

Year 1 2021- 2022						
Enrichment	All About Me Whole School Museum	What did they do for me? Produce and publish a book	From Local to Global Whole School information centre	Time Travellers Performance	Show What You Grow Whole School Picnic/Farmers Market	Heal the World
<p>Autumn - Local walk - What types of houses can we spot?</p> <p>Spring - Early Spring 1 - Knowsley Safari Park</p> <p>Spring 2 - Enrichment Day using artefacts and loan boxes from Warrington Museum - Toys</p> <p>Summer - Rhyl Aquarium/beach trip (English/History)</p>	<p>English:</p> <p>Goldilocks and Just One Bear- See Year1 Creative Steps Planning Traditional Tales (Dance)</p> <p>Outcomes: Fiction: Diary entry from bears point of view Fiction: Retell the story Poetry - Noise poem (writing own)</p> <p>Mastery Focus: Capital letters Full stops Simple sentence Introduction of adjectives</p> <p>CEW: Once, one, he, was, a, I, my, me, she, house, no, come, some, his</p> <p>Whole Class Guided Read: Fairytale Pets</p> <p>Poetry/Song:</p> <ul style="list-style-type: none"> When Goldilocks went to the house of the bears song Humpty Dumpty 1, 2, 3, 4, 5 once I caught a fish alive <p>Oak Academy Units:</p>	<p>English:</p> <p>The Owl Who Was Afraid of the Dark</p> <p>Outcomes: Non-fiction: Information text on owls Fiction: Retell the story</p> <p>Mastery Focus: Capital letters Full stops Simple sentence Questions Continuation of adjectives Introduction of conjunction 'and'</p> <p>CEW: where, there, said, you, the, ask, so, be, do, here</p> <p>Whole Class Guided Read: Owl Babies</p> <p>Poetry/Song:</p> <ul style="list-style-type: none"> Seasons song I hear thunder Introduce – season poem (learn in Spring 2) Number pair song 	<p>English:</p> <p>Curious Case of the Missing Mammoth.</p> <p>Outcomes: Fiction: Retell story (change of character) London Advertisement (Topic link)</p> <p>Mastery Focus: Sentences using the conjunction 'and' Simple sentences Sentence rehearsal Capital letters and full stops Joining sentences to form simple narratives Application of precursive handwriting</p> <p>CEW: is, to, we, were, by, here, has, your</p> <p>Whole Class Guided Read: Elephant</p> <p>Poetry/song:</p> <ul style="list-style-type: none"> Senses song to Old Macdonald theme tune Song to support learning countries and capital cities Heads, shoulders, knees and toes 	<p>English:</p> <p>Toys in Space - See Year1 Creative Steps Planning linked to Toys (Dance)</p> <p>POETRY UNIT - I Spun a star</p> <p>Outcomes: Fiction: Retell story Poetry Outcome</p> <p>Mastery Focus: Sentences using the conjunction 'and' Simple sentences Questions/statements Well chosen adjectives Joining sentences to form simple narratives</p> <p>CEW: today, they, come, some, friend, full, pull, push, go</p> <p>Whole Class Guided Read: Man on The Moon</p> <p>Poetry/song:</p> <ul style="list-style-type: none"> I Spun a Star – Lit Co poetry unit Five little men in a flying saucer Zim Zam Zoom poetry book to compliment Toys in Space learning Twinkle, Twinkle little star <p>Oak Academy Units:</p>	<p>English:</p> <p>The Tin Forest</p> <p>Outcomes: Fiction: Retell story Letter to the stranger Advert of a new forest</p> <p>Mastery Focus: Sentences using the conjunction 'and'/'but' Sentences to form a narrative Adjectives to add detail</p> <p>CEW: put, house, says, full, of, our</p> <p>Whole Class Guided Read: Ivy The Lonely Raincloud</p> <p>Poetry/song:</p> <ul style="list-style-type: none"> I hear thunder nursery rhyme Learn season poem from A2 Introduce poetry linked to forests/growing seeds <p>Oak Academy Units: Character, mood, problems: Jack and the Beanstalk (10 lessons) Created Story: Jack and the Beanstalk (10 lessons)</p>	<p>English:</p> <p>The Storm Whale In Winter Shiest fish in the sea</p> <p>Outcomes: Fiction: Retell story Non Fiction: Seahorse information text</p> <p>Mastery Focus: Consolidation of everything previously taught</p> <p>CEW: School, love, are, friend, go</p> <p>Whole Class Guided Read: Mister Seahorse</p> <p>Poetry/song:</p> <ul style="list-style-type: none"> 1, 2, 3, 4, 5 Poem found in Earth poetry book (TBC) <p>Oak Academy Units: Explanation: How butterflies came to be (10 lessons) Reading: Summarise (3 lessons) Reading: Retrieval (5 lessons) Reading: Inference (5 lessons) Reading: Personal Interpretation (4 lessons)</p> <p>Grammar: Term 3B (3 lessons)</p>

