

Year 1 / 2 Topic Learning Overview 2020-2021

	Autumn		Spring		Summer	
Topic	Samuel Pepys (The Great Fire of London)		The Frozen World/The Arctic		The world around us	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Entry Points:	Trip: Hop on hop off bus (Geography-landmarks)	Activity: St.Paul's Cathedral	Trip: Frozen the musical Polar fun day https://eteschools.com/primary/polar-fun-days/	Trip: To visit a Church.	Trip: SATS	Trip: Cedars Nature Centre Local area visit- Bugs
English	<p>Poetry: Senses Poetry Fiction: Adventures are the pits (hot task about Great Fire of London)- <i>Wishing Tale (LS)</i> Toolkit: Suspense Non Fiction: Recount</p> <p><u>Key skills</u> We will be using connectives to introduce suspense and drama, (at the moment, suddenly, unfortunately). Throughout writing tasks we will learn to isolate the characters through description</p>	<p>Poetry: Senses poetry Fiction: The Christmas Story- <i>Journey Story</i> Toolkit: Description Non Fiction: Newspaper report</p> <p><u>Key skills</u> We will learn to use precise nouns to 'name it' and create a picture in the reader's mind, e.g poodle rather than dog. Choose adjectives with care and use a comma to</p>	<p>Poetry: Colour poetry Fiction: Winter's Child- <i>Character Flaw (LS)</i> Toolkit: Settings Non Fiction: Instructions</p> <p><u>Key skills</u> Our focus will be on using adjectives carefully for impact. We will continue to use our senses to describe and set the scene. Commas will be our focus, using these to separate adjectives in a sentence. We will add detail by including</p>	<p>Poetry: Colour poetry Fiction: Traction Man (PC) Toolkit: Characterisation Non Fiction: Explanation</p> <p><u>Key skills</u> We will use simple similes to describe the characters we write about, including conjunctions to write more complex sentences. Our main focus will be on verbs and adverbs, using them to describe</p>	<p>Poetry: Shape poetry Fiction: The flower-Warning tale (PC) Toolkit: Openings and Endings Non Fiction: Information text</p> <p><u>Key skills</u> We will be experimenting with more ways to start a story, using the 'time' starter 'one' e.g One day, One morning, One afternoon, one night. We will make our openers more detailed by adding in 'early' or 'late. E.g Late one night, early</p>	<p>Poetry: Shape poetry Fiction: The Hedgehog-Tale of Fear (PC) Toolkit: Dialogue Non Fiction: Persuasive Text</p> <p><u>Key skills</u> We will learn to write dialogue, writing what is said, starting with a capital letter, and the punctuation inside a speech bubble. We then move on to writing speech using inverted commas around what is being said. Whilst writing speech, we will learn to</p>

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	and the careful use of adjectives. We will use verbs to create scary sound effects and show character's reactions (she shivered). Exclamation sentences will be taught, using these in our writing to show impact.	separate the adjectives. Using adjectives and the power of three to describe. Choose powerful verbs and adverbs. Experiment with alliteration and use 'as' and 'like' similes. We will use our senses to help us with describing.	the time of day and weather in our description. Similes will be used 'like' and 'as'. There will be a big spelling focus throughout this half term, ensuring we are using our spelling rules that we have learnt.	characters (she tiptoed quietly). Continue to use alliteration in our character descriptions. Spelling will be a focus, ensuring we are using the spelling rules taught in our writing.	one morning. We will learn how to use time starters e.g 'Once, not twice, long ago'. Our spelling rules will continue to be embedded into our writing.	start a new line for each speaker, and ensure we are putting the correct punctuation inside the speech marks. We will continue to use ambitious adverbs to describe how the characters are speaking and use powerful speech verbs to show how the character is feeling, thinking or behaving.
Spelling and Phonics (See Appendix 1 for coverage for each year group)	Following the RWI spelling and phonics scheme (children split into groups after assessment) to learn & consolidate phonic knowledge. Year 2 are then taught the spelling rules (min. 15 minutes a day), spelling list and rule to go home weekly and children are tested on these each week.					
Grammar and Punctuation (See Appendix 2 for coverage for each year group)	Taught through RWI and English writing lessons					
Maths Maths Mastery Year 1	Numbers within 10 Addition & subtraction within 10. Shapes & patterns.	Numbers within 20 Addition and subtraction within 20.	Time. Exploring calculation strategies within 20. Numbers to 50.	Addition and subtraction within 50. Fractions. Measures: length and mass.	Numbers: 50 and beyond. Addition and subtraction beyond 20. Money	Multiplication & division. Measures: capacity and volume

