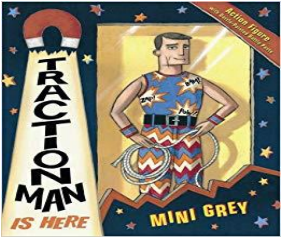
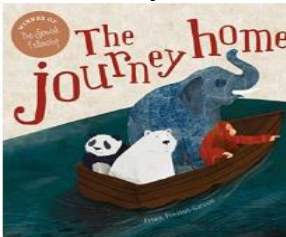
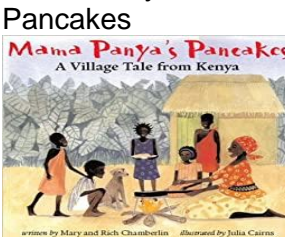

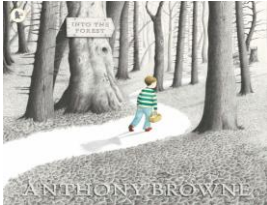
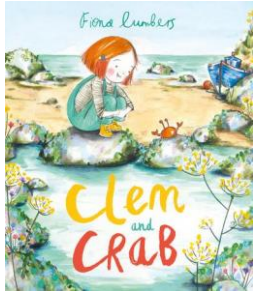


Year 1 Yearly Plan 2020-21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 *Phonics Screening*	Summer 2
Topic	<b>'All About Me'</b>  <i>Settling into Year 1 &amp; learning about ourselves and each other.</i>	<b>'Superheroes'</b>  <i>Looking at heroes in everyday life – people who help us.</i>  <i>Possible visits from pets? (Science)</i>	<b>'Our Wonderful World'</b>  <i>Focus on the North and South Poles.</i>	<b>'Amazing Africa'</b>  <i>Focus on Kenya, <u>Zimbabwe</u> &amp; Sierra Leone.</i>	<b>'Once Upon a Time'</b>  <i>Traditional fairy tales - Jack and the Beanstalk linked to plants/growing. Minibeasts.</i>	<b>'Oh, I Do Love to Be Beside the Seaside!'</b>  <i>Focusing on Bexhill seafront &amp; its history.</i>
Possible Trips/ special days	Walks around Bexhill – looking at our favourite places (History – Past & Present).  Autumnal walks/hunts.	Superheroes dress up day.  Visit from a Police Sergeant.  Traction Man will be going home with the children for adventures!	Visit from an explorer.	Visit from Amanda Reed (growing up in Africa).  Talk with Miss Hinxman (talking about her visit to Sierra Leone).	Mini beasts hunt- on the school grounds (Science).  Trips to local parks.  Sharing fairy tale riddles with Year 2.  School trip to castle.	Walks around our local area  Trip to Bexhill seafront (Geography – features).
Text	Burger Boy 	Traction Man 	The Journey Home 	Mama Panya's Pancakes  The Magic Bojabi Tree 	Into the Woods  Jack & the Beanstalk 	Clem & Crab 