	<p>Information: All About Bears (10 lessons) Character: Honey and Trouble (10 lessons) Modified Story: Honey and trouble (10 lessons) Persuasion: Buy my honey (10 lessons)</p> <p>Grammar Units: Term 1A (3 lessons)</p> <p>Poetry themed author into school - TBC</p>	<p>Oak Academy Units: Endings: Anansi and tiger (20 lessons) Discussion: Should animals be kept in zoos? (10 lessons)</p> <p>Grammar: Term 1B (3 lessons)</p>	<p>Oak Academy Units: Problems: Monkeys and Hats (10 lessons) Monkeys and Hats - modified story (10 lessons) Instructions: How to make a paper crown (10 lessons)</p> <p>Grammar: Term 2A (3 lessons)</p>	<p>Description: Awongalema (10 lessons) Modified Story: Awongalema (10 lessons) Recount: Diary Entry (10 lessons)</p> <p>Grammar: Term 2B (3 lessons)</p>	<p>Explanation: How beans grow (10 lessons)</p> <p>Grammar: Term 3A (3 lessons)</p> <p>Poetry linked to forests- exploration of imagery</p>	
Reading for Pleasure books	<p>Fairy tales – originals and adaptations Children to become familiar with fairy story language and style. Also thinking about how fairy stories usually end, make links with similarities and differences.</p>	<p>Owl Who Was afraid of the dark novel – runs alongside English text. Exposure to new language. Children familiar with the story so have the opportunity to think about how the author has extended ideas into chapters.</p>	<p>First 2 weeks of the half term focus on non-fiction reading for pleasure books. Thinking about purpose and how we can enjoy these books even though they contain facts – immersion of nonfiction conventions. Later in the half term books selected that have both fiction/ non-fiction features like English text. How can they be brought together? (Little People, Big Dreams books?)</p>	<p>Reading for pleasure that makes links with materials/PSHE pre learning – how can materials affect the planet? How can we help protect our planet? What can happen if we don't – make links with fiction/ nonfiction from previous half term.</p>	<p>The Twits – Introduction to the style of Roald Dahl and understanding that books can be written to make people laugh.</p>	<p>The Sandman and the Turtles – Michael Morpurgo</p> <p>TO BE CONFIRMED – BOUGHT AND READING OVER THE HOLIDAYS</p> <p>Links to underwater Famous author – rich in description for support with purposeful adjective choices.</p>
	<p>Maths: Unit 1: Numbers to 10 Unit 2: Part-whole within 10 Unit 3: Addition and subtraction within 10 (1)</p>	<p>Maths: Unit 4: Addition and subtraction within 10 (2) Unit 5: 2D and 3D shapes WRM R: Explore patterns Unit 6: Numbers to 20</p>	<p>Maths: Unit 7: Addition within 20 Unit 8: Subtraction within 20 WRM R: Count on/back Unit 9: Numbers to 50 WRM R: Place Value to 20</p>	<p>Maths: Unit 10: Introducing length and height WRM R: Measure - long/short Unit 11: Introducing weight and volume</p>	<p>Maths: Unit 12: Multiplication WRM R: Numerical Patterns Unit 13: Division Unit 14: Halves and quarters</p>	<p>Maths: Unit 15: Position and direction Unit 16: Numbers to 100 Unit 17: Time Unit 18: Money</p>

	<p>Science:</p> <p>Materials – Everyday Materials</p> <p><u>ELG links and retrieval:</u></p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They make observations and explain why some things occur and talk about changes. (The World) <p>Material hunt in outdoor area - children to explore and use labels to label 'known' materials</p> <p><u>Objectives:</u> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><u>Working Scientifically:</u> Performing simple tests</p> <p>Gathering and recording data to help in answering questions</p> <p><u>Comparative and fair testing:</u> Which material would make the best umbrella for the teddy?</p> <p><u>Vocabulary:</u> <u>Strand 1:</u></p> <ul style="list-style-type: none"> object material 	<p>Science:</p> <p>Seasons</p> <p><u>ELG links and retrieval:</u></p> <ul style="list-style-type: none"> <u>40-60 months:</u> looks closely at similarities, differences, patterns and change They make observations and explain why some things occur and talk about changes. (The World) They answer 'how' and 'why' questions about their experiences and in response to stories or events (communication and language: understanding) <p>What are the names of the seasons? Discuss months of the year?