**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** |
| **AUGUST/ SEPTEMBER** | | | | | | | | | | | |
| **Week 1**  **(30/08/2020-03/09/2020)** | 100% Distance Learning | Orientation Week.  Reinforcement. | N/A | Introduction to Science  Introduction to One Note  Introduction to Padlet | Recalling science concepts from FS2. | English, Math, Moral Education, Social Studies, Art. | MS Teams | Revise the steps of a scientific investigation. | MS Teams, Padlet, OneNote. | Observation, Question, Hypothesis, Conclusion, Result. | Week 1 is to be orientation week.  Week 2 for familiarizing with apps and recalling past concepts.  Week 1 plan will be carried forward to week 2 mid. |
| **Week 2**  **(06/09/2020-10/09/2020)** | 100% Distance Learning | HUMAN 2050 | **HOLISTIC AIM:**  To introduce the idea that humans and technology are merging together in many ways.  Technology can improve and enhance our lives; it could therefore lead to many exciting possibilities in the future, but also some challenges we need to be aware of. | Explore how technology can assist humans and improve our lives.  List examples of how technology can be used to augment the human body to improve peoples’ lives.  Identify some of the challenges and limitations of technology.  Explore how human values can shape technology in a positive way. | Technology around us.  Technology in jobs. | English, ICT, Math. | <https://schools.expo2020dubai.com/en/initiatives-for-schools/learning-resources>  MS Teams  YouTube  Humans 2050 PowerPoint Presentation.  Make a Superhuman Activities & Handouts sheet. | List an example of how technology can be used to improve human lives. | MS Teams, Quizizz.com, Padlet, OneNote. | Technology, Internet, Browsing, Improve |  |
| **Week 3**  **(13/09/2020-17/09/2020)** | 100% Distance Learning | **Ourselves**  Our bodies.  We are similar. | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Learn the names of different parts of body.  Recognize and name some external parts of body.  Record the similarities between each other.  Make comparisons. | Our selves,  Animals including humans. | English, Moral Education, Social Studies, Islam. | MS Teams  <https://developingexperts.com>  <https://elevate.cambridge.org/>  YouTube  Handouts | Draw the body map and label some common body parts.  Make drawings to show how you and your friends or mother is similar. | MS Teams, Quizizz.com, Padlet, OneNote, Nearpod, Google Classroom. | Similar, Bodies,  Parts,  Face,  Nose,  Ears,  Mouth,  Lips,  Eyes,  Hands,  Foot,  Arm,  Hair,  Head, Shoulder, Knees,  Toes,  Thumb. |  |
| **Week 4**  **(20/09/2020-24/09/2020)** | 100% Distance Learning | **Ourselves**  We are different.  Taking care of body parts. | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Recognise the difference between each other.  Make comparisons.  Understand the importance of taking care of body parts. | Our selves,  Animals including humans. | English, Moral Education, Social Studies, Islam. | MS Teams  <https://developingexperts.com>  YouTube | Write 3 points about how you are different from your siblings.  (colour, height, hair, eye colour, games). | MS Teams, Quizizz.com, Padlet, OneNote, Nearpod, Google Classroom. | Different,  Height,  Skin,  Games,  Like,  Dislike,  Exercise, Healthy, Food, Cleanliness, Rest. |  |
| **Week 5**  **(27/09/2020-01/10/2020)** | Blended Learning | **Ourselves**  Our fantastic senses.  Smell.  Taste. | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Explore how senses enable humans and other animals to be aware of world around them.  Try to answer questions by collecting evidence through observation. | Our selves,  Animals including humans. | English, Moral Education, Social Studies, Islam. | MS Teams  <https://developingexperts.com>  <https://elevate.cambridge.org/>  YouTube  Handouts | Make your friend blindfolded and put different types of fruits to recognise by using sense of smell and taste. | MS Teams, Quizizz.com, Padlet, OneNote, Nearpod, Google Classroom. | Senses,  Touch,  Taste,  Feel,  See,  Smell,  Hear,  Tongue,  Nose,  Eyes,  Ears. |  |
| **OCTOBER** | | | | | | | | | | |  |
| **Week 6**  **(04/10/2020-08/10/2020)** | Blended Learning | **Ourselves**  Our fantastic senses.  Touch.  Sight.  Hearing. | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Explore how senses enable humans and other animals to be aware of world around them.  Try to answer questions by collecting evidence through observation. | Our selves,  Animals including humans | English, Moral Education, Social Studies, Islam. | MS Teams  <https://developingexperts.com>  <https://elevate.cambridge.org/>  YouTube  Handouts | Why do animals have senses?  What can they find out using senses? | MS Teams, Quizizz.com, Padlet, OneNote, Nearpod, Google Classroom. | Senses,  Touch,  Taste,  Feel,  See,  Smell,  Hear,  Tongue,  Nose,  Eyes,  Ears. |  |
| **Week 7**  **(11/10/2020-15/10/2020)** | 100% Distance Learning | **Ourselves**  Check your progress | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Revise the topics taught so far.  Evaluate the understanding by attempting online quizzes and end of unit progress check. | Our selves,  Animals including humans | N/A | MS Teams  <https://developingexperts.com>  <https://elevate.cambridge.org/> | N/A | MS Teams, Quizizz.com, Padlet, OneNote, Nearpod, Google Classroom. | N/A |  |
| **Week 8**  **(18/10/2020-19/10/2020)** | 100% Distance Learning | **Revision**  Formative Assessment | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |  |
| **Parent-Teacher Meeting (20/10/2020)**  **Half Term Break for Students (20/10/2020-22/10/2020)** | | | | | | | | | | |  |