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Maths Maths Mastery Year 2	Numbers within 100 Addition and subtraction 2 digit numbers Addition and subtraction word problems	Length Data handling Multiplication and division 2, 5 and 10	Time Fractions Addition and subtraction (regrouping)	Money Faces shapes and patterns	Numbers within 1000 Capacity and volume Mass	Calculation strategies Multiplication and division 3 and 4
Multiplication Year 1	Count in steps of 1 Count in steps of 2	Count in steps of 2	Multiplication facts for 2.	Multiplication facts for 2	Multiplication facts for 2 and 10	Multiplication facts for 2 and 10.
Multiplication Year 2	Multiplication and division. X 2	Counting in 3s and pattern spotting.	Multiplication facts for 3.	Multiplications facts for 5 and 10.	Multiplication facts for 3 and 2.	Consolidation of all multiplication facts (2,3,5 and 10).
Science	Properties and Change of Materials <u>Key Skills</u> Children will be able to distinguish between an object and the material from which it is made. We will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. We will be able to compare and	Properties and Change of Materials <u>Key skills</u> Children will be able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. We will make fire outfits, linked to	Animals including Humans Living things and their Habitats <u>Key skills</u> We will be using the local environment (forest and playground) to explore and answer questions about animals in their habitat. We will learn how to take care of animals. . Pupils will become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. We will be looking at		Plants Life cycles <u>Key skills</u> We will be going to the forest to explore and answer questions about plants growing in their habitat. We will plant some vegetables and watch them grow. We will become familiar with common names of flowers (especially in	Working scientifically <u>Key skills</u> We will be looking at living things in their habitats, and carrying out scientific enquiries through Forest School. Learning to answers questions they have in different ways. Observing closely, using simple equipment. We will learn to use our observations and ideas to suggest answers to questions.

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	<p>group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>History topic, with materials and explain why we have chosen these materials. We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching through scientific enquiry.</p>	<p>simple food chains that includes humans (e.g. grass, cow, human). We will describe the conditions in different habitats and explain why animals live there.</p>	<p>our local area), and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches. We will keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants. Pupils will learn about the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Scientific enquiry - Setting up a comparative test to show that plants</p>	
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					need light and water to stay healthy.	
History	<p>The Great Fire of London</p> <p>Firefighting – Past and Present</p> <p>Key skills Identify ways in which the past is represented. Explore events, look at pictures of firefighters and ask questions. Use a simple timeline to order events, and key historical vocabulary. We will look at the changes and events that happened through different types of media. Re-enact TGFOF by burning our houses in the playground and writing diary entries.</p>			<p>Antarctica</p> <p>Looking at what Antarctica looked like before, and comparing it to the present. How is the past represented? We will look at events, and key vocabulary. We will look closely at how the environment has changed over time, making comparisons.</p> <ul style="list-style-type: none"> - Identify how some human and physical aspects have changed over time - 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 North and South poles - Discuss how people and environments are effected by 	<p>Significant people of the past</p> <p>Ned Kelly</p> <p>Key skills Identify why Ned Kelly is a significant individual in history. Using key historical vocabulary we will produce a fact file about him and look at a timeline of his life. We will create a timeline to order events. Using our puppets we will tell stories about the past. We will be able to recall some facts about people/events before our living memory. Have constructive discussions about why people may have</p>	

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				<p>environmental events in the news</p> <ul style="list-style-type: none"> - identify positive and negative effects on human and physical geography in an area of study 	acted the way they did.	
Geography		<p>London</p> <p>Key skills</p> <ul style="list-style-type: none"> - Identify landmarks - Identify the key features of a location - Identify how some human and physical aspects have changed over time - Explain how human geography differs in geographical locations, depending on the physical features. - Discuss how people and environments are effected by environmental events in the news - identify positive and negative effects 	<p>Antarctica</p> <p>Key skills</p> <ul style="list-style-type: none"> - Use world maps, atlases and globes to locate the countries, continents and oceans studied at this key stage - Ask and answer Geographical questions Eg What is this place like? What or who will I see in this place? What do people do in this place? 			<p>Local Area Study- Collier Row</p> <p>Key skills</p> <ul style="list-style-type: none"> - Devise a simple map; and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of the school and key human and physical features of its surrounding environment - Identify how some human and physical aspects have changed over time - Understand and Recognise geographical similarities and differences through studying the human and



