**Year 1 (Phase 2/ Key Stage 1)**

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| **Week** | **Model of Learning** | **Topic** | **Curriculum Standard** | **Learning outcomes** | **Prior Learning** | **Cross curricular links** | **Resources** | **Home learning/ Homework** | **Assessment Platform/ Apps for****AFL** | **Key vocabulary** | **Ongoing reflection/****Modification** |
| **JANUARY** |
| **Week 16****(03/01/2021-07/01/2021)** | Blended | **Growing Plants****2.1. Plant parts** (Number of lessons approx. 1-2) | Identify and describe the basic structure of a variety of common flowering plants, including trees.  | Name the major parts of a plant, looking atreal plants and models.Try to answer questions by collectingevidence through observation.Model and communicate ideas in order toshare, explain and develop them. | N/A | Art, ICT, Music | Refer to teaching ideas in Unit 2 resources <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1200/Res_index>**Resources in Learner’s Book:** Activity 2.1**Resources in Activity Book:** Exercise 2.1**Resources in** **Teacher’s resource:** Worksheet 2.1a, 2.1b. **Resource sheet:** 2.1**Practical Activities:** Activity 2.1 from Teaching ideas 2.1 | Worksheet 2.1b | In pairs, give learners a large picture of asimple plant and ask them to label it usingsticky notes with the names of plant parts.Pairs of learners could then swap picturesand assess each other’s work.**Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app.  | **Fruit****Flower****Leaf Root** |  |
| Blended | **Growing Plants****2.2. Growing seeds**(Number of approx. lessons 1-2) | Identify and describe the basic structure of a variety of common flowering plants, including trees.  | Explore how seeds grow into floweringplants.Know that plants need light and water togrow.Make predictions.Record stages in work.Make comparisons. | Unit 1 | Design and technology, ICT | Refer to teaching ideas in Unit 2 resources <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1200/Res_index>**Resources in Learner’s Book:** Activity 2.2**Resources in Activity Book:** Exercise 2.2**Resources in** **Teacher’s resource:** Worksheet 2.2a, 2.2b, 2.2c **Resource sheet:** 2.2**Practical Activities:** Activity 2.2 from Teaching ideas 2.2 | Exercise 2.2 in the Activity Book.Worksheet 2.2c. | Ask learners to put the pictures of seedgrowth on Worksheet 2.2b into thecorrect order.**Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app.  | GrowSeedWater |  |
| **Week 17****(10/01/2021-14/01/2021)** | Blended | **Growing Plants****2.3. Plants and Light**(Number of approx. lessons 1-2) | Identify and describe the basic structure of a variety of common flowering plants, including trees. | Know that plants need light and water togrow.Make predictions.Explore and observe in order to collectevidence to answer questions.Make comparisons. | Unit 1 | Design and technology, ICT | Refer to teaching ideas in Unit 2 resources <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1200/Res_index>**Resources in Learner’s Book:** Activity 2.3**Resources in Activity Book:** Exercise 2.3**Resources in** **Teacher’s resource:** Worksheet 2.3a, 2.3b**Resource sheet:** 2.3**Practical Activities:** Activity 2.3 from Teaching ideas 2.3 | Exercise 2.3 in the Activity Book. | Ask learners to draw pictures of plantsgrowing and to show what they need togrow. Learner responses might includedrawing the Sun to show they need light anddrawing rain or a watering can to show theyneed water.Learners can self-assess their work in thislesson – ask them to look closely at theplants and their drawings. Have they drawnthe right number of leaves, used the rightcolors for leaves and drawn the stems theright lengths?**Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | AskLightQuestion |  |
| **Week 18****(17/01/2021-21/01/2021)** | Blended | **Growing Plants** | Identify and describe the basic structure of a variety of common flowering plants, including trees.  | **Unit Test 2+Research activity from Wonderopolis**[**https://wonderopolis.org/wonders?q=plants**](https://wonderopolis.org/wonders?q=plants)Big Question: Why is climate change taking place?Link to U.A.E.The structure and importance of the Ghaf tree. |