</p> <p><u>Objectives:</u> Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Working Scientifically:</u> Using their observations and ideas to suggest answers to questions</p> <p><u>Observation over time (ongoing):</u> Weather Diary Autumn, Winter, Spring, Summer comparison</p> <p><u>Pattern Seeking:</u> Examples: Do trees with bigger leaves lose their leaves first in Autumn? Does the wind always blow the same way?</p> <p><u>Vocabulary:</u> <u>Strand 1:</u></p> <ul style="list-style-type: none"> day night hot warm cold <p><u>Strand 2 (Topic specific):</u></p>	<p>Science:</p> <p>Animals including Humans</p> <p><u>ELG links and retrieval:</u></p> <ul style="list-style-type: none"> They make observations about animals and explain why some things occur and talk about changes. (The World) They answer 'how' and 'why' questions about their experiences and in response to stories or events (communication and language: understanding) <p>Link to Reception Bears topic - what can you remember about the bears (label key features)</p> <p><u>Objectives:</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Working Scientifically:</u> Identifying and classifying</p> <p><u>Research:</u> Identifying human body parts/senses. Identifying animals that are carnivores, omnivores and herbivores.</p>	<p>Science:</p> <p>Materials – link with toys. Application of Autumn 1 skills/knowledge.</p> <p><u>Retrieval:</u> Picture of different objects - what are they made from? What words could we use to describe them?</p> <p><u>Working Scientifically:</u> Ask simple questions and recognise they can be answered in different ways.</p> <p>E.g. Which materials are most flexible? Test materials we have in school through seeing for ourselves and trying it, using research to look at materials we don't have in school through videos/images/books.</p> <p>or</p> <p>Which materials can be recycled? Find answers through looking at our bins, talking to Mr Finch/eco warriors, researching on the computer.</p> <p><u>Fair and Comparative Testing</u></p>	<p>Science:</p> <p>Plants Seasons</p> <p><u>ELG links and retrieval:</u></p> <ul style="list-style-type: none"> They make observations about plants and explain why some things occur and talk about changes. (The World) <p>Link to sunflower planting done in outdoor area - what did you notice? what happened? (check with LJ that sunflowers are still to be planted this year)</p> <p><u>Objectives:</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <ul style="list-style-type: none"> Buy flowers to observe <p><u>Working Scientifically:</u> Identifying and classifying types of plants</p> <p><u>Vocabulary:</u> <u>Strand 1:</u></p> <ul style="list-style-type: none"> flower plant <p><u>Strand 2 (Topic specific):</u></p> <ul style="list-style-type: none"> Names of trees in the local area Names of garden and wild flowering plants in the local area nature leaf flower blossom petal fruit berry root seed 	<p>Science:</p> <p>Animals Including Humans</p> <p><u>Retrieval:</u> What is the same and different about an animal and a human? children to write down what they remember</p> <p><u>Working Scientifically:</u> Observing closely using simple equipment.</p> <p>Mini beast hunt - do all insects have legs? Use magnifying glasses and jars to observe insects.</p> <p><u>Cross Curricular Write:</u> Animal Information text</p> <p><u>Oak Academy Unit:</u> Animals and Humans (6 lessons)</p>
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	<p>History/Geography: How are homes different? Home in Living Memory/Homes in our Local Area</p> <p><u>ELG links and retrieval:</u></p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. (people and communities) They talk about the features of their own immediate environment and how environments may vary from one another. (The World) <p>RETRIEVAL OPPORTUNITY - draw your own house and share with a partner what is the same and different about your houses?</p> <ul style="list-style-type: none"> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (communication and language: speaking) <p>RETRIEVAL OPPORTUNITY - old picture/ new picture... children to decide whether it is old or new (sorting activity)</p> <p>TEXT: The Town mouse and the country mouse</p> <ul style="list-style-type: none"> Recognise that there are reasons why people in the past acted as they did. Ask Questions. Place Artefacts on a timeline. Use aerial images To go on a local walk to look at the differences in houses.