| **Week 9**  **(25/10/2020-29/10/2020)** | 100% Distance Learning | **Being Alive**  Animals and plants alive.  Alive, dead or never been Alive (Aligned with NCE Year 2 objectives).  Taking care of animals (pets). | Explore and compare the differences between things that are living, dead, and things that have never been alive. | Recognize that plants are living things.  Identify that there are living things and things that have never been alive.  Explore how animals obtain food, Discover how pets need to be cared for differently (Aligned with NCE Year 2 objectives). | Animals and Humans | English, Moral Education, Social Studies, Islam. | MS Teams  <https://developingexperts.com>  <https://elevate.cambridge.org/>  YouTube  Handouts | Draw your pet and write down its basic needs. | MS Teams, Quizizz.com, Padlet, OneNote, Nearpod, Google Classroom. | Living, Animal,  Non-living, Plant,  Alive,  Look.  Robot,  Smartphone,  Excrete, Dead,  Living.  Pet Food, Kennel, Snake, Ferret, Iguana |  |
| **NOVEMBER** | | | | | | | | | | |  |
| **Week 10**  **(01/11/2020-05/11/2020)** | 100% Distance Learning | **Being Alive**  Local environments.  Habitats.  Carnivores, herbivores and omnivores. | Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  Identify and name a variety of plants and animals in their habitats, including microhabitats  identify and name a variety of common animals that are carnivores, herbivores and omnivores | Explore ways that different animals and plants inhabit local environments.  Identify and name a variety of plants and animals in a microhabitat (Aligned with NCE Year 2 objectives). | Animals and Humans | English, Math, Moral Education, Islam | MS Teams  <https://developingexperts.com>  <https://elevate.cambridge.org/>  YouTube  Handouts | Draw an example of carnivores, herbivores and omnivores. | MS Teams, Quizizz.com, Padlet, OneNote, Nearpod, Google Classroom. | Environment,  Farm,  Pet, Compare,  Biotic, Abiotic, Species, Habitat, Microhabitat,  Carnivore,  Herbivore,  Omnivore,  Identify, Predator |  |
| **Week 11**  **(08/11/2020-12/11/2020)** | Blended Learning | **Being Alive**  Animal babies.  Types of animals. | Notice that animals, including humans, have offspring which grow into adults.  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. | Recognize that humans and other animals produce offspring which grow into adults.  Discover how an animal’s offspring is the same as its parent.  Identify a variety of animals including fish, amphibians, reptiles, birds, and mammals. | Animals and Humans | Math, English, Moral Education. Islam | MS Teams  <https://developingexperts.com>  <https://elevate.cambridge.org/>  YouTube  Handouts | Draw an example for each class of animals (fish, amphibians, reptiles, birds and mammals). | MS Teams, Quizizz.com, padlet.com, OneNote, Nearpod, Google Classroom. | Baby,  Calf,  Human, Young.  Kitten,  Puppy, Offspring, New-born, Care.  Fish, Amphibian, Reptile, Mammal, Class. |  |
| **Week 12**  **(15/11/2020-19/11/2020)** | Blended Learning | **Being Alive**  Healthy food and drink.  Taking care of your body. | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Identify the need for a healthy diet, including the right types of food and water.  Identify the importance of taking care of your body. | Animals and Humans | English, Moral Education, Islam | MS Teams  <https://developingexperts.com>  <https://elevate.cambridge.org/>  YouTube  Handouts | Draw a meal showing healthy diet. | MS Teams, Quizizz.com, Padlet, OneNote, Nearpod, Google Classroom. | Food,  Fat,  Healthy,  Salt,  Sugar.  Exercise, Cleanliness, Healthy, Food,  Rest. |  |
| **Week 13**  **(22/11/2020-26/11/2020)** | 100% Distance Learning | **Being Alive**  Check your progress | Same as mentioned in Week 9 to Week 12. | Revise the topics taught so far.  Evaluate the understanding by attempting online quizzes and end of unit progress check. | Animals and Humans | Math, English, Moral Education, Islam | MS Teams  <https://developingexperts.com>  <https://elevate.cambridge.org/>  YouTube  Handouts | Write at least three sentences about how you see the world/ UAE in future (after 30 years, 2050). | MS Teams, Quizizz.com, padlet.com, OneNote, Nearpod, Google Classroom. | N/A |  |
| **Week 14**  **(29/11/2020-30/11/2020)** | 100% Distance Learning | JOURNEY TO SPACE | **HOLISTIC AIM:**  To help students understand the scale of our solar system and see how it offers hope and opportunity for the future. | Discover that space is extremely big but offers hope of new places to inhabit in the future.  Discover that UAE aims to be the best country in the world by 2071.  Describe a feature of an amazing ‘country in space’ that would attract visitors and residents. | Technology, Weather and Seasons, The Environment and Materials | English, Math, ICT | <https://schools.expo2020dubai.com/en/initiatives-for-schools/learning-resources>  YouTube  MS Teams | Represent (draw/ make a model) a country in space.  What features would attract visitors and residents? | MS Teams, Quizizz.com, Padlet, OneNote, Google Classroom. | Earth,  Space,  Sun,  Moon,  Mars,  Solar System, Planets, Future. |  |
| **Martyr’s Day (01/12/2020)**  **U.A.E. National Day Holiday (02/12/2020-03/12/2020)** | | | | | | | | | | |  |
| **DECEMBER** | | | | | | | | | | |  |
| **Week 15**  **(06/12/2020-10/12/2020)** | 100% Distance Learning | **Revision**  Formative Assessment | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |  |
| **Winter Break**  **(13/12/2020-31/12/2020)** | | | | | | | | | | |  |