Year 1 2020-2021						
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**
<u>Autumn –</u> **am** –Sikh temple **pm** – Moon dance/drama workshop <u>Spring –</u> Warrington Museum – Toys <u>Summer –</u> Knowsley Safari Park	English: Goldilocks and Just One Bear– See Year1 Creative Steps Planning Traditional Tales (Dance) <u>Outcomes:</u> Fiction: Traditional Tale (modified - change of characters children were not ready for) Poetry - Noise poem <u>Mastery Focus:</u> Capital letters Full stops Simple sentence Introduction to adjectives Sequenced narrative <u>CEW:</u> Once, one, he, was, a, I, my, me, she, house, no, come, some, his <u>Whole Class Guided Read:</u> Fairytale Pets	English: The Owl Who Was Afraid of the Dark <u>Outcomes:</u> Non-fiction: Information text on owls Fiction: Retell the story <u>Mastery Focus:</u> Capital letters Full stops Simple sentence Questions conjunction 'and' <u>CEW:</u> where, there, said, you, the, ask, so, be, do, here <u>Whole Class Guided Read:</u> Owl Babies Oak Academy Units:	English: Curious Case of the Missing Mammoth. <u>Outcomes:</u> Fiction: Retell story (change of character) Recount of London Text <u>Mastery Focus:</u> Sentences using the conjunction 'and' Sentence rehearsal Capital letters and full stops Joining sentences to form simple narratives Application of precursive handwriting <u>CEW:</u> is, to, we, were, by, here, has, your	English: Toys in Space – See Year1 Creative Steps Planning linked to Toys (Dance) Man On The Moon <u>Outcomes:</u> Fiction: Retell story <u>Mastery Focus:</u> Sentences using the conjunction 'and' Simple sentences Questions/statements Well chosen adjectives Joining sentences to form simple narratives <u>CEW:</u> today, they, come, some, friend, full, pull, push, go <u>Whole Class Guided Read:</u> Way Back Home Oak Academy Units:	English: The Tin Forest <u>Outcomes:</u> Fiction: Retell story Non Fiction: Instructions on plant growth <u>Mastery Focus:</u> Sentences using the conjunction 'and'/'but' Sentences to form a narrative Adjectives to add detail <u>CEW:</u> put, house, says, full, of, our <u>Whole Class Guided Read:</u> Ivy The Lonely Raincloud (Season link) Oak Academy Units:	English: The Storm Whale In Winter Shiest fish in the sea <u>Outcomes:</u> Fiction: Retell story Non Fiction: Seahorse information text <u>Mastery Focus:</u> Consolidation of everything previously taught <u>CEW:</u> School, love, are, friend, go <u>Whole Class Guided Read:</u> Mister Seahorse Oak Academy Units:

Oak Academy Units: 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) Grammar Units: Term 1A (3 lessons)	Endings: Anansi and tiger (20 lessons) Discussion: Should animals be kept in zoos? (10 lessons) Grammar: Term 1B (3 lessons)	_Whole Class Guided Read: Elephant_ **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) Grammar: Term 2A (3 lessons)	Description: Awongalema (10 lessons) Modified Story: Awongalema (10 lessons) Recount: Diary Entry (10 lessons) Grammar: Term 2B (3 lessons)	Character, mood, problems: Jack and the Beanstalk (10 lessons) Created Story: Jack and the Beanstalk (10 lessons) Explanation: How beans grow (10 lessons) Grammar: Term 3A (3 lessons)	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) Grammar: Term 3B (3 lessons)
Maths: Unit 1: Numbers to 10 Unit 2: Part-whole within 10 Unit 3: Addition and subtraction within 10 (1)	**Maths:** Unit 4: Addition and subtraction within 10 (2) Unit 5: 2D and 3D shapes WRM R: Explore patterns Unit 6: Numbers to 20	**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	**Maths:** Unit 10: Introducing length and height WRM R: Measure – long/short Unit 11: Introducing weight and volume	**Maths:** Unit 12: Multiplication WRM R: Numerical Patterns Unit 13: Division Unit 14: Halves and quarters	**Maths:** Unit 15: Position and direction Unit 16: Numbers to 100 Unit 17: Time Unit 18: Money