(Start your Geography topic with this) Identify the key features of a location in order to 	<p>History/Geography: Who was Guy Fawkes and what did he do? Significant Event – Guy Fawkes London</p> <p><u>ELG links and retrieval:</u></p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. (people and communities) They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (communication and language: speaking) <p>RETRIEVAL OPPORTUNITY - thinking about celebrations they know. sort into celebrations and non celebrations: Birthdays, Chinese New Year, Bonfire Night, Christmas. (Links with Guy Fawkes and Bonfire Night celebration)</p> <ul style="list-style-type: none"> Understanding of monarchy, parliament, democracy. Observe or handle evidence to ask questions and find answers to questions about the past. Use online artefacts, stories, online sources to find out about the past. Describe significant events from the past. Use historical words and phrases. <p>Cross Curricular Write: Retell the story - sequence pictures and caption these.</p> <p>Firework Poem</p>	<p>History/Geography: What is the difference between London and Warrington? London – Capital of England Countries of the UK</p> <p><u>ELG links and retrieval:</u></p> <ul style="list-style-type: none"> They talk about the features of their own environment and how environments may vary from one another. (The World) They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (communication and language: speaking) <p>RETRIEVAL OPPORTUNITY - What do we know about Warrington?</p> <p>TEXT: A Walk In London and Katie In London</p> <ul style="list-style-type: none"> Ask and answer geographical questions. Name, locate and identify characteristics of England and the capital city. Use compass direction and mathematical language (North, South, East, West) Use locational language (near, far) Key human features: factory, farm, house, office, shop. <p>Cross Curricular Write: Advertisement for London</p> <p>Vocabulary: <u>Strand 1:</u></p> <ul style="list-style-type: none"> Map <p><u>Strand 2 (Topic specific):</u></p> <ul style="list-style-type: none"> London 	<p>History/Geography: How have toys changed over time and why? Toys – living memory</p> <p><u>ELG links and retrieval:</u></p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (communication and language: speaking) <p>RETRIEVAL OPPORTUNITY - what toys do you play with? Draw and label toy (using materials knowledge)</p> <ul style="list-style-type: none"> Label timelines with words or phrases. Place artefacts on a timeline. Use artefacts, online artefacts, online sources to find out about the past. Ask questions <p>TEXT: Dogger</p> <p>Cross Curricular Write: Instructions for how to make a toy - link to museum trip where we made toys</p> <p>Vocabulary: <u>Strand 1:</u></p> <ul style="list-style-type: none"> Living memory Old New <p><u>Strand 2 (Topic specific):</u></p> <ul style="list-style-type: none"> Victorian- Older Newer Memory <p><u>Strand 3 (Demonstrator vocabulary):</u></p> <ul style="list-style-type: none"> Past Present Now Then Change Artefacts Chronology Museum 	<p>History/Geography: What are the 7 Oceans and 7 Continents? See year2 - Continents Hot and Cold Creative Steps</p> <p>Text:Poles Apart by Jeanne Willis- hook into learning??</p> <p><u>ELG links and retrieval:</u></p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. (people and communities) Children know about similarities and differences in relation to places, objects, materials and living things (The World) They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (communication and language: speaking) <p>RETRIEVAL OPPORTUNITY - locate the North Pole (previously used atlases in R to do this - check it was North Pole with LJ)</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify continents and oceans. Ask and answer geographical questions. Name and locate world continents and oceans. Key physical features: ocean, weather, soil Identify seasonal and daily weather patterns in the UK and locations of the equator and north/south poles. Use compass directions and locational language to describe and locate routes. 	<p>History/Geography: How have holidays changed over time? Holidays of the past</p> <p><u>ELG links and retrieval:</u></p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. (people and communities) They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (communication and language: speaking) <p>RETRIEVAL OPPORTUNITY -what does the word holiday mean to you? think back to a holiday you have been on... what do you remember doing?