



Year 1 - Learning Links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Unit/Enquiry question Writing to Entertain Writing to Inform		Unit/Enquiry question Writing to Entertain Writing to Inform		Unit/Enquiry question Writing to Entertain Writing to Inform	
	<p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none"> Traditional Stories “Jack and the Beanstalk” - sequencing of sentences when writing own traditional tale. Links: Building on the structure of Traditional Stories through the use of story maps in Reception. Description of a setting from the whole class text “Room on the Broom”. Links: Throughout Reception, the settings of stories were discussed as books were read. Sound Poems - performing and reciting a poem by heart. Links: Knowledge of Nursery Rhymes and simple rhyming songs from Reception. <p><u>Writing to Inform:</u></p> <ul style="list-style-type: none"> Writing of labels, extended captions and simple lists. Links: Curriculum link with Autumn Term Geography and Science units. In Reception, the children completed simple labelling of pictures. 		<p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none"> Writing a re-tell of the story “Lost and Found” (whole class text). Links: Building on re-telling of a traditional story in Autumn Term Year 1. Poetry using the senses. Links: Building on Sound Poems in Autumn Term Year 1. Character Description - writing of a character description from the whole class text “The Tiger Who Came to Tea”. Links: Developing the use of descriptive language from the Autumn Term Year 1 when children wrote descriptions of settings. <p><u>Writing to Inform:</u></p> <ul style="list-style-type: none"> Writing of simple information texts about their locality. Links: Curriculum links to Geography Unit: “What is my geographical location?” Building on writing of lists and captions in Autumn Term Year 1. Writing of a fact file about one of the bridges in Newcastle. 		<p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none"> Writing own version of a Traditional Tale with a beginning, middle and end. Links: Building on knowledge of Traditional Tales from Reception and Autumn Term Year 1 - the structure of the story and use of sequential language. Humorous Poems - writing own version of a humorous poem. Links: Reading and performing of poems in Autumn and Spring Term Year 1 to gain an understanding of rhythm, rhyme and alliteration. Writing of a story based on the theme of an animal. Links: CC links to Science unit “Could a polar bear live in the desert?” Knowledge of animals from Reception themes on the farm, seaside and minibeasts. Building on story structure from traditional story units. <p><u>Writing to Inform:</u></p> <ul style="list-style-type: none"> Writing a recount of the event of Neil Armstrong walking on the moon. Links: Curriculum links to History Unit: “What had to happen to allow Neil Armstrong to 	

	<ul style="list-style-type: none"> Writing instructions for a simple game. Links: This will build on the children reading simple instructions in Reception. 	<p>Link: Curriculum links to History Unit: “Why do we have different bridges in Newcastle?” Building on previous non-fiction units writing extended captions and lists in Autumn Term and Spring Term 1.</p> <ul style="list-style-type: none"> Writing of a recount of a visit to Wallington Hall/Alnwick Gardens. Links: In Reception, children visited the farm and created oral recounts and wrote short sentences to describe their visit. Curriculum links to Science Unit: “Are all plants the same?” 	<p>walk on the moon?” Building on the structure and language of a recount from Spring Term recount of visit to Wallington Hall/Alnwick Gardens.</p> <ul style="list-style-type: none"> Writing of an information text about different animals and how they are adapted to their habitats. Links: Curriculum links to Summer Term Year 1 Science Unit: “How am I different to other animals?” and Geography Unit “Could a polar bear live in the desert?” Building on the structure of previous information texts written during the Autumn and Spring Term Year 1.
Science	<p>Unit/Enquiry question</p> <p>Why aren't umbrellas made of paper?</p>	<p>Unit/Enquiry question</p> <p>Are all plants the same?</p>	<p>Unit/Enquiry question</p> <p>How am I different to other animals?</p>
	<ul style="list-style-type: none"> CC link with history – This unit utilises the children’s knowledge of the materials that toys are made of. Reception – The children investigated types of weather and different types of materials within their linked provision and continuous provision. In Year 1 the Seasons study runs throughout year and is regularly referred to in other units. It provides key information and investigative skills that can be used here. 	<ul style="list-style-type: none"> In Reception the children have taken part in planting activities discussing what a plant needs to grow. This unit runs alongside the on-going unit of Seasons and develops the children’s knowledge of the different types of plants, especially the many varieties of trees. It allows the children to investigate and observe the changes they go through during the seasons and this is added to over the Summer term. This is a key stage of progress building on the planting activities in Reception that will allow them to investigate the actual requirements for growth and seed dispersal/pollination as they move through school. 	<ul style="list-style-type: none"> CC – This unit works closely with the geography enquiry question around polar bears. It provides key information and skills which children can apply in a wide range of subjects and activities. In Reception the children go on a Farm visit. This is part of an introduction to a wide range of animals and what they need to live and thrive.