<p><b>Phonics (Letters &amp; Sounds)</b></p>	<p><b>Recapping diagraphs (2 letters and 1 sound) &amp; trigraphs (3 letters and 1 sound) from Phase 3.</b></p> <p>*zz like in the word <b>fizz</b></p> <p>*qu like in the word <b>queen</b></p> <p>*ch like in the word <b>chicken</b></p> <p>*sh like in the word <b>shoe</b></p> <p>*th (voiced) like in the word <b>that</b></p> <p>*th (unvoiced) like in the word <b>thumb</b></p> <p>*ng like in the word <b>ring</b></p> <p>*ai like in the word <b>rain</b></p> <p>*ee like in the word <b>leek</b></p> <p>*igh like in the word <b>night</b></p> <p>*oa like in the word <b>goat</b></p> <p>*oo (short) like in the word <b>book</b></p> <p>*oo (long) like in the word <b>moon</b></p> <p>*ar like in the word <b>cards</b></p> <p>*or like in the word <b>fork</b></p> <p>*ur like in the word <b>burger</b></p> <p>*ow like in the word <b>cow</b></p> <p>*oi like in the word <b>coins</b></p>	<p><b>Learning Phase 5: Diagraphs (2 letters and 1 sound).</b></p> <p>*ay like in the word <b>crayon</b></p> <p>*ou like in the word <b>cloud</b></p> <p>*ie like in the word <b>tie</b></p> <p>*ea like in the word <b>beads</b></p> <p>*oy like in the word <b>boy</b></p> <p>*ir like in the word <b>girl</b></p> <p>*ue like in the word <b>cue</b></p> <p>*aw like in the word <b>saw</b></p> <p>*wh like in the word <b>whistle</b></p> <p>*ph like in the word <b>elephant</b></p> <p>*ew like in the word <b>pew</b></p> <p>*oe like in the word <b>toe</b></p> <p>*au like in the word <b>haunted</b></p> <p><b>HF Words - Spelling (Letters &amp; Sounds)</b> that, with, all, we, can, are, up, had, my, her, what, there, out, this, have, went, be, like, some, so.</p> <p><b>NC:</b> push, pull, full. <i>The children will also have spellings based on our focus sounds this term – please see the sounds and example words above.</i></p>	<p><b>Learning Phase 5: Split sounds (cheeky letters that need to have another letter sat in between them!).</b></p> <p>*a_e like in the word <b>snake</b></p> <p>*e_e like in the word <b>even</b></p> <p>*i_e like in the word <b>slide</b></p> <p>*o_e like in the word <b>bone</b></p> <p>*u_e like in the word <b>cube</b></p> <p>*u_e like in the word <b>flute</b></p> <p><b>We will spend the rest of this term recapping all of our learning from Phase 5 whilst still revisiting Phase 3 and Phase 4 too.</b></p> <p><b>HF Words - Spelling (Letters &amp; Sounds)</b> not, then, were, go, little, as, no, Mum, one, the, do, me, down, Dad, big, when, it's, see, looked, very.</p> <p><b>NC:</b> once, where. <i>The children will also have spellings based on our focus sounds this term – please see the</i></p>	<p><b>Learning Phase 5: Common Alternative Pronunciations.</b></p> <p>*i = ie like in the word <b>find</b></p> <p>*o = oh like in the word <b>cold</b></p> <p>*c = s like in the word <b>cent</b></p> <p>*g = j like in the word <b>giant</b></p> <p>*u = short oo like in the word <b>put</b></p> <p>*ow = oa like in the word <b>blow</b></p> <p>*ie = ee like in the word <b>field</b></p> <p>*ea = e like in the word <b>bread</b></p> <p>*er = u like in the word <b>farmer</b></p> <p>*a = o like in the word <b>what</b></p> <p>*y = ie like in the word <b>by</b></p> <p>*y = ee like in the word <b>very</b></p> <p>*ch = c like in the word <b>school</b></p> <p>*ch = sh like in the word <b>chef</b></p> <p>*ou = oh like in the word <b>shoulder</b></p> <p>*ou = short oo like in the word <b>could</b></p> <p>*ou = long oo like in the word <b>you</b></p> <p><b>HF Words - Spelling (Letters &amp; Sounds)</b> look, don't, come, will, into, back, from, children, him, Mr, get,</p>	<p><b>Learning Phase 5: Common Alternative Spellings.</b></p> <p>*tch = ch like in the word <b>scratch</b></p> <p>*dge = j like in the word <b>dodge</b></p> <p>*mb = m like in the word <b>thumb</b></p> <p>*kn = n like in the word <b>knit</b></p> <p>*gn = n like in the word <b>gnome</b></p> <p>*wr = r like in the word <b>wrong</b></p> <p>*ei = ai like in the word <b>vein</b></p> <p>*eigh = ai like in the word <b>neigh</b></p> <p>*ui = oo like in the word <b>suit</b></p> <p>*ere = ear like in the word <b>here</b></p> <p>*eer = ear like in the word <b>deer</b></p> <p>*are = air like in the word <b>hare</b></p> <p>*our = or like in the word <b>four</b></p> <p>*oor = or like in the word <b>door</b></p> <p>*ore = or like in the word <b>more</b></p> <p>*oar = or like in the word <b>board</b></p> <p>*al = or like in the word <b>talk</b></p> <p>*ve = v like in the word <b>have</b></p> <p>*se = s like in the word <b>mouse</b></p>	<p><b>Learning Phase 5: Common Alternative Spellings.</b></p> <p>*qu = c like in the word <b>marquee</b></p> <p>*ch = c like in the word <b>echo</b></p> <p>*ch = sh like in the word <b>machine</b></p> <p>*s = sh like in the word <b>sure</b></p> <p>*ss = sh like in the word <b>session</b></p> <p>*ey = ai like in the word <b>hey</b></p> <p>*ear = er like in the word <b>learn</b></p> <p>*ear = ar like in the word <b>heart</b></p> <p>*ear = air like in the word <b>bear</b></p> <p>*sc = s like in the word <b>scent</b></p> <p>*are = air like in the word <b>share</b></p> <p>*st = s like in the word <b>listen</b></p> <p>*s = z like in the word <b>boys</b></p> <p>*se = z like in the word <b>please</b></p> <p>*o = u like in the word <b>mother</b></p> <p>*ere = air like in the word <b>there</b></p> <p>*or = ur like in the word <b>word</b></p> <p>*ture = ch like in the word <b>picture</b></p> <p>*ea = ai like in the word <b>great</b></p>
--	--	--	--	--	---	---