	Science: Materials – Everyday Materials	Science: Seasons	Science: Animals including Humans Seasons	Science: Materials – link with toys. Application of Autumn 1 skills/knowledge.	Science: Plants	Science: Animal including Humans
	ELG links and retrieval: • 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) *Material hunt in outdoor area – children to explore and use labels to label 'known' materials* Objectives: Distinguish between an object and the material from which it is made. 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. Compare and group together a variety of everyday materials on the basis of their simple physical properties Working Scientifically: Performing simple tests Gathering and recording data to help in answering questions	**ELG links and retrieval:** • 40-60 months: 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) *What are the names of the seasons? Discuss months of the year?* Objectives: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Working Scientifically: Using their observations and ideas to suggest answers to questions *Observation over time (ongoing): Weather Diary*	**ELG links and retrieval:** • 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) *Link to Reception Bears topic – what can you remember about the bears (label key features)* **Objectives:** *EYFS Missed Objectives:* *They make observations of animals and plants and explain why some things occur and talk about changes (Life cycles/Pond dipping)* 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.	**Retrieval:** *Picture of different objects – what are they made from? What words could we use to describe them?* **Working Scientifically:** *Ask simple questions and recognise they can be answered in different ways.* *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.* *or* *Which materials can be recycled? Find answers through looking at our bins, talking to Mr Finch/eco warriors, researching on the computer.* *Fair and Comparative Testing*	**ELG links and retrieval:** • They make observations about plants and explain why some things occur and talk about changes. (The World) *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)* **Objectives:** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. • Buy flowers to observe Working Scientifically: Identifying and classifying *types of plants* **Vocabulary:** Strand 1: • flower • plant Strand 2 (Topic specific):	**Retrieval:** *What is the same and different about an animal and a human? children to write down what they remember* **Working Scientifically:** *Observing closely using simple equipment.* *Mini beast hunt – do all insects have legs? Use magnifying glasses and jars to observe insects.* *Cross Curricular Write:* *Animal Information text* *Oak Academy Unit:* *Animals and Humans (6 lessons)*

	  Vocabulary: Strand 1: • object • material Strand 2 (Topic specific): Materials that you are using in experiments: • Absorbent, not absorbent • object • material: • wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard,rubber, wool, clay • Properties: hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through,	*Autumn, Winter, Spring, Summer comparison* *Pattern Seeking: Examples: Do trees with bigger leaves lose their leaves first in Autumn? Does the wind always blow the same way?* Vocabulary: Strand 1: • day • night • hot • warm • cold Strand 2 (Topic specific): • Sleet • hail • fog • weather • sunny • rainy • windy • snowy • seasons • Winter • Summer • Spring • Autumn • Sun • sunrise • sunset • day length	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working Scientifically: Identifying and classifying *Research: Identifying human body parts/senses. Identifying animals that are carnivores, omnivores and herbivores.* *Identifying and classifying: Types of animals* Vocabulary: Strand 1: • animals • pets • wild Strand 2 (Topic specific): • Names of specific animals Animals: • Head, body, eyes, ears, mouth, teeth, leg, tail, wing,		• 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 • trunk • branch, • stem • bark • stalk • bud Strand 3 (Demonstrator vocabulary): • Identify • Name • Describe Oak Academy Unit: Plants (6 lessons)	

	not see through Strand 3 (Demonstrator vocabulary): - Distinguish between - Identify - Name - Describe - Compare - Group **Oak Academy Unit:** **Materials (12 lessons)**	Strand 3 (Demonstrator vocabulary): - Observe - Describe **Oak Academy Unit:** **Seasons (6 lessons)**	claw, fin, scales, feathers, fur, beak, paws, hooves, carnivores, herbivores, omnivores Humans: - Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue, hands, arms, legs (may link to PSHE Strand 3 (Demonstrator vocabulary): - Identify - Name - Describe - Compare - Draw - Label **Oak Academy Unit:** **Animals and Humans (6 lessons)**		

History/Geography:	History/Geography:	History/Geography:	History/Geography:	History/Geography: Oceans and Continents	History/Geography:
Home in Living Memory/Homes in our Local Area	Significant Event – Guy Fawkes London	London – Capital of England Countries of the UK	Toys – living memory	See year 2 – Continents Hot and Cold Creative Steps	Holidays of the past
ELG links and retrieval: • 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) RETRIEVAL OPPORTUNITY – draw your own house and share with a partner what is the same and different about your houses? • 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) RETRIEVAL OPPORTUNITY – old picture/ new picture... children to decide whether it is old or new (sorting activity)	ELG links and retrieval: • 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) 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) • Understanding of monarchy, parliament, democracy. • Observe or handle evidence to	ELG links and retrieval: • 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) RETRIEVAL OPPORTUNITY – What do we know about Warrington? ## TEXT: A Walk In London and Katie In London (Head Boy and Girl to visit London and FaceTime throughout the day) • Ask and answer geographical questions. • Name, locate and identify characteristics	ELG links and retrieval: • 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) RETRIEVAL OPPORTUNITY – what toys do you play with? Draw and label toy (using materials knowledge) • 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 Cross Curricular Write: Instructions for how to make a toy – link to museum trip where we made toys Vocabulary: Strand 1: • Living memory • Old • new • <mark>Parents</mark> • <mark>Grandparents</mark>	ELG links and retrieval: • 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) RETRIEVAL OPPORTUNITY – locate the North Pole (previously used atlases in R to do this – check it was North Pole with LJ) • Use world maps, atlases and globes to identify continents and oceans. • Ask and answer	ELG links and retrieval: • 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) RETRIEVAL OPPORTUNITY –what does the word holiday mean to you? think back to a holiday you have been on... what do you remember doing? • Recount changes that have occurred in own lives. • Label timelines with word or phrase. • Key physical features- beach, coast. Cross Curricular: Leaflet – place that they have been Vocabulary: Strand 1: • Holiday Strand 2 (Topic specific): • Coast • Seaside • Beach