| **Week 19****(24/01/2021-28/01/2021)** | Blended | **Materials in my world****4.1. What is it made of?**(Number of approx. lessons 2) | 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.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. | Recognise and name common materials.Use senses to explore and talk aboutdifferent materials.Try to answer questions by collectingevidence through observation.Explore and observe in order to collectevidence (measurements and observations)to answer questions.Record stages in work. | Topic 3.4. | Design and Technology, Art and Design, English | Refer to teaching ideas in Unit 4 resources <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1200/Res_index>**Resources in Learner’s Book:** Activity 4.1**Resources in Activity Book:** Exercise 4.1**Resources in** **Teacher’s resource:** Worksheet 4.1a, 4.1b**Resource sheet:** 4.1**Practical Activities:** Activity 4.1 from Teaching ideas 4.1 | Ask learners to draw three objects at homeand name the materials they are made from.For example, a spoon is madefrom metal.Exercise 4.1 in the Activity Book. | Can learners describe the materials theyencounter? Learners could look at anotherlearner’s descriptions of the materials inActivity 4.1. Were the words they used todescribe the feel of the materials goodwords?Can learners use their senses to explorematerials? In any activity suggested in thistopic you could observe and talk to thechildren to elicit whether the learners usedifferent senses to explore different materials.**Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | **Fabric****Concrete****Glass****Materials** |  |
| Blended | **Materials in my world****4.2. Using materials.**(Number of approx. lessons 2) | 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.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.  | Recognise and name common materials.Identify the characteristics of different materials.Use senses to explore and talk about different materials.Try to answer questions by collecting evidence through observation.Make predictions.Decide what to do to try and answer a science question.Record stages in work.Make comparisons.Compare what happened with predictions. | Topic 3.4. | Design and Technology, Art and Design, English | Refer to teaching ideas in Unit 4 resources <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1200/Res_index>**Resources in Learner’s Book:** Activity 4.2**Resources in Activity Book:** Exercise 4.2**Resources in** **Teacher’s resource:** Worksheet 4.2a, 4.2b**Resource sheet:** 4.2**Practical Activities:** Activity 4.2 from Teaching ideas 4.2 | Worksheet 4.2b.Exercise 4.2 in the Activity Book. | Can learners describe the characteristics ofmaterials? Learners can self-assessActivity 4.2. They should say two things thatwent well and one thing that they would liketo have done better.Can learners link these characteristics to thefunction of a material or an object? Learnerscan self-assess the extension investigation onWorksheet 4.2a, if appropriate. They shouldsay two things that went well and one thingthat they would like to have done better.**Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | **Flexible****Fibre****Magnifying Glass****Properties** |  |
| **JANUARY/ FEBRUARY** |
| **Week 20****(31/01/2021-04/02/2021)** | Blended | **Materials in my world****4.3. Sorting materials.**(Number of approx. lessons 2) | 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.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.  | Sort objects into groups based on the properties of their materials.Ask questions and contribute to discussions about how to seek answers.Decide what to do to try to answer a science question.Explore and observe in order to collect evidence to answer questions.Make comparisons. | Topic 4.1 & 4.2 | Mathematics, ICT | Refer to teaching ideas in Unit 4 resources <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1200/Res_index>**Resources in Learner’s Book:** Activity 4.3a, 4.3b**Resources in Activity Book:** Exercise 4.3**Resources in** **Teacher’s resource:** Worksheet 4.3a, 4.3b**Resource sheet:** 4.3**Practical Activities:** Activity 4.3a, 4.3b from Teaching ideas 4.3 | Challenge learners to find objects with twoor more materials in them.Exercise 4.3 in the Activity Book.Worksheet 4.3. | Can learners divide a set of materials intotwo subgroups? You could give learners anyset of objects and ask them to identify a wayto divide them into two groups.Can the learners suggest ways to divide a setof materials into groups?Learners can look at another learner’s groupsmade in Activity 4.3a andExercise 4.3. Is it obvious what criteria havebeen used to sort the objects? If not, can theythink of a better way to sort them?**Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | **Group****Recycle****Shiny****Sort** |  |
| **Week 21****(07/02/2021-11/02/2021)** | Blended | **Materials in my world** | 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.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.  | **Unit Test 4+Research activity from Wonderopolis**[**https://wonderopolis.org/wonders?category=&subcategory=&order\_by=&q=materials**](https://wonderopolis.org/wonders?category=&subcategory=&order_by=&q=materials) |