	<p>*ear like in the word <b>beard</b>          *air like in the word <b>chair</b>          *ure like in the word <b>pure</b>          *er like in the word <b>rubber</b></p> <p><b>Learning Phase 4: Reading &amp; Spelling words with constant clusters (letters that like to sit together).</b>          Some of these include...          *cr like in the word <b>crab</b>          *mp like in the <b>lamp</b>          *fl like in the word <b>flag</b></p> <p><b>HF Words - Spelling (Letters &amp; Sounds)</b>          the, and, a, to, said, in, he, I, of, it, was, you, they, on, she, is, for, at, his, but.  <b>NC:</b> says.  <i>The children will also have spellings based on our focus sounds this term – please see the sounds and example words above.</i></p>		<p><i>sounds and example words above.</i></p>	<p><b>just, now, came, oh, about, got, their, people, your.</b>  <b>NC:</b> school, friend, our.  <i>The children will also have spellings based on our focus sounds this term – please see the sounds and example words above.</i></p>	<p>*ze = z like in the word <b>freeze</b>          *ne like in the word <b>gone</b>          *le like in the word <b>jungle</b>          *s = zh like in the word <b>measure</b></p> <p>sh*          t*(ion) -station          ss* - session          s* - sure          c* - suspicion</p> <p><b>HF Words - Spelling (Letters &amp; Sounds)</b>          put, could, house, old, too, by, day, made, time, I'm, if, help, Mrs, called, here, off, asked, saw, make, an  <b>NC:</b> today, ask.  <i>The children will also have spellings based on our focus sounds this term – please see the sounds and example words above.</i></p>	<p>e = ee like in the word <b>begun</b>          eo = ee like in the word <b>people</b>          *ure = er like in the word <b>treasure</b>          *a = ar like in the word <b>path</b> (southern)</p> <p><b>Recapping and consolidating spelling. More time to practise and address any gaps.</b></p>
<b>Reading</b>	<p><b>EYFS – ELG</b>          *Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also</p>	<p><b><u>1:1 Reading, Whole Class Big Book/Shared Reading, Guided Reading, Buddy Reading.</u></b></p> <p><b>Word Reading</b>          *Apply phonic knowledge and skills as the route to decode words.          *Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.          *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>				


	<p>read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>*Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>*Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>*Read other words of more than one syllable that contain taught GPCs.</p> <p>*Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>*Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word.</p> <p>*Re-read these books to build up their fluency and confidence in word reading.</p> <p><b>Comprehension</b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by...</p> <p>*listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>*being encouraged to link what they read or hear to their own experiences</p> <p>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>*recognising and joining in with predictable phrases</p> <p>*learning to appreciate rhymes and poems, and to recite some by heart</p> <p>*discussing word meanings, linking new meanings to those already known</p> <p>*understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>*discussing the significance of the title and events</p> <p>*making inferences on the basis of what is being said and done</p> <p>*predicting what might happen on the basis of what has been read so far</p> <p>*participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>*explain clearly their understanding of what is read to them</p>				
<b>English/Grammar</b>	<p>Classroom Secrets:</p> <p>*Ready to Write.</p> <p>*Punctuating Sentences.</p>	<p>Classroom Secrets:</p> <p>*Sentences.</p> <p>*Capital Letters 1.</p>	<p>Classroom Secrets:</p> <p>*Conjunctions.</p> <p>*Exclamations.</p>	<p>Classroom Secrets:</p> <p>*Capital Letters 2.</p>	<p>Classroom Secrets:</p> <p>*Questions.</p> <p>*Singular and Plural.</p>	<p>Classroom Secrets:</p> <p>*Prefixes.</p> <p>*Suffixes.</p> <p>*Sequencing Sentences.</p>
<b>Maths</b>	<p>White Rose:</p> <p>*Number: Place Value (Within 10)</p>	<p>White Rose:</p> <p>*Geometry: Shape</p> <p>*Number: Place Value (Within 20)</p>	<p>White Rose:</p> <p>*Number: Addition and Subtraction (Within 20)</p>	<p>White Rose:</p> <p>*Measurement: Length and Height.</p> <p>*Measurement: Weight and Volume.</p>	<p>White Rose:</p> <p>*Number: Multiplication and Division.</p> <p>*Number: Fractions</p>	<p>White Rose:</p> <p>*Number: Place Value (Within 100)</p> <p>*Measurement: Money</p>