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		on human and physical geography in an area of study identify positive and negative effects on human and physical geography in an area of study				physical geography of a small area of the United Kingdom and a contrasting non-European country eg Antarctica -Discuss how people and environments are effected by environmental events in the news - Discuss strategies that can be used to inspire change in their local community
PE	<p>GAMES <u>Year 1</u> Demonstrate basic movements including running, jumping, throwing (sending) and catching (receiving) as well as developing balance,</p>	<p>GAMES <u>Year 1</u> Demonstrate basic movements including running, jumping, throwing (sending) and catching (receiving) as well as</p>	<p>GYMNASTICS <u>Year 1</u> Understand the basic elements (Movements, shapes, rolls and jumps) -What does the word element mean?</p>	<p>GYMNASTICS <u>Year 1</u> Understand the basic elements (Movements, shapes, rolls and jumps) -What does the word element mean?</p>	<p>ATHLETICS <u>Year 1</u> Demonstrate basic control and speed in a variety of 'distance' events.</p>	<p>ATHLETICS <u>Year 1</u> Demonstrate basic control and speed in a variety of 'distance' events. -Why is speed needed when running in 100m?</p>

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	<p>agility and co-ordination, and apply these skills in a range of games.</p> <p>-How many basic jumps can you name?</p> <p>What does the word agility mean?</p> <p>Why do we need to apply all these skills when playing games?</p> <p>Understand what behaviour should be demonstrated in lesson.</p> <p>Are the children making the right choice?</p> <p>Reflexion is not just for 'poor' behaviour</p> <p>Are any children demonstrating good leadership qualities?</p> <p>Year 2 Master basic movements including</p>	<p>developing balance, agility and co-ordination, and apply these skills in a range of games.</p> <p>-How many basic jumps can you name?</p> <p>-What does the word agility mean?</p> <p>-Why do we need to apply all these skills when playing games?</p> <p>Understand what behaviour should be demonstrated in lesson.</p> <p>-Are the children making the right choice?</p> <p>-Reflexion is not just for 'poor' behaviour</p>	<p>-Why do we jump onto mats?</p> <p>-What is the difference between a shape and a movement?</p> <p>Demonstrate good awareness of your own and general space.</p> <p>-Why is space important in gymnastics?</p> <p>Understand what behaviour they should be demonstrating in lesson.</p> <p>-Are the children making the right choice?</p> <p>-Reflexion is not just for 'poor' behaviour</p>	<p>-Why do we jump onto mats?</p> <p>-What is the difference between a shape and a movement?</p> <p>Demonstrate good awareness of your own and general space.</p> <p>-Why is space important in gymnastics?</p> <p>Understand what behaviour they should be demonstrating in lesson.</p> <p>-Are the children making the right choice?</p> <p>-Reflexion is not just for 'poor' behaviour</p> <p>-Are any children demonstrating good leadership qualities?</p>	<p>-Why is speed needed when running in 100m?</p> <p>-What do you need to control when performing a standing long jump?</p> <p>Show basic accuracy when throwing different equipment.</p> <p>-What is accuracy?</p> <p>-How can we all remain safe when throwing equipment?</p> <p>Understand what behaviour they should be demonstrating in lesson.</p> <p>-Are the children making the right choice?</p> <p>-Reflexion is not just for 'poor' behaviour</p> <p>-Are the children making the right choice?</p> <p>-Reflexion is not just for 'poor' behaviour</p>	<p>-What do you need to control when performing a standing long jump?</p> <p>Show basic accuracy when throwing different equipment.</p> <p>-What is accuracy?</p> <p>-How can we all remain safe when throwing equipment?</p> <p>Understand what behaviour they should be demonstrating in lesson.</p> <p>-Are the children making the right choice?</p> <p>-Reflexion is not just for 'poor' behaviour</p> <p>-Are any children demonstrating good leadership qualities?</p> <p>Year 2</p>
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	<p>running, jumping, throwing (sending) and catching (receiving) as well as developing balance, agility and co-ordination, and apply these skills in a range of games.</p> <p>-Can you send demonstrate how to 'cup' the ball when receiving it?</p> <p>-What is good balance?</p> <p>-How do you get better co-ordination?</p> <p>Understand what behaviour should be demonstrated in lesson.</p> <p>-Are the children making the right choice?</p>	<p>-Are any children demonstrating good leadership qualities?</p> <p>Year 2 Master basic movements including running, jumping, throwing (sending) and catching (receiving) as well as developing balance, agility and co-ordination, and apply these skills in a range of games.</p> <p>-Can you send demonstrate how to 'cup' the ball when receiving it?</p> <p>-What is good balance?</p> <p>-How do you get better co-ordination?</p>	<p>-Are any children demonstrating good leadership qualities?</p> <p>Year 2 Demonstrate the four basic elements (Movements, shapes, rolls and jumps) in 2-minute sequence.</p> <p>-How do we link the elements together?</p> <p>-Do you need to do one of each element?</p> <p>-Should any rolls be performed on the hard floor?</p> <p>Move confidently and safely in their own and general space.</p> <p>-What does confidently mean</p>	<p>Year 2</p> <p>Demonstrate the four basic elements (Movements, shapes, rolls and jumps) in 2-minute sequence.</p> <p>-How do we link the elements together?</p> <p>-Do you need to do one of each element?</p> <p>-Should any rolls be performed on the hard floor?</p> <p>Move confidently and safely in their own and general space.