</p> <ul style="list-style-type: none"> Recount changes that have occurred in own lives. Label timelines with word or phrase. Key physical features- beach, coast. <p>Cross Curricular: Leaflet – Comparison between old and new holidays</p> <p>Vocabulary: <u>Strand 1:</u></p> <ul style="list-style-type: none"> Holiday <p><u>Strand 2 (Topic specific):</u></p> <ul style="list-style-type: none"> Coast Seaside Beach <p><u>Strand 3 (Demonstrator vocabulary):</u></p> <ul style="list-style-type: none"> Yesterday Past, Present, Now, Then Change Oral History <p>Oak Academy Unit: Oceans and Seas (10 lessons)</p>
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	<p>say whether it is a town or the countryside</p> <p>Cross Curricular Write: My house description</p> <p>Vocabulary (History part): <u>Strand 1:</u></p> <ul style="list-style-type: none"> Recognise <p><u>Strand 2 (Topic specific):</u></p> <ul style="list-style-type: none"> Home House Town Semi detached Detached Flat Bungalow Terrace <p><u>Strand 3 (Demonstrator vocabulary):</u></p> <ul style="list-style-type: none"> Artefacts Chronology Change Past, Present, Now, Then <p>Vocabulary (Geography part): <u>Strand 1:</u></p> <ul style="list-style-type: none"> Map <p><u>Strand 2 (Topic specific):</u></p> <ul style="list-style-type: none"> Location <p><u>Strand 3 (Demonstrator vocabulary):</u></p> <ul style="list-style-type: none"> City Town Village Coastal Rural Local <p>Geographical skills.</p> <ul style="list-style-type: none"> To discuss a locality in simple terms Use aerial images to recognise different buildings around the local area. Use fieldwork and observations to study geographical features 	<p>Vocabulary: <u>Strand 1:</u></p> <ul style="list-style-type: none"> Fire London Bonfire Night <p><u>Strand 2 (Topic specific):</u></p> <ul style="list-style-type: none"> Capital city Gunpowder Guy Fawkes November Plotters <p><u>Strand 3 (Demonstrator vocabulary):</u></p> <ul style="list-style-type: none"> Execution Treason Monarchy Parliament Chronology Significance Past King <p>Oak Academy Unit: Guy Fawkes (3 lessons)</p> <p>Historical Association Planning (3 sessions)</p>	<ul style="list-style-type: none"> Capital Parliament <p><u>Strand 3 (Demonstrator vocabulary):</u></p> <ul style="list-style-type: none"> England London Human features: farm, house, office, shop United Kingdom England Wales Scotland Northern Ireland Capital Cities (and names of UK) - <p>Oak Academy Unit: London and the UK(10 lessons)</p>	<p>Oak Academy Unit: Changes in Living Memory (10 lessons)</p>	<p>Cross Curricular Write: Information leaflet about Continents and Oceans</p> <p>Vocabulary: <u>Strand 1:</u></p> <ul style="list-style-type: none"> World Weather Seasons Hot Cold <p><u>Strand 2 (Topic specific):</u></p> <ul style="list-style-type: none"> Atlas Globe Seasons Location Route <p><u>Strand 3 (Demonstrator vocabulary):</u></p> <ul style="list-style-type: none"> Continents Ocean North Pole South Pole Equator Antarctica Arctic Africa Asia North/South America Australia/Oceania, Pacific, Atlantic, Southern Indian <p>Oak Academy Unit: Seven Continents (10 lessons)</p>	
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	<ul style="list-style-type: none"> Use basic geographical vocabulary to describe human and physical features. <p>Oak Academy Unit: Villages, Towns and Cities (10 lessons)</p>					
	<p>RE:</p> <p>Sikhism – How do people find out about God?</p> <p>Religious stories: The story of Guru Nanak</p>	<p>RE:</p> <p>Christianity –How do some people behave because they believe in God? The nativity.</p> <p>Religious stories: The Christmas Story</p> <p><u>Cross Curricular Write:</u> Christmas Story</p> <p>Oak Academy Unit: Nativity (10 lessons)</p>	<p>RE:</p> <p>Islam – Where is God?</p> <p>Religious stories: The story of The Tiny Ants The Crying Camel</p>	<p>RE:</p> <p>Christianity – Jesus What stories are we told about God? What are they told?</p> <p>Religious stories: The Easter Story</p>	<p>RE:</p> <p>Christianity – the Church What do some people do because they believe in God?</p> <p>Religious stories: John The Baptist</p> <p><u>Cross Curricular Write:</u> Description of a service</p>	<p>RE:</p> <p>Judaism – what do some people believe because they believe in God?</p> <p>Religious stories: The Creation Story</p>