	TEXT: The Town mouse and the country mouse • 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 say whether it is a town or the countryside Cross Curricular Write: My house acrostic poem Vocabulary (History part): Strand 1: • Recognise Strand 2 (Topic specific): • Home	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. Cross Curricular Write: Retell the story - sequence pictures and caption these. Firework Poem Vocabulary: Strand 1: • Fire • London • Bonfire Night - to add (link to Reception?) Strand 2 (Topic specific):	of England and the capital city. • Key human features: factory, farm, house, office, shop. Cross Curricular Write: Recount - journey through London Vocabulary: Strand 1: • Map Strand 2 (Topic specific): • London • Capital • Parliament Strand 3 (Demonstrator vocabulary): • England • London • Human features: farm, house, office, shop • United Kingdom • England • Wales • Scotland • Ireland • Capital Cities (and	• Great Grandparents - to be taken out? Strand 2 (Topic specific): • Victorian- to remove • Older • Newer • Memory Strand 3 (Demonstrator vocabulary): • Past • Present • Now • Then • Change • Artefacts • Chronology • Museum Oak Academy Unit: Changes in Living Memory (10 lessons)	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. Cross Curricular Write: Information newsletter answering the overarching question Vocabulary: Strand 1: • World • Weather	Strand 3 (Demonstrator vocabulary): • Yesterday • Past, Present, Now, Then • Change • Oral History Oak Academy Unit: Oceans and Seas (10 lessons)

	- House - Town - Semi detached - Detached - Flat - Bungalow - Terrace Strand 3 (Demonstrator vocabulary): - Artefacts - Chronology - Change - Past, Present, Now, Then Vocabulary (Geography part): Strand 1: - Map Strand 2 (Topic specific): - Location - ==Route== – to take out as no longer plan a route?) Strand 3 (Demonstrator vocabulary): - City - Town - Village - Coastal - Rural - Local	- Capital city - Gunpowder - Guy Fawkes - November - Plotters Strand 3 (Demonstrator vocabulary): - Execution - ==Rebellion== - ==Revolt== - ==Democracy== - ==Treason== - ==Traitor== – to remove for next academic year - Monarchy - Parliament - Chronology - Significance - Past - King ==Oak Academy Unit:== ==Guy Fawkes (3 lessons)== ==Historical Association Planning (3 sessions)==	names of UK) – to add? ==Oak Academy Unit:== ==London and the UK(10 lessons)==		- Seasons - Hot - Cold Strand 2 (Topic specific): - Atlas - Globe - Seasons - Location - Route Strand 3 (Demonstrator vocabulary): - Continents - Ocean - North Pole - South Pole - Equator - Antarctica - Artic - Africa - Asia - North/South America - Australia/Oceania, - Pacific, - Atlantic, - Southern - Indian ==Oak Academy Unit:== ==Seven Continents (10 lessons)==	

	RE: Sikhism – How do people find out about God?	**RE:** Christianity –How do some people behave because they believe in God? The nativity. *Cross Curricular Write:* Christmas Story	**RE:** Islam – Where is God?	**RE:** Christianity – Jesus What stories are we told about God? What are they told?	**RE:** Christianity – the Church What do some people do because they believe in God? *Cross Curricular Write:* Description of a service	**RE:** Judaism – what do some people believe because they believe in God?
	Art/DT: Link to history and DT and Art linked DT- Free standing structures Sculpture	**Arts/DT:** Painting – Kandinsky See Year 1 Creative Steps Dance Planning- Colour and Shape linked to Kandinsky	**Arts/DT:** PAN Drawing- link to science (drawing animals and geography- London landmarks)	**Art/DT:** sliders and levers Printing - link with English and history topic- toys	**Art/DT:** Food – Healthy eating Fruit Kebab key artist study-Van Gogh – sunflowers – science link	**Art/DT:** Digital Media- link with computing

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

	To start to add pictures and text to work.		<u>Objectives:</u> To provide an opportunity for the children to set challenges for each other. To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try.			
	PE: Real PE Unit 6 Games: Striking and fielding	**PE:** Real PE Unit 4 Invasion games – Football	**PE:** Real PE Unit 5 Dance Creative steps – Traditional tales	**PE:** Real PE Unit 3 Multi skills: Net and wall	**PE:** Real PE Unit 1 Athletics – run, jump, throw	**PE:** Real PE Unit 2 Gymnastics
	PSHE: Animals and Humans Key text: Everybody's Welcome	**PSHE:** People who have made a difference. Keeping Safe	**PSHE:** Personal Hygiene	**PSHE:** Feelings and emotions	**PSHE:** Growing and changing Healthy eating	**PSHE:** Life Processes The Senses