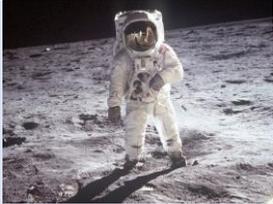


Emerald Class – Year One



Our learning plan for the 2021/22 academic year

	Autumn One (8 weeks)	Autumn Two (7 weeks)	Spring One (7 weeks)	Spring Two (5 weeks)	Summer One (6 weeks)	Summer Two (7 weeks)
Our half term learning topics	Marvellous Me, Super Sound! Amazing Autumn (Seasonal week)	Zoom to the Moon Winter Wonderland (Seasonal week)	Weather Experts	Enchanted Garden Stunning Spring (Seasonal week)	Fire, Fire! Jubilee Week (Seasonal week)	Down in the Jungle Splendid Summer (Seasonal week)
						
Enquiry Question	What is special about me?	Why is space travel important?	What is the weather like around the world?	How does the garden grow?	How can I learn about events in the past?	What is life like in Brazil? How it different to the UK?

Enrichments including trips/visitors		Pantomime visit	Residential to Standon Bowers		Nantwich Museum	
Maths	As Mathematicians , we will study place value (within 20) and extend our mental skills for addition and subtraction. We will develop our understanding of 2D and 3D shapes. *Throughout the year we will develop our reasoning and problem solving skills.		As Mathematicians , we will continue to study addition and subtraction (within 50). We will explore a variety of measurements including length, height, weight and volume. The children will learn to use both non-standard and standard measurements to compare and contrast.		As Mathematicians , we will begin to explore multiplication and division by sharing and grouping different amounts. We continue to build on our understanding of place value by exploring numbers to 100. We will also learn about fractions, position and direction and telling the time to o'clock and half past.	
Writing Topics (linked to Talk for Writing)	Labels, lists, and captions Goldilocks (Traditional tale) Instruction writing	The Way Back Home (Journey story) Christmas play (Writing recount)	(Finding tale) (Information text)	Jack and the Beanstalk (Defeat the monster) How to plant a sunflower? (explanation text)	Recount of visit to Nantwich Great Fire of London (information text)	Jungle Drums (overcoming magical disaster) Giraffes can't dance (Wishing tale) Letter – endangered animals
English	As Writers , we will develop our skills in 'Talk for Writing' through a range of genre including: labels, lists and captions, instructions. Journey stories and recounts. We will learn to use finger spaces, full stops and capital letters. We will ensure we say a		As Writers , we will continue to develop our skills in 'Talk for Writing' through a range of genre including: a finding tale, writing an information text, a defeat the monster story and an explanation text. We will learn to use embellished simple sentences		As Writers , we will continue to develop our skills in 'Talk for Writing' through a range of genre including: a recount, magical disaster story, explanation text and a letter. We will learn to use capital letters and full stops consistently, simple sentences with	

	<p>sentence, write and read it back to check it makes sense.</p> <p>As Readers, we will listen to and discussing a wide range of poems, stories and non-fiction at a level beyond what we can read independently. We will become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. We will recognise and joining in with predictable phrases.</p>	<p>using adjectives, compound sentences, run sentences and use simple connectives.</p> <p>As Readers, we will learn to understand both the books we can already read accurately and fluently and those we listen to by: drawing on what we already know or on background information and vocabulary provided by our teacher, checking that the text makes sense to us as I read, and correcting inaccurate reading, discussing the significance of the title and events making inferences on the basis of what is being said and done, predicting what might happen on the basis of what has been read so far.</p>	<p>adjectives, run sentences, similes and simple connectives.</p> <p>As Readers, we will participate in discussion about what is read to us, taking turns and listening to what others say and explaining clearly our understanding of what is read to us.</p>
<p>Science</p>	<p>As Scientists we will observe phenomena, looking more closely at the natural and humanly constructed world around us. We will be encouraged to be curious and ask questions about what we notice. We will be helped to develop our understanding of scientific ideas by using different types of scientific enquiry to answer our own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. We will begin to use simple scientific language to talk about what we have found out and communicate our ideas to a range of audiences in a variety of ways. Most of our learning about science will be done through the use of first-hand practical experiences.</p> <p>Throughout the academic year, we will have four seasonal weeks where we will focus on:</p> <ul style="list-style-type: none"> • observing changes across the seasons • observing and describing weather associated with the seasons and how day length varies 		

Science

As **Scientists** we will study Animals including Humans by learning to:

- Identify, name, draw and label the basic parts of the human body
- say which part of the body is associated with each sense
- We will observe changes over time and think about how we change as we get older.
- We will collect data, look for patterns and carry out investigations.

As **Scientists** we will study Materials by learning to:

- 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

As **Scientists** we will study Seasonal change by learning to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

As **Scientists** we will study Plants by learning to:

- 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.

Scientists we will study Materials by learning to:

- 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

As **Scientists** we will study Animals including Humans by learning to:

- 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
- 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
Geography	As Geographers , we will learn about where we live and our local area. We will use maps and plans to learn more about our school.	As Geographers , we will learn use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. We will also use simple compass directions (north, south, east and west) and locational and directional language, to describe the location of features and routes on a map.	As Geographers we will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	As Geographers , we will learn to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. We will also understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	As Geographers , we will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	As Geographers , we will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. We will also learn to name and locate the world's 7 continents and 5 oceans

History

As **Historians** we will understand and explain differences between our childhood and that of our parents/grandparents and beyond. We will use artefacts, pictures, stories, online sources and databases to find out about the past. We will use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

As **Historians** we will learn about the lives of significant individuals in the past who have contributed to national and international achievements. We will also find out about how space travel has changed and developed over time.