	<p>Art/DT:</p> <p>DT: Link to history and DT and Art linked</p> <p>DT- Free standing structures</p> <p>Sculpture</p> <p>Art: Drawing and key artist study Hunderwasser Linked to homes and DT Link to science materials- painting with different materials- eg twigs, printing</p>	<p>Art/DT:</p> <p>See Art from Autumn 1</p> <p>Apply drawing skills to bonfire pictures (history link)</p>	<p>Art/DT:</p> <p>PAN</p> <p>Art: Painting – Kandinsky, Jackson Pollock key artist studies What makes the artists different? What different techniques do they use?</p> <p>Creative Steps Dance - Colour and Shape linked to Kandinsky</p>	<p>Art/DT:</p> <p>Sliders and levers - Moving picture linked to toys</p> <p>Art: Apply painting and drawing skills to toys unit</p>	<p>Art/DT:</p> <p>Art: Sculpting- link to tin Forest- Andy Goldsworthy-Forest art</p> <p>In depth look at Andy Goldsworthy and his techniques</p>	<p>Art/DT:</p> <p>Digital Media- link with computing (Purple Mash) Understanding and using painting tools and techniques to create a piece of artwork. Use of thick and thin lines, changing colour, adding backgrounds, including shapes.</p> <p>Food – Healthy eating Fruit Kebab</p>
	<p>Oak Academy Units:</p> <p>Colour/tint/tones</p> <p>natural art</p>					

	<p>sculpture</p> <p>repeated patterns</p>					
	<p>Computing</p> <p>Online Safety Exploring Purple Mash</p> <p><u>Objectives:</u> To login safely. To start to introduce to the children the idea of 'ownership' of their creative work.</p> <p>To know how to find saved work in the Online Work area and find teacher comments.</p> <p>To know how to search Purple Mash to find resources</p> <p>To become familiar with the types of resources available in the Topics section.</p> <p>To become more familiar with the icons used in the resources in the Topic section.</p> <p>To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</p> <p>To explore the Games section on Purple Mash. To understand the importance of logging out when they have finished.</p> <p>To start to add pictures and text to work.</p>	<p>Computing:</p> <p>eBooks - record using shadow puppets</p> <p><u>Objectives:</u> To be introduced to e-books</p> <p>To continue a previously saved story.</p> <p>To add animation to a story - use chatterpix</p> <p>To add sound to a story including voice recording and music the children have created.</p>	<p>Computing:</p> <p>Maze Explorers - link to position and direction unit in Maths.</p> <p><u>Objectives:</u> To understand the functionality of the basic direction keys in Challenges 1 and 2.</p> <p>To be able to use the direction keys to complete the challenges successfully.</p> <p>To understand the functionality of the basic direction keys in Challenges 3 and 4.</p> <p>To understand how to create and debug a set of instructions (algorithm).</p> <p>To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity.</p> <p>To provide an opportunity for the children to set challenges for each other.</p> <p>To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try.</p> <p>Spreadsheets <u>Objectives:</u> To provide an opportunity for the children to set challenges for each other.</p>	<p>Computing:</p> <p>Grouping/sorting/pictograms Algorithms introduction</p> <p><u>Objectives:</u> Barefoot - Sharing Sweets Algorithm</p> <p>To sort items using a range of criteria</p> <p>To sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p>To understand that data can be represented in picture format</p> <p>To contribute to a class pictogram.</p> <p>To use a pictogram to record the results of an experiment.</p>	<p>Computing:</p> <p>Coding (Crash Course Unit) Crazy Character algorithms</p> <p><u>Objectives:</u> Barefoot - Crazy Character Algorithm</p> <p>Introduction to coding.</p> <p>Introduction to block coding on screen.</p> <p>Introduction to backgrounds and characters.</p> <p>Making a character move left and right.</p> <p>Making a character move when clicked.</p> <p>Introduction to Collision Detection.</p>	<p>Computing:</p> <p>Lego building -</p> <p><u>Objectives:</u> To emphasise the importance of following instructions.</p> <p>To follow and create simple instructions on the computer.</p> <p>To consider how the order of instructions affects the result.</p>

			To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try.			
