



## Year 1 Yearly Plan 2021 - 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>English</b>	<p><b>Poetry</b> Read write and perform poems based around the senses.</p> <p><b>Stories with familiar settings</b> Children read Dogger, Oliver's Vegetables and Fussy Freda, which are familiar stories with predictable phrases and patterned language. They write their own similar stories using a storyboard.</p> <p><b>Labels, lists and captions</b> Looking at examples of labels, lists and captions and their purposes.</p> <p>Children understand the purpose of capital letters and full stops and how finger spaces are used and why.</p>		<p><b>Fairy Tales</b> Use puppets and drama to act out traditional and fairy tales – <b>Goldilocks, LRRH, 3 Billy Goats Gruff, Jack and the Beanstalk, Rumpelstiltskin. Children create Wanted Poster</b> for a character and character descriptions.</p> <p><b>Poetry</b> Children hear, read and respond to rhymes and simple patterned stories. They join in with 'performances' of them, with and without music, actions and other enhancements. They use simple pattern structures to support their writing.</p> <p><b>Information text &amp; Instructions</b> Reading information texts and looking at their features. Writing a page for an information text about space. Instructions-following and writing instructions for simple everyday activities eg making a jam sandwich</p>		<p><b>Fantasy stories</b> Children watch Bubbles animation. They write a setting description and a fantasy story of their own.</p> <p><b>Poetry</b> Children hear, read and respond to a range of simple poems with a seaside theme. They join in with 'performances' of them, with and without music, actions and other enhancements. They use some of the poems as simple models for their own writing.</p> <p><b>Explorers</b> Children read Going on a Bear Hunt and use the story to write their own narratives and letters to the bear and the mayor.</p>		
<b>Maths</b>	<p><b>Ongoing Skills</b></p> <p><u>Number</u> Counting, reading and writing numbers to 100      Addition and Subtraction within 20 Read and write numbers to 20 in words      Multiplication and Division for 2s, 5s and 10s Count in patterns of 2, 5 and 10      Find one more and one less from a given number Locate numbers on a number line      Read and write number sentences using the symbols + - =</p>						
	<p><b>Shape-</b> recognise and name common 2D and 3D shapes</p>		<p><b>Measurement-</b> compare, describe and solve problems with length and height eg tall short, longer/shorter <b>and</b> capacity and volume eg full/empty, less than, more than, half full</p>		<p><b>Money-</b> Recognise and know the value of coins and notes <b>Time-</b> Tell and show the time to the hour, half hour <b>Fractions-</b> recognise, find and name a half as one of two equal parts of an object or quantity. <b>Position and Direction</b> – Use positional language and recognise full, half and quarter turns.</p>		
<b>Science</b>	Animals including humans - humans	Animals including humans - animals	Exploring everyday materials	Uses of everyday materials	Plants	Seasonal changes	

<p><b>Computing</b></p>	<p><b>Computing systems and networks: Improving mouse skills</b> Learning how to login and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.</p>	<p><b>Programming 2: Bee-Bot</b> Developing early programming skills using either the Bee:Bot or virtual Bee:Bot.</p>	<p><b>Programming 1: Algorithms unplugged</b> This unplugged unit requires no computers so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.</p>	<p><b>Creating media: Digital imagery</b> Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.</p>	<p><b>Data handling: Introduction to data</b> Learn what data is and the different ways that it can be represented and developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers.</p>	<p><b>Skills showcase: Rocket to the moon</b> Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data.</p>
<p><b>RE</b></p>	<p><b>1.1 Who is a Christian and what do they believe?</b> - Talk about some simple ideas about Christian beliefs about God and Jesus. - Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. - Talk about issues of good and bad, right and wrong arising from the stories. - Ask some questions about believing in God and offer some ideas of their own.</p>	<p><b>1.1 Who is a Christian and what do they believe? And Christmas</b> -Objectives from previous half term -explore the nativity story</p>	<p><b>1.5 What makes some places sacred?</b> - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. - Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. - Ask good questions during a school visit about what happens in a church, synagogue or mosque.</p>	<p><b>1.5 What makes some places sacred? And Easter</b> -Objectives from previous term -explore the Christian story of Easter</p>	<p><b>1.7 What does it mean to belong to a faith community?</b> - Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. -Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. -Identify two ways people</p>	<p><b>1.6 How and why do we celebrate special and sacred times?</b> - Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. - Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>