| **Week 22****(14/02/2021-18/02/2021)** | Blended | **Hearing sounds****6.1. Where do sounds come from?**(Number of approx. lessons 1-2) | 1Ps1 Identify many sources of sound. 1Ps2 Know that we hear when sound enters our ear.1Ps3 Recognise that as sound travels from a source it becomes fainter. | Identify many sources of sound.Explore and observe in order to collect evidence (measurements and observations) to answer questions.Make predictions.Compare what happened with predictions. | Topic 3.4 | Literacy, Music, ICT | Refer to teaching ideas in Unit 6 resources <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1200/Res_index>**Resources in Learner’s Book:** Activity 6.1**Resources in Activity Book:** Exercise 6.1**Resources in** **Teacher’s resource:** Worksheet 6.1**Resource sheet:** 6.1 | Exercise 6.1 in the Activity Book.Worksheet 6.1. | In pairs, or in a small group, learners canplay ‘Guess which instrument.’ One learnercloses their eyes; another chooses apercussion instrument to make a sound with.The first learner then has to identify whichinstrument was used.Learners can self-assess how well theirpredictions for the sounds in Activity 6.1matched with what actually happened.**Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | SoundListenSourceVoice |  |
| **Half Term Break for Students (21/02/2021-23/02/2021)** |
| **Week 23****(24/02/2021-25/02/2021)** | Blended | **Hearing sounds****6.2. Our ears**(Number of approx. lessons 1-2) | 1Ps1 Identify many sources of sound. 1Ps2 Know that we hear when sound enters our ear.1Ps3 Recognise that as sound travels from a source it becomes fainter. | Know that we hear when sound enters our ear.Make predictions.Suggest ideas and follow instructions.Make comparisons.Compare what happened with predictions. | Unit 4Topic 3.4 | Literacy, Music | Refer to teaching ideas in Unit 6 resources <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1200/Res_index>**Resources in Learner’s Book:** Activity 6.2**Resources in Activity Book:** Exercise 6.2**Resources in** **Teacher’s resource:** Worksheet 6.2a, 6.2b**Resource sheet:** 6.2**Practical Activities:** Activity 6.2a, 6.2b from Teaching ideas 6.2 | Exercise 6.2 in the Activity Book.Worksheet 6.2b. | In the activities in this topic, watch pairs oflearners working to check they are followinginstructions and making sensiblecomparisons between the different materials.Learners can peer-assess their investigationsby saying two things that a learner did welland one thing that they think they couldimprove. | LoudQuietSoft (sound) |  |
| **FEBRUARY/ MARCH** |
| **Week 24****(28/02/2021-04/03/2021)** | Blended | **Hearing sounds****6.3. Sound move**(Number of approx. lessons 1-2) | 1Ps1 Identify many sources of sound. 1Ps2 Know that we hear when sound enters our ear.1Ps3 Recognise that as sound travels from a source it becomes fainter. | Recognise that as sound travels from a source it becomes fainter.Ask questions and contribute to discussions about how to seek answers.Decide what to do to try to answer a science question.Record stages in work. | Topic 6.2 | Mathematics, ICT | Refer to teaching ideas in Unit 6 resources <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1200/Res_index>**Resources in Learner’s Book:** Activity 6.3**Resources in Activity Book:** Exercise 6.3**Resources in** **Teacher’s resource:** Worksheet 6.3a, 6.3b**Practical Activities:** Activity 6.3 from Teaching ideas 6.3 | Exercise 6.3 in the Activity Book.Worksheet 6.3b. | In the investigation into how far differentsounds travel, you could ask pairs oflearners to take turns to tell each otherwhere to stand to hear the sound loudly orfaintly and to give feedback.Learners should self-assess how well theyperformed in the investigation. They shouldsay two things that they did well and onething that they would like to improve.**Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | N/A |  |
| **Week 25****(07/03/2021-11/03/2021)** | Blended | **Hearing sounds** | 1Ps1 Identify many sources of sound. 1Ps2 Know that we hear when sound enters our ear.1Ps3 Recognise that as sound travels from a source it becomes fainter. | **Unit Test 6+Research activity from Wonderopolis**[**https://wonderopolis.org/wonders?category=&subcategory=&order\_by=&q=sound**](https://wonderopolis.org/wonders?category=&subcategory=&order_by=&q=sound) |
| **Week 26****(14/03/2021-18/03/2021)** | Blended | **Growing Plants**(Challenge Book) | **2.1. Plant lifecycle****2.2. Growing seeds****2.3. Plants and light** |
| Blended | **Materials in my world**(Challenge Book) | **4.1. What is it made of?****4.2. Using materials****4.3. Sorting materials** |
| **Week 27****(21/03/2021-25/03/2021)** | Blended | **Hearing sounds**(Challenge Book) | **6.1. Where do sounds come from?****6.2. Our ears.**  |
| **Spring Break****(28/03/2021-08/04/2021)** |