







Emerald Class – Year One



Our learning plan for the 2022/23 academic year

	Autumn One (7 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	<p>Marvellous Me, Super Sound!</p> <p>Amazing Autumn (Seasonal week)</p>	<p>Festivals and Celebrations</p> <p>Our local area</p> <p>Winter Wonderland (Seasonal week)</p>	<p>Weather Experts</p> <p>Stunning Spring (Seasonal week)</p>	<p>Fire, fire!</p> <p>Great Fire of London</p>	<p>Local history – Great Fire of Nantwich</p> <p>Plants unit (science)</p>	<p>Seaside</p> <p>Splendid Summer (Seasonal week)</p> <p>Transition activities</p>
						
Enquiry Question	<p>Can I share what I did over the summer?</p> <p>Can we create maps and plans in our classroom?</p>	<p>What ways can we celebrate festivals?</p> <p>What is our local area like?</p>	<p>How does the weather change over the year?</p> <p>How does the seasons impact nature?</p>	<p>How did a fire from a bakery develop into a disaster in British history?</p>	<p>Can I compare the events of the fire in Nantwich to the fire of London?</p>	<p>What physical and human features can be found at the seaside in the UK?</p>

Global Links throughout the unit – including current issues	PSHE – listening to others and sharing our experiences Looking after our school and areas	British Values Looking after wildlife and our environment	Sustainable Development Goals – climate change	Comparing life in London in 1666 to today. Comparing city life with our locality	Learning about locality and locally based businesses	Sustainable Development Goals – life on land and life below water Exploring impact of plastic pollution
Enrichments including trips/visitors	Investigating our local area	Pantomime visit	Residential visit (during Spring term)	Creative project – making model of Pudding Lane	Nantwich Museum visit	Seaside visit
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 out 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) Writing instructions	Acrostic poems based on Bonfire Night Magic Porridge Pot (Overcoming magical disaster) Christmas play (Writing recount)	The Tiger Who Came To Tea (finding tale) Information book – hibernating animals Poetry – list poem about the weather	George and the Dragon (Defeat the monster) Great Fire of London (Information text linked to History)	Poetry – Great Fire of London Recount of visit to Nantwich Museum How to plant a sunflower? (Explanation text)	The Lighthouse Keeper's Lunch (Journey tale) Poetry creating own based on 'What we found at the seaside' by Kate Williams Letter – plastic pollution theme
English	As Writers , we will develop our skills in 'Talk for Writing' through a range of genre including: labels, lists and captions, instructions, traditional tales, recounts and tales about overcoming magical disasters. We will learn to use finger spaces, full stops and capital letters. We will ensure we say a sentence, write and read it back to check it makes sense.		As Writers , we will continue to develop our skills in 'Talk for Writing' through a range of genre including: a finding tale, writing information texts and a defeat the monster story. We will learn to use embellished simple sentences using adjectives, compound sentences, run sentences and use simple connectives. As Readers , we will learn to understand both the books we can already read accurately and		As Writers , we will continue to develop our skills in 'Talk for Writing' through a range of genre including: a recount, explanation text, journey tales and a letter. We will learn to use capital letters and full stops consistently, simple sentences with adjectives, run sentences, similes and simple connectives.	

	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.		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.	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.		
	We undertake regular poetry units throughout the year including reading comprehension, writing composition and exploring various poetry genres including rhythm and rhyme, list poems and acrostic poems.					
Science	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.					
	Throughout the academic year, we will have four seasonal weeks where we will focus on: <ul style="list-style-type: none"> • observing changes across the seasons • observing and describing weather associated with the seasons and how day length varies 					
	As Scientists we will study Animals including Humans by learning to: <ul style="list-style-type: none"> • 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 associated with each sense <p>Autumn 1 will focus on our bodies and the senses. Autumn 2 will focus on other animals.</p>		As Scientists we will study Seasonal change by learning to: <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies 	As Scientists we will study Materials by learning to: <ul style="list-style-type: none"> • 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 Plants by learning to: <ul style="list-style-type: none"> • 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 	As Scientists we will study Materials by learning to: <ul style="list-style-type: none"> • 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
Geography	As Geographers , we will learn about maps and	As Geographers , we will explore our school and	As Geographers we will identify seasonal and	As Geographers , we will learn to name,	As Geographers , we will use aerial	As Geographers , we will understand

