

Year 1

Term	A1	A2	S1	S2	S1	S2
Topic title	Celebrating Me (basic skills)	I Need a Hero	Polar Explorers	Islands	Mad About Mini-beasts	Castles
Topic links/ inspiration	Funny Bones  Canvey Island- Where I live. My favorite places. My hobbies/Things I do.  Basic skills focus transitioning into small circle time lessons.  Focus on ourselves, our family and our senses and bodies.	Christingle Christmas lists – English, list and letter writing, toys/science  Florence Nightingale – modern day nurse visit to compare Mary Seacole Modern day heroes – relate to nurses and doctors to coronavirus pandemic/clap for carers. Firefighters.	Polar Explorers Lost and Found Robert Scott diaries  Other ideas: Raymond Briggs – The Bear Penguins Happy Feet Pingu March of the Penguins Surf’s Up Penguin book – Polly Dunbar (Video clip)	Canvey Island  Treasure Island/ Pirates Crown Jewels Captain Beasties Pirate Party Captain Flynn and the Pirate Dinosaurs Hook/Peter Pan Film: Adventure with Pirates and Scientists Jake and The Netherland Pirates Pirate love underpants Night pirates	Mad About Mini-beasts Spinderella The Hungry Caterpillar Honey I shrunk the kids Bugs Life Antz Ugly Bug Ball – dance The Bad Tempered Ladybird Forest School Pond at NP! Eric Caryle – book study and as an artist Make a salad	The kiss that missed Making castles Testing shield materials Making shields Banquet day (bouncy castle) Jousting on scooters with pool noodles! Weaving portcullises
Hooks and ‘Wow’ Moments	Learning about ourselves	Hero day – police, medical and fire fighters. Florence Nightingale visit Modern day nurse visit	Footprints and map with lost and found book and puppet	Room on the broom letter and postcards from the witch	Bugs Life letters	Tea stained letter Old map of the school
Possible trips linked to topic:		Panto		Dutch Cottage and Canvey Island Tour	Bug man	Hever Castle Owls (Barleylands/white elms farm) Mount Fitchet Castle
Topic Maths Links	Key skills Bear hunt maths – measuring/ comparing/ counting	Code breaking/ problem solving			Symmetry Tally charts and bar graphs (Not in Nc for year 1 – prepare for year 2.) Hungry caterpillar/bad tempered ladybird – days of the week and telling the time.	
Topic English Links/Text types	Familiar/ repetitive stories Fairy tales  Bear Hunt	Recounts and diaries Story writing Fairy tales	Recounts and diaries Story writing	Familiar stories Explanation texts Non-fiction writing	Persuasive writing Stories	Familiar stories Story writing Non-fiction writing
Book Links	Bear Hunt by Michael Rosen	Fairy tales Little Red Ridjng Hood	Lost and Found	Room on the Broom by Julia Donaldson	A Bug’s Life Superworm	Kiss that missed by David Melling
History link: NC objectives:	Toys – what are their favourite toys. What did their parents/grandparents play with when they were younger? Looking at the	Florence Nightingale  Guy Fawkes  NC: the lives of significant individuals in the past who have contributed to national	Robert Falcon Scott  Roald Amundsen  NC: the lives of significant individuals in the past who have contributed to national and international	Canvey island flood. Dutch cottage Cornelius Vermuyden  NC: significant historical events, people and places in their own locality.		Mountfitchet castle Comparing different types of castles. Looking at life in a castle.

	<p>difference between toys then and now.</p> <p>NC: changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p>	<p>and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Events beyond living memory that are significant nationally or globally.</p>			<p>NC: significant historical events, people and places in their own locality.</p>
<p>Geography link: NC objectives:</p>	<p>-Canvey – where do they like to go etc – see Topic links.</p>		<p>- 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</p> <p>- use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage.</p>	<p>Canvey Island</p> <p>- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Canvey Island), and of a small area in a contrasting non-European country (Hawaii).</p> <p>Use basic geographical vocabulary to refer to: key physical features and key human features.</p> <p>Use aerial photographs to plan perspectives to recognise landmarks and basic human and physical features.</p>		
<p>Science link: NC objectives:</p> <p>Seasons to be covered in each term in order to allow chn to observe the changes first hand and practically explore.</p>	<p>Funny bones- parts of the body - our senses.</p> <p>NC: Animals including humans</p> <p>- 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>	<p>Everyday Materials- Looking at materials that toys are made from.</p> <p>Seasons- Autumn</p> <p>+ Rising Stars science unit</p> <p>NC: - 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</p>	<p>Seasonal Changes</p> <p>+ Rising Stars science unit</p> <p>- observe changes across the four seasons</p> <p>- observe and describe weather associated with the seasons and how day length varies.</p> <p>- describe the simple physical properties of a variety of everyday materials</p> <p>- compare and group together a variety of everyday</p>	<p>+ Rising Stars science unit</p> <p>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Mini-beasts</p> <p>+ Rising Stars science unit</p> <p>- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>- identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p>Everyday Materials</p> <p>Building materials for castles.</p> <p>+ Rising Stars science unit</p> <p>- distinguish between an object and the material from which it is made</p> <p>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>- describe the simple physical properties of a variety of everyday materials</p> <p>- compare and group together a variety of everyday</p>

		<ul style="list-style-type: none"> <li>- describe the simple physical properties of a variety of everyday materials</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>-observe changes across the four seasons.</li> <li>- observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p>materials on the basis of their simple physical properties.</p> <ul style="list-style-type: none"> <li>-Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</li> <li>-Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...</li> </ul>		<ul style="list-style-type: none"> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	<p>materials on the basis of their simple physical properties.</p>
Computing link:	E-Safety Learning how to log in Typing name and numbers to get used to a keyboard.	We are celebrating (Switched on Computing)	Chn to learn how to find Pictures of polar animals using the internet and put into word – can they type some facts that they have learnt. (Keyboard skills).	We are painters (switched on computing)	Algorithms- bee bots NC: Use logical reasoning to predict the behaviour of simple programs.	We are collectors (Switched on Computing)
Art/ DT links: NC objectives	Self - Portraits Van Gogh (and Picasso for comparison.) NC Art: - 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>Nutrition and cooking – Planning and making a healthy picnic- heroes need to be fit and healthy.</p> <p>NC DT: -use the basic principles of a healthy and varied diet to prepare dishes. -Understand where food comes from.</p> <p>Christmas cards Salt dough Christmas decorations</p>	<p>Lost and found pictures NC Art: - using various materials and art techniques.</p> <p>NC DT: Design/Make/Evaluate sledges for their penguin egg and boats for the boy in the story. (Science – testing materials.)</p>	<p>Easter and mothers-day cards. Moving parts – looking at the best materials for card making.</p> <p>NC DT: - Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>NC Art: to use a range of materials creatively to design and make products.</p>	<p>Famous artists – Vann Gogh- sunflowers</p> <p>Children design their own minibeast.</p> <p>NC Art: - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. – to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Design/Make/Evaluate their own bug hotel.</p>	<p>Eric Caryle Claire Softly (local artist) - paper art Matisse – Snail Weaving portcullises NC DT: - Design purposeful, functional, appealing products for themselves and other users based on design criteria. -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</p>
Why do this at Northwick Park/Leigh Beck?	Get to know the children and understand what is important to them.	Introducing inspirational figures and making links with the local community. Creating aspirations.	Understanding the world/seasons.	Getting to know our local community, past and present. Children get the chance to experience parts of the local community.	Children have a hands on learning experience. They gain observational skills and understand how to care for the environment.	Understanding our past