</p> <p>-What does confidently mean?</p> <p>-Why is it important for you to move safely?</p> <p>How to carry and set up apparatus safely</p>	<p>-Are any children demonstrating good leadership qualities?</p> <p>Year 2 Demonstrate basic control, strength and speed in a variety of 'distance' events.</p> <p>-Why is strength needed when running?</p> <p>-Describe what distance events mean?</p> <p>-What is a racing start?</p> <p>Show good accuracy and technique when throwing different equipment.</p> <p>-What technique do you use when throwing a vortex howler?</p>	<p>Demonstrate basic control, strength and speed in a variety of 'distance' events.</p> <p>-Why is strength needed when running?</p> <p>-Describe what distance events mean?</p> <p>-What is a racing start?</p> <p>Show good accuracy and technique when throwing different equipment.</p> <p>-What technique do you use when throwing a vortex howler?</p> <p>-How we measure good accuracy?</p> <p>Understand the basic changes that happen to the human body when we run, jump and throw.</p>
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	<p>-Refecation is not just for 'poor' behaviour</p> <p>-Are any children demonstrating good leadership qualities?</p> <p>-Develop good spatial awareness when participating in games.</p> <p>-What is spatial awareness?</p> <p>-How do you know when you are in a good space?</p>	<p>Understand what behaviour should be demonstrated in lesson.</p> <p>-Are the children making the right choice?</p> <p>-Refecation is not just for 'poor' behaviour</p> <p>-Are any children demonstrating good leadership qualities?</p> <p>-Develop good spatial awareness when participating in games.</p> <p>-What is spatial awareness?</p> <p>-How do you know when you are in a good space?</p>	<p>-Why is it important for you to move safely?</p> <p>How to carry and set up apparatus safely using the 'fingers underneath, thumbs on top'</p> <p>-Children to learn the 'fingers underneath thumbs on top' song including actions.</p> <p>-Why do we lift apparatus with our fingers underneath and thumbs on top?</p> <p>Understand what behaviour they should be demonstrating in lesson.</p> <p>-Are the children making the right choice?</p> <p>-Refecation is not just for 'poor' behaviour</p>	<p>using the 'fingers underneath, thumbs on top'</p> <p>-Children to learn the 'fingers underneath thumbs on top' song including actions.</p> <p>-Why do we lift apparatus with our fingers underneath and thumbs on top?</p> <p>Understand what behaviour they should be demonstrating in lesson.</p> <p>-Are the children making the right choice?</p> <p>-Refecation is not just for 'poor' behaviour</p> <p>-Are any children demonstrating good leadership?</p>	<p>-How we measure good accuracy?</p> <p>Understand the basic changes that happen to the human body when we run, jump and throw.</p> <p>-Why do we get out of breath after a race?</p> <p>-What is happening when our heart rate is fast?</p> <p>Understand what behaviour they should be demonstrating in lesson.</p> <p>-Are the children making the right choice?</p> <p>-Refecation is not just for 'poor' behaviour</p>	<p>-Why do we get out of breath after a race?</p> <p>-What is happening when our heart rate is fast?</p> <p>Understand what behaviour they should be demonstrating in lesson.</p> <p>-Are the children making the right choice?</p> <p>-Refecation is not just for 'poor' behaviour</p> <p>-Are any children demonstrating good leadership qualities?</p>
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			-Are any children demonstrating good leadership?		-Are any children demonstrating good leadership qualities?	
Art Based on Suffolk scheme	Drawing <u>Key skills</u> Exploring mark making using paints, brushes and other tools Being able to explore expressive mark making in response to music Suggesting ways of improving their work and say what they think and feel about their own work and the work of others Use appropriate vocabulary when discussing position and texture	Collage Artists- Henri Ma Bridge,t Riley Tisse and Kurt Schwitters <u>Key skills</u> Investigate and use collage materials and processes to communicate ideas about line, shape and colour Work with others to develop large-scale responses.	3D <u>Key skills</u> Using both made and natural objects to explore line, pattern and colour in 3D work To able to respond to a story by manipulating clay to produce different forms and make changes in their developing work To be able to use clay to produce a tile with an impressed pattern and use clay to make a mould for a plaster cast	Painting Artist - Jasper Johns <u>Key skills</u> Investigating and using painting materials and techniques to communicate their ideas in both imaginative and experimental work. Being able to explore ideas about painting, suggest ways of improving their work and say what they think and feel about their own work and the work of others.	Print Making <u>Key skills</u> Using different methods to make printing blocks and use these to produce layered prints To be able to make a simple block print and talk about how they have made their printed image To select different methods, techniques and materials to develop their ideas.	Textiles Artists that have made Indian block printed fabric designs <u>Key skills</u> Make rubbings, relief block prints and card wraps based on first hand experiences Say what they think and feel about their own and others' work and suggest ways of improving their own work Give responses to individually selected reproductions from different times and cultures
D&T	Food – Preparing fruit and vegetables <u>Key skills</u>	Mechanisms – Wheels and axles <u>Key skills</u> Exploring and using wheels, axles and holders		Textiles – Templates and joining techniques <u>Key skills</u>		