	plans, focussing on our classroom. We will create maps using different media and materials to help us to learn about direction and perspective.	local area to help us to learn about what life is like around Sound. We will make more maps and plans utilising our knowledge from our last unit and build on this with using maps, atlases, symbols and keys.	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. We will learn use world maps, atlases and globes to identify the United Kingdom and its countries. We will also use simple compass directions (north, south, east and west).	locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	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. We will undertake fieldwork around Nantwich to find some human and physical geographical features.	geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. We will visit the seaside and compare human and physical features to those in our local area.
History	As Historians we will understand and explain differences between our childhood and that of our parents/grandparents and beyond. We will use a range of sources 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 events beyond living memory including the Gunpowder Plot and Remembrance.		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. We will learn about the life of Samuel Pepys and how his diary led to the understanding of the events.	As Historians we will focus on local history. We will learn about aspects of local history focussing on Nantwich. We will learn about the Great Fire of Nantwich and compare the impact of the fire to learning about the Great Fire of London.	As Historians we will discuss seaside holidays in the past.
	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 Artists we will be making self-portraits.</p>	<p>As Designers, we will design, make and evaluate a moving picture by exploring the use of sliders and levers.</p>	<p>As Designers, we will design, make and evaluate a fruit salad</p> <p>As Artists we will be exploring the weather through creating prints.</p>	<p>As Designers, we will design, make and evaluate a free-standing structure based on Tudor houses.</p> <p>As Artists we will be using multimedia effects to make a Great Fire of London picture.</p>	<p>As Artists we will be taking inspiration from many celebrated artists and creating and exploring media and materials inspired by their work.</p> <p>We will focus on exploring shape and colour.</p>	<p>As Designers we will be designing, making and evaluating a puppet.</p> <p>We will create lots of pieces for Art Week, working on many different media, materials and practising skills.</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 understanding of pulse and rhythm.</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 pulse and rhythm.</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>
<p>P.E.</p>	<p>As Athletes, we will develop our throwing and catching skills through playing netball games. We will also work on running and agility skills through a range of games and activities.</p> <p>As Gymnasts, we will perform different shapes and rolls, and use a range of equipment to help us move in a variety of ways.</p>	<p>As Athletes, we will learn to attack, defend and score through the game of tag rugby.</p>	<p>As Athletes, we will learn to develop our football skills such as kicking and dribbling balls.</p> <p>As Athletes we will learn to perform simple movements and patterns through the art of dance.</p>	<p>As Athletes, we will learn to strike and field through the game of cricket.</p>	<p>As Athletes, we will learn to run, jump and throw through Athletics.</p> <p>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.</p>	<p>As Athletes, we will develop our throwing and catching skills.</p> <p>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.</p>

	We will make lots of different shapes with our bodies.								
R.E.	As a Theologian we will study Christians and their beliefs about the Kingdom of God. We will explore the following questions: What does the Bible say God is like? Why did Jesus tell the 'lost' parables?	As a Theologian we will study Christians and their beliefs about the Kingdom of God. We will explore the following questions: Harvest focus: How do Christians show they are thankful for what they have? Christmas focus: How & why do Christians celebrate Christmas?	As a Theologian we will study Jews and their beliefs about the Kingdom of God. We will explore the following questions: What do Jews believe about God? What do Jews believe about creation?	As a Theologian we will study Christians and their beliefs about the Kingdom of God. We will explore the following questions: How & why do Christians celebrate Easter?	As a Theologian we will study Christians and their beliefs about the Kingdom of God. We will explore the following questions: What can we find out about Christianity by visiting the local church? How do Christians show they belong?	As a Theologian we will study Christians and their beliefs about the Kingdom of God. We will explore the following questions: Who do Christians follow? Why is Jesus important to Christians?			
PSHE/SMSC themes	Relationships			Living in the Wider World			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Keeping safe	Transition
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.			