learning, we find out about the changes that take place as the seasons change through the year. We think about what we can observe in our local area and the different weather types we can associate with each season.</p>
<p><b>Important Vocabulary:</b> materials, properties, wood, plastic, glass, metal, waterproof, absorbent</p>	<p><b>Important Vocabulary:</b> Winter, Summer, Autumn, Spring, temperature, daylight, night, dark, weather</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:

Relationships & Anti-Bullying	My Happy Mind	No Outsiders	E-Safety
<p><b>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</b></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"> <li>To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.</li> <li>To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."</li> </ol>	<p>During this term, we complete two My Happy Mind units during our PSHE lessons:</p> <p><b>Meet your Brain.</b></p> <p>In this unit, we learn about how different parts of our brains work together to help us think and feel. We find out about the different jobs of 3 important parts of our brains and how it feels when they are working well together.</p> <p><b>Celebrate.</b></p> <p>This module focusses on self-esteem, character strengths and celebrating what makes us special!</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"> <li>10 Little Pirates</li> </ul>	<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"> <li>Online Relationships</li> <li>Online Bullying</li> </ul>
<p><b>NSPCC—PANTS</b></p> <p>We use the NSPCC PANTS resources and activities to teach children the message that what is in their pants, is private. This is important for ensuring they know what is and isn't appropriate and empowering them to say no to anything that makes them feel uncomfortable.</p> <p>More information about these resources and lessons is available if you wish to speak to your child's teacher.</p>			

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: Discover



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

## Read it...

Read a favourite story with an adult.  
Talk about what happens in the story.  
Take a photograph of you reading your book.



## Write it...

Write about your favourite superhero. Describe what they look like? What is their super power?



## Draw it...

Draw a picture of your favourite superhero.

## Make it...

Make a superhero using junk materials from home such as a cardboard tube.



**Visit it...** Visit a library. Can you find books about real superheroes such as nurses, and firefighters?



## Memorise it...

Counting in 2's to 20 ie;

2,4,6,8,10,12

If you would like to, try counting 10's to 100