As **Historians** we will learn and understand events beyond living memory that are significant nationally or globally. We delve into the past by exploring the Great Fire of London and comparing the similarities and differences to the Fire of Nantwich. We will also learn about the life of Samuel Pepys and how his diary led to the understanding of the events.

As **Historians** we will develop an awareness of the past, using common words and phrases relating to the passing of time. We will know where the people and events we are studying fit within a chronological framework and identify similarities and differences between ways of life in different periods. We will use a wide vocabulary of everyday historical terms. We will ask and answer questions, choosing and using parts of stories and other sources to show that we know and understand key features of events. We will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

<p>Art and Design/ DT</p>	<p>As Designers, we will design, make and evaluate a moving picture by exploring the use of sliders and levers.</p> <p>We will be creating self-portraits of ourselves for display in our new classroom.</p>	<p>As Artists we will be creating lots of space inspired pieces of artwork. We will focus on painting skills, exploring colour and textures.</p>	<p>As Artists we will be representing the weather through a range of media. We will work on our printing skills and working on pattern making. We will also work on our drawing skills, focussing on form and shapes.</p>	<p>As Designers, we will explore a range of food sources to design and plan a fruit salad.</p>	<p>As Designers, we will design, make and evaluate a free-standing structure taking inspiration from famous landmarks in London.</p> <p>As Artists we will be using multimedia effects to create a Great Fire of London collage. We will also investigate tone and textures.</p>	<p>As Artists we will be exploring colour and form when focusing on art surrounding the Amazon.</p>
<p>Music</p>	<p>As Musicians we will listen to and appraise a range of Old-School Hip Hop songs. We will learn to sing and perform 'Hey You!' by Joanna Mangona and develop our understanding of pulse and rhythm.</p>	<p>As Musicians we will be working on our Christmas production. We will be listening to and performing songs linked to our music production.</p>	<p>As Musicians we will listen to and appraise six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. We will learn to sing and perform 'In The Groove' by Joanna Mangona. We will also build on our</p>	<p>As Musicians we will listen to and appraise Latin style songs. We will learn to sing and perform 'Round And Round', a Bossa Nova Latin style. We will also build on our understanding of</p>	<p>As Musicians we will listen will learn to sing, perform compose 'Your Imagination' by Joanna Mangona and Pete Readman. We will also build on our understanding of pulse and rhythm.</p>	<p>As Musicians we will consolidate the learning that has occurred this year by revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

			understanding of pulse and rhythm.	pulse and rhythm.		
P.E.	As Athletes , we will develop our throwing and catching skills. We will also work on running skills through a range of games and activities.	As Athletes , we will learn to use simple actions and shapes such as turn, twist, spin, rock and roll within our Gymnastics learning.	As Athletes , we will learn to develop our football skills such as kicking and dribbling balls. We will also focus on jumping skills and performing a series of jumps in a sequence.	As Athletes , we will be undertaking a 'Multi-skills' unit where we will be practising lots of P.E. skills.	As Athletes , we will learn to run, jump and throw through Athletics. As Swimmers we will develop and refine our skills of the basic strokes. We will continue to develop our confidence in the water and increase our awareness of water safety.	As Athletes , we will develop striking and fielding skills through activities linked to the game of rounders. As Swimmers we will develop and refine our skills of the basic strokes. We will continue to develop our confidence in the water and increase our awareness of water safety.
R.E.	As a Theologian we will study Christians and their beliefs about the Kingdom of God. We will explore the following questions:	As a Theologian we will study Christians and their beliefs about the Kingdom of God. We will explore the following questions:	As a Theologian we will study Jews and their beliefs about the Kingdom of God. We will explore the following questions:	As a Theologian we will study Christians and their beliefs about the Kingdom of God. We will explore the following questions:	As a Theologian we will study Christians and their beliefs about the Kingdom of God. We will explore the following questions:	As a Theologian we will study Christians and their beliefs about the Kingdom of God. We will explore the following questions:

	<p>What does the Bible say God is like?</p> <p>Why did Jesus tell the 'lost' parables?</p>	<p>Harvest focus:</p> <p>How do Christians show they are thankful for what they have?</p> <p>Christmas focus:</p> <p>How & why do Christians celebrate Christmas?</p>	<p>What do Jews believe about God? What do Jews believe about creation?</p>	<p>How & why do Christians celebrate Easter?</p>	<p>What can we find out about Christianity by visiting the local church? How do Christians show they belong?</p>	<p>Who do Christians follow? Why is Jesus important to Christians?</p>
PSHE/SMSC themes	New Beginnings	Getting on and falling out	Going for Goals	Good to be Me	Relationships	Changes
Computing	As Computer Scientists we will learn about the importance of e-safety and keeping safe online.		As Computer Scientists we will begin to learn about Computer Science and Programming through the use of Beebots and Scratch Jnr.		As Computer Scientists we will begin to use the word processing program to create our own digital documents.	