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	<p>Knowing that all food comes from plants or animals Understanding that food needs to be farmed, grown or caught – by farmers and also in some people’s homes Using basic techniques of preparing vegetables e.g. cutting, peeling and grating. Prepare simple dishes safely and hygienically, without a heat source od – preparing fruit and vegetables.</p> <p>Outcome Prepare a healthy meal for the survivors of The Great Fire of London.</p>		<p>Distinguishing between fixed and freely moving axels Knowing and using technical vocab relevant to a project</p> <p>Outcome Make a spaceship for Traction Man to get to each of his rescue missions as quick as possible.</p>	<p>Understanding how simple 3D textiles products are made Understanding how fabrics can be joined Exploring different finishing techniques Evaluating products.</p> <p>Outcome Make a hand puppet. English link, new character for new story.</p>		
<p>Music Based on Charanga</p>	<p>Hey You! Key Skills How pulse, rhythm and pitch work together Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, deck</p>	<p>Rhythm In The Way We Walk and The Banana Rap Key Skills Responding to Pulse, rhythm and pitch, rapping, dancing and singing Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion,</p>	<p>In the groove Key Skills Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them Dance to each style or move to the pulse To play glockenspiel</p>	<p>Zootime Key Skills Responding to reggae music Recognising and naming some of the instruments they hear: Keyboard, drums, bass, electric guitar, singe</p>	<p>Friendship Song Key Skills Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel To be able to create their own rhythms</p>	<p>Reflect, Rewind and Replay Key Skills Listen and Appraise Classical music Play instruments within the song Composition Improvisation using voices and instruments</p>



