**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 at  real plants and models.  Try to answer questions by collecting  evidence through observation.  Model and communicate ideas in order to  share, 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 a  simple plant and ask them to label it using  sticky notes with the names of plant parts.  Pairs of learners could then swap pictures  and 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 flowering  plants.  Know that plants need light and water to  grow.  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 seed  growth on Worksheet 2.2b into the  correct order.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Grow  Seed  Water |  |
| **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 to  grow.  Make predictions.  Explore and observe in order to collect  evidence 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 plants  growing and to show what they need to  grow. Learner responses might include  drawing the Sun to show they need light and  drawing rain or a watering can to show they  need water.  Learners can self-assess their work in this  lesson – ask them to look closely at the  plants and their drawings. Have they drawn  the right number of leaves, used the right  colors for leaves and drawn the stems the  right lengths?  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Ask  Light  Question |  |
| **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 about  different materials.  Try to answer questions by collecting  evidence through observation.  Explore and observe in order to collect  evidence (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 home  and name the materials they are made from.  For example, a spoon is made  from metal.  Exercise 4.1 in the Activity Book. | Can learners describe the materials they  encounter? Learners could look at another  learner’s descriptions of the materials in  Activity 4.1. Were the words they used to  describe the feel of the materials good  words?  Can learners use their senses to explore  materials? In any activity suggested in this  topic you could observe and talk to the  children to elicit whether the learners use  different 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 of  materials? Learners can self-assess  Activity 4.2. They should say two things that  went well and one thing that they would like  to have done better.  Can learners link these characteristics to the  function of a material or an object? Learners  can self-assess the extension investigation on  Worksheet 4.2a, if appropriate. They should  say two things that went well and one thing  that 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 two  or more materials in them.  Exercise 4.3 in the Activity Book.  Worksheet 4.3. | Can learners divide a set of materials into  two subgroups? You could give learners any  set of objects and ask them to identify a way  to divide them into two groups.  Can the learners suggest ways to divide a set  of materials into groups?  Learners can look at another learner’s groups  made in Activity 4.3a and  Exercise 4.3. Is it obvious what criteria have  been used to sort the objects? If not, can they  think 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 can  play ‘Guess which instrument.’ One learner  closes their eyes; another chooses a  percussion instrument to make a sound with.  The first learner then has to identify which  instrument was used.  Learners can self-assess how well their  predictions for the sounds in Activity 6.1  matched with what actually happened.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Sound  Listen  Source  Voice |  |
| **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 4  Topic 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 of  learners working to check they are following  instructions and making sensible  comparisons between the different materials.  Learners can peer-assess their investigations  by saying two things that a learner did well  and one thing that they think they could  improve. | Loud  Quiet  Soft (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 different  sounds travel, you could ask pairs of  learners to take turns to tell each other  where to stand to hear the sound loudly or  faintly and to give feedback.  Learners should self-assess how well they  performed in the investigation. They should  say two things that they did well and one  thing 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)** | | | | | | | | | | | |