	<p>PE: Multi skills</p> <p>- Develop flexibility, strength, technique, control & balance</p> <p>Real PE unit 1 (Personal) FUNS: 10 – Co-ordination (Floor Movement) Patterns 1 – Static Balance (One Leg Standing)</p>	<p>PE: Football</p> <p>Invasion games. Sending and receiving: Striking, stopping, passing, attacking and defending.</p> <p>- Participate in team games, simple tactics for attacking and defending</p> <p>Real PE unit 4 (Creative) FUNS: 9 – Co-ordination (Balls Skills) 7 - Counter Balance in Pairs</p>	<p>PE: Dance</p> <p>Creative steps – Traditional tales</p> <p>- Perform dances using a range of movements linked to traditional tales.</p> <p>Real PE unit 3 (Cognitive) FUNS: 5 – Dynamic Balance 4 – Static balance (small base)</p>	<p>PE: Gymnastics</p> <p>- Develop balance, flexibility, agility & coordination</p> <p>Real PE unit 2 (Social) FUNS: 6 - Dynamic Balance to Agility 2 – Static Balance (Seated)</p>	<p>PE: Games <i>Striking and fielding</i></p> <p>Participate in team games, simple tactics for attacking and defending</p> <p>Real PE unit 6 (Health & Fitness) FUNS: 11 – Agility (Ball chasing) 3 – Static Balance (Floor work)</p>	<p>PE: Athletics – Track and Field</p> <p>- Develop agility, coordination, strength, technique and fitness, running, throwing and jumping</p> <p>Real PE unit 5 (Applying Physical Skills) FUNS: 8 – Co-ordination with Equipment 12 – Agility (Reaction/Response)</p>
	<p>PSHE: Relationships: What is the same and different about us?</p> <ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body - including external genitalia; and that parts of bodies covered with underwear are private 	<p>PSHE: Relationships: Who is special to us?</p> <ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do/ enjoy together that it is important to tell someone (such as their teacher) if something makes them feel unhappy or worried 	<p>PSHE: Health and Wellbeing: What helps us stay healthy?</p> <ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	<p>PSHE: Health and Wellbeing: Who helps to keep us safe?</p> <ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people who can help them in different places and situations; how to attract someone's attention or ask for help; what to say how to respond safely to adults they don't know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>PSHE: Living in The Wider World: How can we look after each other/ the world?</p> <ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group 	<p>PSHE: Living in The Wider World What can we do with money?</p> <ul style="list-style-type: none"> what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this
	<p>Music Houses and the building blocks of music</p>	<p>Music Reading music on the stave/ Christmas</p>	<p>Music Local Music: The Bickershaw Festival</p> <p>The Kinks, Grateful Dead and Dr. John – The</p>	<p>Music Film Music: Toy Story</p> <p>The songs of Randy Newman, and the score from</p>	<p>Music Music of the 7 Continents</p> <p>Music from around the world with a focus on their cultural significance</p>	<p>Music Whole school topic</p>

	Rhythm, chords and melody from the foundations up. Using iPads to create compositional structures.		Blues and English Psychedelia using the piano.	Toy Story		
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