



Topic: Spectacular Species and Great Inventions

Cycle Year:1

Summer Term

Personal, Social, Health and Emotional Development

(including Relationship and Sex Education). Pupils will have the opportunity to explore:

Relationships

- Different types of family
- Physical contact boundaries
- Friendship and conflict
- Secrets
- Trust and appreciation
- Expressing appreciation for special relationships

Changing Me

- Life cycles in nature
- Growing from young to old
- Increasing independence
- Differences in female and male bodies (correct terminology)
- Assertiveness
- Preparing for transition

Religious Education:

Who Do Christians Say Made the World?

Retell the story of creation from Genesis 1:1-2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say 'thank you' to God for Creation Make connections: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

How Should We Care for the World and for others and why does it matter?

Identify a stories about each person being unique and valuable and the God loves all people (Jesus' friends; Good Samaritan) • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of why and how Christians and Jews can show care for the natural earth • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

As historians we will:

- Explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future.
- Learn about the first aeroplane flight, before looking at early aeroplanes in greater depth.
- Focus on the Rainhill Trials of Stephenson's Rocket, using sources from the time to provide context.
- Examine the legacy of both events, and discuss the impact on our world today.
- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features.
- Use a wide vocabulary of everyday historical terms.
- Understand some of the ways in which we find out about the past.
- Identify similarities and differences between ways of life in different periods.

PE:

- Multi-skills: bat and ball
- Athletics
- OAA
- Swimming Please see
- PE skills sheets for further guidance

As geographers we will:

Explore a geographical context to develop our interests in, and activate our prior knowledge of animals, through a study of five continents. To do this, we will:

- Locate and describe the home of emperor penguins
- Locate and describe the home of the Asian panda
- Describe specific place knowledge about the location of a significant animal
- Locate a significant animal and describe the African landscape in Namibia
- Understand an animal's yearly movements and describe the countries it passes over
- Explain and understand the locations and places studied in the different continents

We will also visit Birmingham Botanical gardens, where we will discover rainforest seeds, tribal artefacts and preserved creepy crawlies, and interact with a range of rainforest animals. Please see Geography skills sheets for further guidance.

As designers we will:

Design, make and evaluate a tropical fruit salad, using exotic ingredients from different places around the world. Demonstrate how to use simple utensils and provide opportunities for the children to practise food-processing skills such as washing, grating, peeling, slicing and squeezing.

Discuss healthy eating advice, including eating more fruit and vegetables.

Please see DT skills sheets for further guidance

As artists we will focus on:

The Work of Henry Rousseau.

We will use computer simulations to create a piece of Henry Rousseau art.

We will use line drawing/sketching to draw flowers and leaves; mix primary colours to make secondary colours; create and experiment with shades of colour and create washes to form backgrounds to create our own Henry Rousseau collage.

Please see Art skills sheets for further guidance

As musicians we will:

- Develop an understanding of changing pitch through animal and pitch movement
- Interpret pitch line notation using voices and tuned instruments
- Create descriptive sounds and word rhythms with raps and songs about weather.
- Create a descriptive class composition using voices and instruments (creation stimuli)

(Music Express animals and weather resources for Y1 and Y2. Please see music skills sheets for further guidance)

As experts in computing, we will:

- Explore coding (1.7 and 2.1 coding) and understand an algorithm is a set of instructions to complete a task. They create simple programs to control the look and actions (e.g., when something gets clicked on). Children will also identify and correct errors.

Please see Coding skills sheets for further guidance

As scientists we will focus on:

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Seasons:

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Spring to Summer focus.

Plants

- Identify and name a variety of common deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of trees.
- Investigate "How long does it take for potatoes to grow?" (observing over time investigation).

Living Things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- 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. (Find out about the microhabitat of the pond with pond dipping and minibeast identification activities while at Birmingham botanical gardens.)
- Investigate "Where in the playground do minibeasts tend to live?" (pattern seeking investigation)
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Find out about the microhabitat of the pond with pond dipping and minibeast identification activities while at Birmingham botanical gardens.

English:

Develop our English skills through the stimuli of:

- A story based on the Pie Corbett text "Monkey see - Monkey do!"
- A dairy entry about our class trip to the Botanical gardens.
- A creation story, based on the Pie Corbett text "How the World was made."
- A story based on "The Disgusting Sandwich" by Gareth Edwards.
- Non-chronological report about the Rainforest.

We will be reading these texts from our reading spine.

- The Elephant and the Bad Baby by Elphida Vipont and Raymond Briggs
- Gorilla by Anthony Browne
- The Disgusting Sandwich by Gareth Edwards
- I Do Not Mind your Winter Wind by Jack Prelutsky
- Wolves by Emily Gravett
- Poem: The owl and the Pussycat by Edward Lear
- Fantastic Mr Fox by Roald Dahl
- The Hodgeheg by Dick King Smith
- Owl Babies by Martin Waddell
- Three Brave Women C L G Martin

Develop our Maths skills through key foci of:

Mental fluency, reasoning and problem solving using:

- Money (denominations yr.1 and adding and subtracting money yr. 2).
- Fractions (1/2, 1/4, 2/4, 3/4 of shapes, quantity, and number lines).
- Problem Solving -All Four Operations
- Time-Turns and Telling the Time
- Time -Drawing the Hands on a Clock and Intervals of Time
- Measures and Reading Scales (height, weight and capacity).
- Statistics (pictograms, tally charts, block diagrams and tables).
- Geometry (including symmetry)
- Place Value with Larger Numbers
- Calculation Review including numbers up to 1000 for year 2.

Using maths across the curriculum by:

- Using thermometers to measure temperature in our science work.
- Use tally charts and bar charts to find out our favourite salad ingredients.