	*Number: Addition and Subtraction (Within 10)		*Number: Place Value (Within 50)		*Geometry: Position and Direction.	*Measurement: Time
<b>Science</b>	Hamilton Trust & Kent Planning: Animals Including Humans.  <b>Ourselves</b>  1. Look at how we've changed! 2. Look at our bodies! 3. What can we hear? 4. How can we sort things using senses? 5. Sense explorers 6. Sensory boards and bottles  Hamilton Trust: Weather.  <b>Wonderful Weather</b>	Hamilton Trust & Kent Planning: Animals Including Humans. (Traction Man has got a pet – Scrubbing Brush. He is similar to a dog!)  <b>Our Pets</b>  1. Environment exploration 2. Where do woodlice like to live? 3. The puppy has made a mess! 4. Imaginary pets 5. My pet is happy and healthy! 6. Bring your pet to school day	Hamilton Trust & Kent Planning: Marvellous Materials.  <b>Let's Build</b>  1. What materials can we find? 2. Matching materials! 3. Magnets and metal 4. Sorting objects 5. Three little pigs and their building choices 6. The alternative three little pigs	<b>Working Scientifically with Fruits &amp; Vegetables!</b>  *Orange buoyancy experiments. *Fruit volcanoes. *How can we stop apples going brown? *Dancing rice. *Which fruits and vegetables sink/float?	Hamilton Trust & Kent Planning: Plants.  <b>What's Growing In Our Gardens?</b>  1. Going and growing outside 2. One potato, two potato 3. Garden centres and seeds 4. What lives in the garden? 5. What is inside a flower? 6. What is inside a tree?	Animals Including Humans. Focus on <b>British Birds &amp; Fish.</b>  *What are birds? How do we know they are birds? *Identifying British Garden Birds *How can we encourage birds into our playground? *Which birds are similar and different? *Where do birds lay their eggs? How do they make a nest? *Aquatic birds. *Other Aquatic Animals. *What are fish?
	1. What do we know about weather? 2. Weather Watching 3. Shadow fun 4. Your weather station: rainfall 5. Your weather station: wind direction		<b>Let's Get Testing!</b>  Waterproof- Testing Compare and group together everyday materials.  Transparent - Testing Compare and group together everyday materials.  Strength - Testing Compare and group		<b>The children will grow tomatoes, beanstalks and sunflowers this term.</b>  Animals Including Humans. Focus on <b>Marvellous Minibeasts.</b> *What are minibeasts? Learning about them being small animals without a	(aquatic vertebrates) *Labelling the different parts of a fish. *Grouping aquatic animals.



	<p>6. Your weather station: temperature</p> <p><b>Seasonal Changes</b> Observe changes across the four seasons. Look at weather, plants, etc across the seasons. Create a class scrapbook.</p> <p><b>Scientific Enquiry</b></p> <div> <p>Working Scientifically</p> <p>Ask simple questions</p> <p>↓</p> <p>Observe and test</p> <p>↓</p> <p>Identify and Classify</p> <p>↓</p> <p>Record Data</p> <p>↓</p> <p>Answer questions and make a conclusion</p> </div>		<p>together everyday materials.</p> <p>Hamilton Trust: Marvellous Materials.</p> <p>3. Ice observation</p> <p>4. Frozen!</p>		<p>backbone (invertebrate). *Identifying minibeasts. *Classifying minibeasts. *Minibeast life cycles.</p>	
<b>Geography</b>	 <p>The children will be introduced to Paddington Bear – our Geography buddy this year. Have a large world map up in our classroom to mark all the</p>	<p><b>Geographical skills</b> Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p><i>*Helping Traction Man get to his missions using maps and compass directions.</i></p>	<p><b>Geographical skills</b> Use World maps, atlases and globes to identify places, countries.</p> <p><b>Activities will include:</b> <i>*Locating the Arctic and Antarctic on the globe Know why these places are cold all the time. *Learning about who and what live at each of the poles.</i></p>	<p><b>Place Knowledge</b> 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 contrasting non-European country. *Europe and Africa (continents).</p>	<p><b>Geographical Skills</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment.</p> <p>Local Studies: Our School and Local</p>	<p><b>Geographical skills</b> Use World maps, atlases and globes to identify places, countries. <i>*Bird migration (linked to Science). Look at cuckoos who travel between the UK and Africa.</i></p> <p><b>Human and Physical Geography</b></p>

<p>places/countries as we learn about them.</p> <p><b>Geographical Skills</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment.</p> <p>Local Studies: Our School and Local Area – Hamilton Trust. Block A - Our School Block B - Our Playground Block C - Our Homes</p> <p>Building skills in Geography – Hamilton Trust. Block E - My School: A Guided Grounds Walk. Block F - My School: Beyond the Gates.</p> <p><b>Activities will include:</b> <i>*We will look at different types of homes – flats, detached, semi-detached, etc.</i> <i>*Overhead map of our bedrooms.</i></p>	<p><b>Locational Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. <i>*Paddington Bear wants to learn all about the UK!</i></p> <p>Building skills in Geography – Hamilton Trust. Block A - Destination UK.</p> <p>We Are Britain – Hamilton Trust. Block A – British Values. Block B – Four Nations. Block G – Celebrate Britain.</p>	<p><i>*Comparing and contrasting these places to England and some hotter countries too (ask the children if/where they have been on holiday and compare to these).</i> <i>*What we would back in a suitcase?</i></p> <p>Weather Experts – Hamilton Trust. Block E – Climate Around the World (North and South Poles).</p>	<p>*England and The Zimbabwe (countries). *London and Harare (Capitals of England and Zimbabwe). *Bexhill and Bulawayo (towns).</p> <p><b>Activities will include:</b> <i>*Comparing weather &amp; seasons. (Science link)</i> <i>*Compare trees, plants, animals (Science link)</i> <i>*What trees do we have in England? What trees are there in Zimbabwe? Why are they different?</i> <i>*Comparing homes, shopping, food, clothes, transport, lifestyle.</i> <i>*What food grows in Zimbabwe? What can/can't we grow in England?</i> <i>*What do you see on your way to school? What did Amanda Reed (visitor) use to see on her way to school?</i></p> <p>Weather Experts – Hamilton Trust. Block F – Hot, Hot, Hot!</p>	<p>Area – Hamilton Trust. Block D – Gardens. Block E – The Park. *Block F – Local Land Use.</p> <p><b>Geographical Skills</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment. <i>Use simple field sketches and use a camera on our castle trip.</i></p> <p>We Are Britain – Hamilton Trust. Block F – Castles.</p>	<p>Use basic geographical vocabulary to refer to: <i>*Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> <i>*What other coastal towns are there in the UK? How do we know that they are coastal towns?</i> <i>*Draw a simple map of a Bexhill beach (creating a simple key).</i> <i>*Draw a simple map of Bexhill seafront.</i> <i>*We will revisit compass directions in relation to finding key places, for example, the clock tower, The De La War, etc.</i></p> <p><b>Geographical Skills</b> Use simple fieldwork and observational skills to study the geography of their school and its</p>
---	--	---	---	--	---