History	Unit/Enquiry question	Unit/Enquiry question	Unit/Enquiry question
	<p data-bbox="286 172 808 240">Are our toys better than our grandparents' toys?</p> <ul data-bbox="309 284 835 746" style="list-style-type: none"> <li data-bbox="309 284 835 384">• In Reception the children have been introduced to the concept of the past and the chronology of key events. <li data-bbox="309 427 835 528">• Toys are a relatable hook using their life experiences to begin to introduce the concepts of history and the past. <li data-bbox="309 571 835 746">• Science CC link – The unit of materials is closely linked to this study as it uses the properties of the materials used to make the toys as one of the comparison tools. 	<p data-bbox="889 172 1469 204">Why do we have different bridges in Newcastle?</p> <ul data-bbox="911 284 1485 1038" style="list-style-type: none"> <li data-bbox="911 284 1485 459">• In Reception the children have investigated and built bridges within their linked and continuous provision – Eg. DT task to build a bridge for the gingerbread man as an alternative way of getting across the river. <li data-bbox="911 502 1485 678">• This unit develops and applies knowledge and skills investigated in the geography unit 'What is our address'. It further develops the historical aspects of the human geography already covered. <li data-bbox="911 721 1485 821">• CC – This also links closely with the geography unit for this term, 'What is my location'? <li data-bbox="911 865 1485 1038">• Local history link – We feel that it is important for the children in our school to investigate and understand history links in the local area and this will be re-visited as part of our whole school history provision. 	<p data-bbox="1541 172 2145 240">What had to happen for Neil Armstrong to land on the moon?</p> <ul data-bbox="1570 284 2166 858" style="list-style-type: none"> <li data-bbox="1570 284 2166 459">• In Reception the children have read and discussed many stories and songs about space and what that actually means. Introducing the concept of our planet and the wider environment of space. <li data-bbox="1570 502 2166 639">• This is the first main study investigating significant figures in history. This will be developed and re-visited as part of our whole school history provision. <li data-bbox="1570 683 2166 858">• Significant event in recent history. This can be discussed as being within living memory for some staff in school and family members which allows interviews to take place with people who saw it happen at the time.

Geography	Unit/Enquiry question What is our address?	Unit/Enquiry question Where is my geographical location?	Unit/Enquiry question Could a polar bear live in the desert?
	<ul style="list-style-type: none"> • This forms the start of our structured geography curriculum and begins with their actual location. The geography provision will focus on the zones of increasing concentric circles. • This unit is expanding the children’s knowledge of the local area and allowing them to learn key geographical concepts and vocabulary in a familiar setting. • In Reception the children take part in an activity where they send out letters addressed to their families from school to introduce the concept of an address and the area in which they live. Eg, Number, street name, town etc. 	<ul style="list-style-type: none"> • This unit develops the expanding concentric circle of geographical knowledge to a slightly broader area. This enables the children to develop the concept of ‘area’ and introduce wider geographical concepts in a still familiar setting. • CC link with history – The unit of the Bridges of Newcastle links in very well with this unit as it forms a starting point, with key geographical knowledge and vocabulary, to introduce the wider concept of Newcastle and the North East. 	<ul style="list-style-type: none"> • CC – The science units of the seasons and animals give the children key information and reasoning skills to be able to approach this enquiry question. • This unit further expands the children’s geographical knowledge of the world, developing the concept of abroad/outside of the UK. • In Reception the children have looked at a variety of animals and their habitats to provide them with the key basic knowledge and experiences needed to approach this enquiry question. • The Science unit of ‘How am I different to other animals?’ runs alongside this to provide key information, investigations and skills as required as the enquiry develops.