



## Year 1 - 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English / Post RWI	<p>Recovery Augustus and His Smile Waiting for Wolf</p> <p>Transition Here we are: Notes for living on planet Earth by Oliver Jeffers</p> <p>RWI</p>	RWI	RWI	RWI	RWI  Post RWI	RWI  Post RWI
Maths	<p><u>R N &amp; PV: Counts</u> reliably with numbers from 1 to 20, places them in order and says which number is one more or one less than a given number <u>ELG Exc:</u> Estimates a number of objects and checks by counting up to 20 <u>R A &amp; S:</u> Adds/ subtracts, using quantities and objects, 2 single-digit numbers, and counts on/back <u>R M &amp; D:</u> Solves problems, including doubling, halving and sharing <u>ELG Exc:</u> Solves practical problems that involve combining groups of 2, 5 or 10, or</p>	<p>1. Place value in numbers 0–100</p> <p>2. Number stories, for addition / subtraction facts <b>Maths Assessment</b></p> <p>3. Number stories, for addition / subtraction facts</p> <p>4. 2D shapes: identifying, naming and sorting according to different properties</p> <p>5. Reading, writing, comparing, ordering numbers to 20 and beyond</p> <p>6. Reading, writing, comparing, ordering</p>	<p>8. Establishing position and direction, then comparing and measuring lengths with uniform units</p> <p>9. Focus on counting on or back 1 / 2 / 3 and recognising coins, then finding totals.</p> <p>10. Focus on counting on or back 1 / 2 / 3 and recognising coins, then finding totals.</p> <p>11. Using a variety of images to embed an understanding of 2- digit numbers and place value</p> <p>12. Embedding a</p>	<p>14. Naming and identifying 3D shapes and their properties, and then on rehearsing days of the week and months of the year</p> <p>15. Counting, extending this skill to include counting in 2s, 5s, 10s and identifying patterns; counting is related to estimation and then to halves and quarters as equal parts of a whole</p> <p>16. Counting, extending this skill to include counting in 2s, 5s, 10s and identifying patterns; counting is related to estimation</p>	<p>19. Addition and subtraction, specifically in relation to counting on and back, sometimes crossing 10</p> <p>20. Place value in 2- digit numbers and then in relation to money: £1s, 10s, 1ps; children find 1 / 10 more / less than any number</p> <p>21. Consolidating understanding of 2- digit numbers</p> <p>22. Number facts and using these to solve additions and subtractions involving 1- and 2-digit number</p>	<p>25. Doubling and halving numbers, and recognising halves and quarters of shapes <b>Maths Assessment</b></p> <p>26. Rehearsing place value in 2-digit numbers</p> <p>27. Identifying patterns in multiples of 2, 5 and 10, and relating counting in 2s to doubling and halving</p> <p>28. Telling the time to the quarter hour; measuring lengths, recording information in pictograms and block graphs; and on</p>



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	sharing into equal groups	numbers to 20 and beyond  7. Using number facts; representing addition and subtraction with concrete objects	reliable recall of number facts, then using these to solve simple word problems.  13. Using known number facts to add and subtract using unit patterns and other strategies	and then to halves and quarters as equal parts of a whole <b>Maths Assessment</b> 17. Number facts, including doubles and halves, and the use of these in additions and subtractions to 20  18. Telling the time to the nearest half hour, and on developing understanding of how long a minute, hour, day, week, etc. are.	23. Number facts and using these to solve additions and subtractions involving 1- and 2-digit number  24. Weight and capacity, comparing and using uniform non-standard units to measure both	repeating patterns using 2D shapes  29. Using number facts to solve additions and subtractions involving 1- and 2-digit numbers and finding change  30. Consolidating understanding of 2-digit numbers; and on exploring patterns in multiples of 2, 5 and 10
RE	<p>RECOVERY <i>ST FRANCIS</i></p> <p>FAMILIES - God's love and care for every family <b><u>28<sup>th</sup> Sept. -23<sup>rd</sup> Oct.</u></b></p> <p>BELONGING - Baptism: an invitation to belong to God's family <b><u>2<sup>nd</sup> Nov.-27<sup>th</sup> Nov.</u></b></p> <p>WAITING - Advent: a time to look forward to Christmas <b><u>25<sup>th</sup> 30<sup>th</sup> Nov.- End of Term</u></b></p> <p>Writing: Explanation Text on the symbols used in Baptism.</p>		<p>SPECIAL PEOPLE - People in the parish family <b><u>4<sup>th</sup> Jan.- 5<sup>th</sup> February</u></b></p> <p>CITIZENSHIP WEEKS <b><u>11th Jan -23rd Jan</u></b></p> <p>SPECIAL PEOPLE - People in the parish family</p> <p>MEALS - Mass, Jesus' special meal <b><u>8<sup>th</sup> Feb.- 5<sup>th</sup> Mar.</u></b></p> <p>CHANGE - Lent: a time for change <b><u>8<sup>th</sup> Mar- End of Term</u></b></p> <p>Islam - Stories <b><u>14<sup>th</sup> April-16<sup>th</sup> April</u></b></p> <p>Writing: Recount of the Easter Story</p>		<p>JOURNEY IN LOVE – We meet God's Love in our family <b><u>14<sup>th</sup> June – 18<sup>th</sup> June</u></b></p> <p>HOLIDAYS AND HOLYDAYS - Pentecost: feast of the Holy Spirit <b><u>19<sup>th</sup> April – 7<sup>th</sup> May</u></b></p> <p>BEING SORRY - God helps us choose well <b><u>10<sup>th</sup> May-11<sup>th</sup> June</u></b></p> <p>NEIGHBOURS - Neighbours share God's world <b><u>21<sup>st</sup> June- 9<sup>th</sup> July</u></b></p> <p>Judaism - Abraham and Moses <b><u>12<sup>th</sup> July-End of term</u></b></p> <p>Writing: Letter of Apology</p>	