	<p><i>*Overhead map of our classroom, playground.</i></p> <p><i>*We will look at natural and manmade in relation to Chantry school.</i></p> <p><i>*We will explore places that we like to visit in Bexhill. Let's make maps to help us get there!</i></p> <p><i>*We will look at natural and manmade in relation to our home town of Bexhill.</i></p>					<p>grounds and they key human and physical features of its surrounding environment.</p> <p><i>Use simple field sketches and use a camera on our beach trip.</i></p> <p><b>Geographical skills</b></p> <p>We Are Britain – Hamilton Trust.</p> <p>Block C – Seasides.</p>
	<p><b>Weather (Throughout whole year)</b></p> <p>Weather Experts – Hamilton Trust.</p> <p>Block A – Daily Weather News.</p> <p>Block B – Meteorologists.</p> <p>Block C – Seasonal Change.</p>					
<b>History</b>	 <p>The children will be introduced to Nanny Pat and Grandpa Joe.</p>	<p>Changes within living memory.</p> <p><b>Toys in the past (toys that parents/grandparents used to play with).</b></p> <p><i>*Looking at and talking about toys today.</i></p> <p><i>*What does 'the past' mean?</i></p> <p><i>*What do we want to know about toys from the past?</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Scott of the Antarctic</b></p> <p>(Key Stage History)</p>	<p>Changes within living memory.</p> <p><b>Communication &amp; Technology.</b></p> <p>Compare to parents and grandparents' childhood experiences.</p> <p><i>*What is communication?</i></p> <p><i>*How do we communicate today?</i></p>	<p>Significant historical events, people and places in their own locality.</p> <p><b>*British Motor Racing (May) &amp; *Bexhill 100 Festival of Motoring</b></p> <p><i>*The children will learn about Bexhill being the birthplace</i></p>	<p>Significant historical events, people and places in their own locality.</p> <p><b>*Festival of the Sea.</b></p> <p><i>*The Bexhill Festival of the Sea is one of the biggest and best festivals of the sea</i></p>



They are going to be our History buddies this year!

### **Introduction to History.**

- \*To say what history is (the past).*
- \*To use words about the past (old, new, a long time ago, first, next, before, after).*
- \*To recognise that a story that is read to them may have happened a long time ago. Say how they know.*
- \*To know that some objects are from the past.*
- \*To talk about how they have changed since they were born.*
- \*We will create a personal timeline.*
- \*Place up to five objects/events in chronological order (recent history).*

**Significant historical places in their own locality.**

### **History of local buildings/places.**

*We will at our favourite places in Bexhill and what these parts of Bexhill looked like years ago. Were these places around when our*

- \*Can we find out about toys from the past?*
- \*Learning how to use different sources to help us answer questions about toys from the past.*
- \*Talk to parents/grandparents. Write to Orchard House and ask them about their favourite toys.*
- \*Comparing and sorting toys.*



- \*The children will learn about Captain Scott who was an explorer who wanted to be the first to reach the South Pole (1912).*
- \*Why do you think Captain Scott is so famous today?*
- \*How did Scott manage to get to the South Pole and what happened when he got there?*
- \*Why did Scott risk his life to get to the South Pole?*
- \*How would Scott have felt when he arrived at the South Pole after Amundsen and how do we know?*
- \*Why didn't Scott get there first?*
- \*How can we remember Scott today?*
- \*Should we carry on exploring today?*

### **Sir David Attenborough – Saving the World.**

- \*Appreciate that some famous people*

- \*How do we communicate with different family/friends who live nearer/closer?*
- \*What technology do we have today? Has it always been around?*
- \*What technology did our parents/grandparents have?*
- \*How did they use to communicate? How can we find this information out?*
- \*What methods of communication are still around today that we use/don't use? Why?*
- \*Sort pictures of old and new technology.*