					show they belong to each other when they get married. Respond to examples of co-operation between different people	
<b>PSHCE</b>	<p><b>Meet the Go-Givers</b> In this lesson pupils will be introduced to the Go-Giver characters, who will share their likes, dislikes, talents and goals. After meeting the Go-Givers, pupils will share advice for making friends and will practise introducing themselves and initiating a conversation with a peer.</p> <p><b>You can't do that here</b> In this lesson pupils will consider that some rules are made to keep people safe. They will follow the story of Callum, a Go-Giver who wants to find a place to skateboard. Pupils will explain to Callum why different settings are not suitable and suggest how he can manage his frustration with the rules.</p>	<p><b>Litter: the picnic</b> In this lesson pupils will follow the story of the Go-Givers having a picnic. Pupils will think about the problems caused by littering and how they can take responsibility for cleaning their environment.</p> <p><b>Explore our community</b> In this lesson pupils will research what is meant by the word 'community'. Pupils will think about who lives in their area and what services and facilities there are for their community. They will discuss what they like and dislike about their area, suggesting things that could be improved.</p>	<p><b>Why do we wash our hands</b> pupils will learn that washing their hands can help to prevent the spread of germs which cause illnesses. Pupils will experiment with hand washing techniques before being given advice on how to effectively clean their hands and when hand washing is essential.</p> <p><b>The Selfish Little Red Hen</b> Pupils will read and discuss the tale of the Selfish Little Red Hen who does not offer her friend any help as she prepares for a party. Following the story, pupils will think about the people who help them and what help they can offer in return.</p>	<p><b>TWINKL: Recipe for friendship</b> Children look at what is needed to make a good friendship. Children create the perfect friendship through baking.</p> <p><b>TWINKL: Being sorry</b> Discussing what the word sorry means and how it is important to feel and say sorry after doing something wrong. Children will understand how this makes another person feels.</p> <p><b>How do you feel today?</b> Pupils will read about Mitali and his concerns for his friend Anna, who appears to be withdrawn and unhappy. Pupils will consider what can make people feel unhappy and how they can spot when their friends are feeling low. Pupils will identify trusted adults in their lives who can support them</p>	<p><b>Pollution: Expedition to Planet Bluebell</b> This lesson explores the issues of pollution of our planet and sustainable power. It is based around an animated story, involving the Go-Givers characters, in which creatures from a friendly planet are invited to help clean up Earth.</p> <p><b>Go Givers playground</b> Pupils will consider the varying needs and interests of the Go-Giver characters and design a playground that matches these requirements. They will work in groups to present their ideas and agree rules that will keep the Go-Givers safe and happy in their playground.</p>	<p><b>People who are special to me</b> Pupils will think about the 'special people' in their lives such as family, friends and carers. Pupils will be encouraged to recognise and respect the diversity found in different families and support networks, developing an appreciation that all 'special people' are characterised by their loving and caring qualities.</p> <p><b>Caring for Pets</b> This lesson starts with a simple story that helps children to explore what responsibilities come with owning a pet. Children then go on to look at what happens when pets are not properly cared for and some of the charitable organisations that look after animals.</p>
<b>PE</b>	Dance - Pirates	Dance - Animals	Gymnastics – balancing & spinning on points & patches	Gymnastics – Pathways small & long	Net & wall game skills 1	Net and wall game skills 2

	Sports Development: Movement Skills 1	Sports Development: Target Games 2	Sports Development: Movement Skills 2	Sports Development: Invasion Games – Skills 1	Sports Development: Net & Wall skills	Sports Development: Net & Wall skills
<b>Spanish</b>	Greetings	Colours Numbers 1 – 10 Greetings Bonfire Night/Harvest/Autumn/Nativity	Rhymes, songs and games. Epiphany Carnival	Animals Songs about the farmyard Hide and seek game Easter	1-10 Greetings/farewells Name phrases Names of members of a family	Exploring the weather and performing weather songs and rhymes. Linking weather to seasons.
<b>Music</b>	<b>Hey You!</b> Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.	<b>Rhythm in the way we walk</b> All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.	<b>In the Groove</b> This song is an easy-to-learn song that demonstrates different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.	<b>Round and Round</b> All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.  The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<b>Your imagination</b> All the learning in this unit is focused around one pop song: Your Imagination. Children will Listen to and Appraise the song Your Imagination and other songs about using your Imagination such as Supercalifragilisticexpialidocious from Mary Poppins, Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack, Daydream Believer by The Monkees, Rainbow Connection from The Muppet Movie and A Whole New World from Aladdin . The children will play games practice singing the song before finally performing the piece.	<b>Reflect, rewind and replay.</b> This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
<b>History</b>	<b><u>Why do we have remembrance day?</u></b> What is remembrance day? Why do we wear poppies?		<b><u>How do our toys and games compare with those of children in the 1960s?</u></b> Why do historians divide up time? What do people remember about the 1960s?		<b><u>Did we have female pilots in the past?</u></b> Harriet Quimby Hilda Hewlett Bessie Coleman Who was Harriet Quimby?	

	<p>What happens on remembrance day? Who do we remember on remembrance day? <b>Visit to local war memorial.</b></p>	<p>How do the most popular toys and games of the 1960s compare with those of today? Why were there no smart toys and games in the 1960s? How can we make sure we play with smart toys and games safely and securely? What do adults I know remember about the 1960s?</p>	<p>Why didn't Harriet Quimby's flight across the channel become news? Who were the Wright Brothers? Was Hilda Hewlett famous for flying or building aeroplanes? Why did Bessie Coleman have to go to France?</p>
<b>Geography</b>	<p><b>Our Local Area</b> <b>Extending the work covered in EYFS on school environment</b> Children look at our locality beyond the school gate. Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills.</p>	<p><b>Our Country</b> Children learn about the countries of the UK. Children explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail.</p>	<p><b>Weather</b> <b>Developing work covered on seasons and weather</b> Children learn about different types of weather in their immediate environment and the four seasons. The children will look at hot and cold areas of the world and the impact of weather types. They will have opportunities to observe and record the weather and present their own weather forecasts.</p>
<b>Art</b>	<p><b>Formal elements of Art and Design</b>  Exploring three of the formal elements of art: shape, line and colour; children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.</p>	<p><b>Art and Design skills</b>  In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.</p>	<p><b>Sculptures and Collage</b>  On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.</p>
<b>DT</b>	<p><b>Textiles</b> - Can you design and make your own bunting to help with counting?</p>	<p><b>Mechanisms and Mechanical Systems</b> - Can you make your own fire engine?</p>	<p><b>Cooking and Nutrition</b> - Can you make some yummy seaside snacks?</p>