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<p>Science</p>	<p>Who am I?</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Say which part of the body is associated with each sense</p>	<p>Celebrations</p> <p>Identify and name a variety of everyday materials.</p> <p>Say which part of the body is associated with each sense.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and describe the basic structure of a variety of common flowering plants.</p> <p>Writing: Letter to a company comparing properties of different materials</p> <p>Seasonal changes</p>	<p>Polar Places</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Writing: Information text about different types of animals</p>	<p>Holidays</p> <p>Distinguish between an object and the material from which it is made. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal changes Observe changes across the seasons Spring and Summer. Observe and describe weather associated with the seasons and how day length varies</p>	<p>Plants animals where we live</p> <p>Identify and name a variety of common wild and garden plants, and deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons.</p> <p>Writing: Instructions on planting and caring for a seed</p>	<p>Safari</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>
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		<p>Observe changes across the seasons Autumn and Winter. Observe and describe weather associated with the seasons and how day length varies.</p>				
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Computing	Year 1 Word Processing.	We are treasure hunters  Using programmable toys.  (Programming)	We are collectors  Finding images using the Web.  (Computer Networks)	We are painters  Illustrating an e-book.  (Creativity)	We are celebrating  Creating a card electronically.  (Productivity)	We are TV chefs  Filming a Recipe.  (Computational Thinking)
History/ Geography	Black History  African Traditional Stories.	Geography  Our School and Local Area  <b>Writing: Letter, how to improve the environment of our school.</b>	History  Pirates & Grace O'Malley  <b>Writing: Character Description. Wanted poster for a pirate.</b>	Geography  Our Country	<i>History</i>  <i>Toys &amp; Games</i>	<i>Geography</i>  <i>International Study</i>  <b>Writing: Report on Country</b>
PE	Games/Fitness	Dance	Gymnastics	Games/Fitness	Athletics	Striking/fielding
PSHE	<b>Sadness</b> <b>Loneliness</b> PSHE Theme Understanding my feelings	Say no to Bullying	Going For Goals	Getting On and Falling Out	Journey in Love	Good To Be Me
Music	Exploring Sounds	Exploring Duration	Exploring Pulse & Rhythm	Exploring Pitch	Exploring instruments and symbols	Exploring timbre, tempo and dynamics
French	Greetings	Days of the Week	Numbers	Months	Birthdays	Colours
Art/Design & Technology	<b>Black History</b> Explore drawing skills (pencil, charcoal, pen) to represent culture of study. <b>To explore mark making with a range of</b>		<b>To use watercolours to imagine skies.</b> *Show children representations of various Turner paintings, asking them to look at the skies. What's the weather like? How do you know?		<b>International</b> Explore sculpture (using recycled materials, creating 2D plan first) to represent culture of study.	



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	<p><b>materials.</b></p> <ul style="list-style-type: none"><li>*Chn explore mark making with different toy vehicles, running wheels through water; running wheels through primary colour paint.</li><li>*Explore different types of mark ('lines') that can be created.</li><li>*(MA?) Use wheels to mix primary colours. Experiment to see which secondary colours can be created from different primary colours.</li><li>*Complete A3 (or larger) montage to represent different transport. Could use sponges &amp; large brushes for finishing work.</li></ul>	<p>What colours has Turner used? Why?</p> <ul style="list-style-type: none"><li>*Show chn representation of Van Gogh's <i>Starry Night</i>. How is the sky in this painting the same/different?</li><li>*Explain/model how to use watercolours (water first; more water = lighter colour, less water = darker colour; too much water leads to paper breaking).</li><li>*Chn use watercolours to create their own skies, using their imagination. A5, individual work.</li><li>*Ask chn why they are using particular colours as they are working.</li></ul>	
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