*of British Motor Racing.*

- \*Has anyone been to Bexhill 100?*
- \*Sorting old and new cars. Looking at similarities and differences.*
- \*What methods of transport were there before cars?*
- \*Why have we got electric cars now?*
- \*What do you think cars might be like in the future?*










### **Changes within living memory.**

- \*What are our favourite fairy tales today? Have they always been around?*
- \*What fairy tales did our parents/grandparents used to listen to when they were younger?*
- \*How are they the same/different to now?*
- \*Sorting books (fairy tales) in to old and new.*



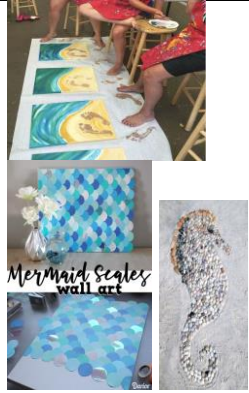






*and sea angling in the UK.*





- \*The main theme of the event is Marine Conservation and appreciation of the sea and our beautiful beaches.*
- \*325 mermaids and mermen on the beach put Bexhill in the Guinness Book of Records in 2017.*
- \*Bexhill has also been in the Guinness Book of Records for the largest Charleston dance at the Bexhill Roaring 20s (2015).*
- \*Bexhill is also in the Guinness Book of Records for the world's oldest spider web which was found on a beach in Bexhill by two brothers (fossil hunters).*

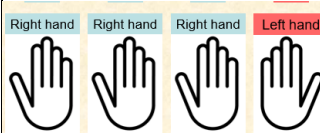
### **Changes within living memory. Comparing Bexhill seafront – past and present.**

	<p>parents/grandparents were younger? How can we find out?</p>		<p>have helped make our lives/world better today. *This will be linked to our topic and Sir David observing that our animals and habitats he was filming are under threat.</p>		<p>*Exploring old and new nursery rhymes.</p>	
<p><b>Art and design</b></p>	<p>*Explore drawing, painting and sculpture to develop and share their ideas, experiences and imagination. *Self-portraits. *The children will create themselves as their chosen character linked to our story 'Burger Boy'. Maybe they will be Pizza Girl, Broccoli Boy, etc. *Silhouette art linked to our favourite things.</p> 	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *The children will explore camouflage and patterns (linked to our story 'Traction Man').</p>  <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <b>Jackson Pollock</b> Let's create an amazing outfit for Traction Man!</p>	<p>To use a range of materials creatively to design and make products. *Making masks for the characters in the story 'The Journey Home'.</p>  <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *Watercolour paintings, layering. *The children will create artwork linked to our story 'The Journey Home' whilst thinking about different animals and their natural habitats.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *African art – exploring patterns and *African outfits and jewellery.</p>  <p>*African animals/ watercolour /sunset scenes.</p> 	<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>  <p><b>Giuseppe Arcimboldo</b> The children will design and design their own versions linked to their favourite traditional tales character.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>To use a range of materials creatively to design and make products. *Beach memory jars to record our trip to Bexhill beach.</p>  <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *Watercolour paintings, shell and stone art, mermaid scales art.</p>



					<p><i>*The children will create exceptionally tall giants!</i></p>  	
<b>Design Technology</b>	<p><a href="#">Design, Make, Evaluate &amp; Cooking and Nutrition.</a></p> <p><i>*The children will make guacamole (Phunky Foods). Linked to our topic and trying new healthy foods.</i></p> <p><b>Gorgeous Guacamole</b></p> 	<p><a href="#">Design, Make, Evaluate &amp; Cooking and Nutrition.</a></p> <p><i>*Traction Man needs to eat a good, healthy breakfast to give him enough energy to get through the morning. Let's design, make and evaluate a healthy granola (Phunky Foods).</i></p> <p><b>Granola</b></p>  <p><a href="#">Technical Knowledge</a></p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><i>*Advent calendars - flaps.</i></p> <p><i>*Christmas cards - slider, pop up.</i></p>	<p><a href="#">Design, Make, Evaluate</a></p> <p>Select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics.</p> <p><i>*The children will be designing a waterproof outfit for an explorer going to visit the North/South Poles.</i></p> <p><a href="#">Design, Make, Evaluate</a></p> <p><i>*The children will design, make and evaluate picture frames/holders for their watercolour</i></p>	<p><a href="#">Design, Make, Evaluate</a></p> <p><i>*The children will be making their own printing blocks to make African patterns with.</i></p>  <p><a href="#">Design, Make, Evaluate</a></p> <p>The children will create African headpieces that won't block our vision/fall off during our dance.</p>  <p><a href="#">Design, Make, Evaluate</a></p>	<p><a href="#">Technical Knowledge</a></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><i>*The children will be making their own beanstalks using the junk modelling. They will then use these for story retelling.</i></p>  <p><a href="#">Design, Make, Evaluate &amp; Cooking and Nutrition.</a></p>	<p><a href="#">Technical Knowledge</a></p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><i>*Linked to our RE -Special Bible Stories (Noah's Ark &amp; Jonah and the Whale).</i></p> 