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		trumpets and saxophone				
Instrument Ocarina	Year 1-2 Giant Panda	Year 1-2 Giant Panda	Year 2 Asian Elephant	Year 2 Asian Elephant	Year 1 Koala	Year 1 Koala
RE Based on Oasis and Havering Schemes	What can we learn from creation stories? <u>Key skills</u> Christianity: Christian belief in God as Father and Creator How important the Bible is for Christians, including: How the Bible is sacred for Christians and what this means Stories about God Islam: Allah as the creator Stories about the Prophet about how to live, e.g. Muhammad and the kittens, Muhammad and the old woman	What festivals do different religions celebrate? <u>Key skills</u> The Christian festival of Christmas The Jewish festival of Chanukah The Hindu Festival of Diwali	In what ways are a church and mosque important to believers? <u>Key skills</u> How and why Christians worship in a church How and why Muslims worship in a Mosque	What do Christians do at Easter and why is it important to them? <u>Key skills</u> The meaning of Easter to Christians The events in the Bible that lead up to Easter Sunday How Easter is celebrated across the world	Who influences our lives? <u>Key skills</u> Why the Bible is important to Christians Why the Qur'an is important to Muslims Who is important to individuals and why	
PSHE Theme	Living in the Wider World		Relationships		Healthy Body Healthy Mind	
PSHE	Rules and Routines	Diverse Communities Remembrance Week	Taking turns and sharing	Friendships – getting on and falling out Anti-Bullying Week	Healthy Lifestyles	Changes

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9 Habit	Who am I? What am I Becoming?	Hopeful Joyful	Patient Compassionate	Forgiving Considerate	Self-controlled	Humble Honest
Safeguarding	Keeping myself physically safe at home and school		Pants On NSPCC Internet safety		Recognising feelings and emotions in ourselves and others	
Spanish	Speaking and listening Greetings – songs and rhymes Colours		Speaking, listening, reading and writing 1. Which countries in the world speak Spanish? Where are they on the map? 2. Greetings in Spanish 3. Greetings in Spanish 4. Counting to 10 5. Colours – writing and reading 6. Revision lesson		Speaking, listening, reading and writing 1. Revision lesson (1:1) 2. Revision lesson 1:2) 3. Days of the week 4. Days of the week and months of the year 5. Birthdays and months of the year 6. Assessment lesson	
Computing	We are Astronauts <u>Key Skills</u> • Have a clear understanding of algorithms as sequences of instructions. • Convert simple algorithms to programs. • Predict what a simple program will do. • Spot and fix (debug) errors in their programs.	We are Game testers <u>Key Skills</u> • Describe carefully what happens in computer games. • Use logical reasoning to make predictions of what a program will do. • Test these predictions. • Think critically about computer games and their use. • Be aware of how to use games safely	We Are Photographers <u>Key skills</u> *_ Consider the technical and artistic merits of photographs. • Use a digital camera or camera app. • Take digital photographs. • Review and reject or rate the images they take. • Edit and enhance their photographs.	We Are Researchers <u>Key Skills</u> • Develop collaboration skills through working as part of a group. • Develop research skills through searching for information on the internet. • Improve note-taking skills through the use of mind mapping. • Develop presentation skills through creating and delivering a short multimedia presentation	We are Detectives- Collecting clues- <u>Key Skills</u> • Understand that email can be used to communicate. • Develop skills in opening, composing and sending emails. • Gain skills in opening and listening to audio files on the computer. • Use appropriate language in emails. • Develop skills in editing and	We Are Zoologists- Link to local area study AND scientific enquiry Collecting data about bugs <u>Key skills</u> • Sort and classify a group of items by answering questions. • Collect data using tick charts or tally charts. • Use simple charting software to produce pictograms and other basic charts.



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		and in balance with other activities	<ul style="list-style-type: none"> Select their best images to include in a shared portfolio. 		formatting text in emails. <ul style="list-style-type: none"> Be aware of online safety issues when using email. 	<ul style="list-style-type: none"> Take, edit and enhance photographs. Record information on a digital map.
Additional learning opportunities <ul style="list-style-type: none"> - DT focus - Dress up - Cooking - Place of worship visit 	<p>To design and build houses, just like the ones in 1666. We will then burn these in the playground.</p> <p>Cooking for GFOL link: http://cookit.e2bn.org/historycookbook/964-fire-of-london-cakes.html</p>		<p>Visit to the Islamic centre in Romford</p>	<p>To visit a church to link with RE.</p>		<p>Cooking – To make cakes/sandwiches and write instructions.</p>