			<p>paintings (DATA).</p>  	 <p>The children will create their own African instruments to play in their group ensemble (Music link).</p> <p><a href="#">Technical Knowledge</a> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <i>*Moving Easter cards.</i></p>	 <p><i>*The children will make healthy black bean wraps (linked to our story 'Jack &amp; the Beanstalk'.</i></p>	
Music	<p><b><u>Hands in the Air</u></b></p> <p><b>Learning Focus:</b> Pitch, Dynamics, Composition, Pulse.</p> <p><b><u>Far</u></b></p> <p><b>Learning Focus:</b> Body percussion, Pulse, Rhythm, Pitch, Voice as an instrument.</p> <p><b><u>Happy</u></b></p> <p><b>Learning Focus:</b> Pulse, Pitch, Tempo, Dynamics.</p>	<p><b><u>I Am a Robot</u></b></p> <p><b>Learning Focus:</b> Body Percussion, Pulse, Rhythm, Composition, Voice as an instrument.</p> <p><i>Christmas production.</i></p>	<p><b><u>Take You Home</u></b></p> <p><b>Learning Focus:</b> Body Percussion, Rhythm, Pitch, Composition, Playing as an ensemble.</p>	<p><b><u>Yolanda's Band</u></b> <b><u>Jam: Funky Elephant Walk</u></b></p> <p><b>Learning Focus:</b> Pulse, Rhythm.</p> <p><b><u>Yolanda's Band</u></b> <b><u>Jam: Something Bout That Noise</u></b></p> <p><b>Learning Focus:</b> Dynamics, Playing as an ensemble.</p> <p><i>Exploring <b>rhythm, pulse, echo, rest, repeat and 'call &amp; response'</b>. Other vocabulary – ensemble. Naming different African instruments.</i></p>	<p><b><u>Be in the Band</u></b></p> <p><b>Learning Focus:</b> Composition, Pulse, Rhythm, Playing as an ensemble (<i>Link to fairy tales</i>).</p>	<p><b><u>Sonic Explorers: Beach and Prehistoric Times</u></b></p> <p><b>Learning Focus:</b> Pitch, Timbre.</p> <p><b><u>Summertime</u></b></p> <p><b>Learning Focus:</b> Lyric writing, Pulse.</p>

				<p><i>The children will be working in groups to create their own pieces to perform to each other.</i></p> 		
<b>P.E</b>	<p><b>Mrs Milner</b> Throwing &amp; Catching.</p> <p>This unit will teach the children basic ball handling skills. They will learn to control a ball when they are rolling, bouncing, throwing and catching, on their own, with a partner and in a group. The children will also gain experience playing simple team games, following rules, competing, and supporting each other.</p>	<p><b>Mrs Milner</b> Bat &amp; Ball. (Cricket).</p> <p>In this unit, the children will take part in a variety of bat and ball activities which are designed to teach them the skills they will need to participate in a range of games. Each lesson is designed so children learn the skill, practise the skill then apply the skill in a game situation.</p>	<p><b>Mrs Milner</b> Gymnastics (Animals)</p> <p>The children will learn to lift, carry and use gymnastic apparatus safely. Children learn to travel safely in different ways, at different speeds and levels. They bounce, hop, hopscotch, gallop, skip, tiptoe and run in different directions. They learn to jump safely on the ground and onto and from equipment and also think about why they exercise and consider each other's performances, evaluating and improving their work. *Building on from skills taught by Premier Sports last term.</p>	<p><b>Mrs Milner</b> African Dance.</p> <p>The children will learn about African Dance and we will make collaborative pieces to perform including The Lion King. *Building on from skills taught by Premier Sports in Term 1.</p>	<p><b>Mrs Milner</b> Invasion Games.</p> <p>The children will learn the basic skills they need to participate in simple invasion games. The skills are taught in an engaging and motivational manner, with all lessons having a fairground theme. Children will learn different ways of travelling, including moving backwards, sidestepping and changing direction. *Building on from skills taught by Premier Sports last term.</p>	<p><b>Mrs Milner</b> Team Games, e.g. Rounders.</p>
	<b>PREMIER SPORTS</b> Dance: Stories – Shapes and Patterns/Control & Tension.	<b>PREMIER SPORTS</b> Gymnastics: Travelling and Linking Actions.	<b>PREMIER SPORTS</b> Multi Skills: Agility and Co-ordination.	<b>PREMIER SPORTS</b> Games with Simple Tactics: Football, Netball (skills).	<b>PREMIER SPORTS</b> Games with Simple Tactics - Tennis, Hockey (skills).	<b>PREMIER SPORTS</b> Sports Day Practice.
<b>Computing – Purple Mash</b>	Unit 1.1 – Online Safety Unit 1.2 – Grouping & Sorting	Unit 1.3 – Pictograms Unit 1.4 – Lego Builders	Unit 1.5 – Maze Explorers	Unit 1.7 – Coding	Unit 1.6 – Animated Stories Unit 1.8 – Spreadsheets	Unit 1.8 – Technology Outside School



					(both linked to favourite fairy tales)	
RE	<b>Belonging (SACRE)</b> *Where do we belong? *How do we show this outwardly? *What does it feel like to belong? *How can we see outwardly that some people belong to a faith community? *Why is this important for them?	<b>Belonging (SACRE)</b> *What is special about a new baby? *How is a baby welcomed into a family and into a faith community? *What does a baby need and what do we hope for its life? *What kind of ceremony could we have to welcome it?  <b>Christmas story</b> <i>*How do Christians celebrate Christmas?</i> <i>*We will look at an advent wreath. What does the word advent mean?</i> <i>*Advent is a time of preparation for the celebration of the birth of Jesus. The children will learn how the Advent Wreath is used and the meaning behind the four candles.</i> <i>*Understanding light as a religious symbol. How does light make us feel? Share 'Can't You Sleep Little Bear?'</i> <i>*How is light used at Christmas?</i> <i>*Light is used to show that Christmas is a time for happiness and</i>	<b>Shabbat – Judaism (SACRE)</b> *What is the world like? Do we have our own precious or favourite natural objects? *What is the Jewish/Christian story of creation? *What is the pattern of this story? What is it saying?	<b>Shabbat – Judaism (SACRE)</b> *Why do we need rest and relaxation? *What does a 'day of rest' mean for Jews and Christians (or others)? *What is Shabbat and how is it celebrated? *How do our senses help us to focus and concentrate? *Which senses are used in celebrating Shabbat? <b>Easter Story</b> <i>*Retell the Easter story.</i> <i>*Name some Easter symbols and talk about what they mean.</i> <i>*Talk about the new life that we see in the Spring time.</i> Key vocabulary – Christian, belief, Easter, Jesus, Palm Sunday, Palm cross, resurrection, new life, symbol, celebrate, spring.	<b>Special Bible Stories</b> *Noah and The Ark *Jonah and The Whale *Joseph and his Colourful Coat *The Parable of the Sower *Jesus Feeds the Five Thousand *Jesus Calms the Storm *Jesus Walks on Water	

*warmth and to remind  
Christians that Jesus is  
the light of the world.  
\*We will also learn  
about Christingles and  
the symbolism of the  
orange, the red ribbon,  
etc.  
\*Why are gifts given at  
Christmas?*

<b>PSHE</b>	<b>JIGSAW</b> Being Me in My World	<b>JIGSAW</b> Celebrating Difference	<b>JIGSAW</b> Dreams and Goals	<b>JIGSAW</b> Healthy Me	<b>JIGSAW</b> Relationships	<b>JIGSAW</b> Changing Me
<b>RSHE</b>	My Feelings.	My Body.	My Relationships.	My Beliefs.	My Rights & Responsibilities.	Asking for Help.
<b>Empowerment Approach</b>	<p>*Returning to school. (Focusing on settling back in, Mental Health)</p> <p>Adapt to children's needs throughout year.</p> <div data-bbox="622 300 967 555"> </div> <div data-bbox="638 614 958 949"> </div> <div data-bbox="981 306 1960 577"> </div> <div data-bbox="981 587 1960 849"> </div> <div data-bbox="981 865 1960 1152"> </div>					

### Helpful Links

<https://www.hamilton-trust.org.uk/science/year-1-science/> - Science

<https://whiterosemaths.com/primary-sols/> - Maths

<https://www.bbc.co.uk/teach/bring-the-noise/music-class-lesson-plan-downloads/zdgtjhw> - Music

<https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons> - Hamilton Trust Link

[https://www.hamilton-trust.org.uk/blog/cover-key-stage-1-geography-curriculum/?gclid=CjwKCAjw97P5BRBQEiwAGfIV6b7AUjyBX4mj0RPCT6-uzEehFG2QBQhw6ylu6YCwS8AHSb-nAtYSrhoC3gYQAvD\\_BwE](https://www.hamilton-trust.org.uk/blog/cover-key-stage-1-geography-curriculum/?gclid=CjwKCAjw97P5BRBQEiwAGfIV6b7AUjyBX4mj0RPCT6-uzEehFG2QBQhw6ylu6YCwS8AHSb-nAtYSrhoC3gYQAvD_BwE) – Geography

<https://bexhill-osm.org.uk/?T=thenow#13/50.8470/0.4675> - Bexhill now and then

<https://www.keystagehistory.co.uk/> History

<https://www.bbc.co.uk/teach/nine-astonishing-ways-david-attenborough-shaped-your-world/z4k2kmn> - Sir David Attenborough

<http://looklovecreate.blogspot.com/2012/04/jack-and-beanstalk.html> - Giant Art (Once Upon A Time)

<https://teenkidsnews.com/tkn-news/cooking-recipes/black-bean-wrap-recipe-quick-and-easy-lunch/> - Black Bean Wrap Recipe (One Upon A Time)

<https://www.spellzone.com/curriculum/national-curriculum/year-1.cfm> Spelling Word Lists