

<p>Title: Spectacular Species and Great Inventions Class: Rea Cycle Year: 1 Term: Summer Educational Visits: To be confirmed.</p> <p>We will develop our English skills through the stimuli of:</p> <ul style="list-style-type: none"> • An adventure story based on “A lion in Paris” by Beatrice Alemagna (narrative) • A story based on “The Marvellous Fluffy Squishy Itty Bitty” by Beatrice Alemagna (narrative) • Writing about real events – our train journey (recount) • Nature poems. (poetry) • An information text about the Wright Brothers. <p>We will be reading texts from our reading spine.</p> <ul style="list-style-type: none"> • The Disgusting Sandwich by Gareth Edwards • The Elephant and the Bad Baby by Elphida Vipont and Raymond Briggs • Gorilla by Anthony Browne • 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 <p>Please see our writing progression sheets for further guidance. Phonics is taught in line with Little Wandle progression. https://stottesdon-school.co.uk/media/40580/programme-overview_reception-and-year-1-1.pdf</p> <p>We will develop our Maths skills through key foci of:</p> <ul style="list-style-type: none"> • Money (denominations yr.1 and adding and subtracting money yr. 2). • Fractions (1/2, ¼, 2/4, ¾ 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. <p>Using maths across the curriculum by:</p> <ul style="list-style-type: none"> • Using thermometers to measure temperature in our science work. <p>Developing the automaticity and fluency of number facts through mastering number. Please see skills and knowledge in year group assessment grids.</p> <p>As scientists we will focus on: Working scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:</p> <ul style="list-style-type: none"> • 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. • Display results using simple diagrams and writing. • Find out information using secondary sources. • Use appropriate scientific vocabulary in their explanations. <p>Seasons:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. • Spring to Summer focus. <p>Plants</p> <ul style="list-style-type: none"> • Identify and describe the basic structure of trees. • Identify and name a variety of common deciduous and evergreen trees. • Investigate “How long does it take for potatoes to grow?” (observing over time investigation). <p>Living Things and their habitats</p> <ul style="list-style-type: none"> • 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. • Research, 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. • 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. <p>P.E. Physical activities and sports development in the areas below (following our progression of skills):</p> <ul style="list-style-type: none"> • Multi-skills: bat and ball. • Football • Athletics. • Swimming <p>Please see our PE progression skills for further guidance.</p> <p>As experts in computing, we will:</p> <ul style="list-style-type: none"> • Explore coding (1.7 and 2.1 coding) and understand an algorithm is a set of instructions to compete a task. They will create simple programs to control the look and actions (e.g. when something gets clicked on). Children will also identify and correct errors. <p>Please see computing skills sheets for further guidance.</p> <p>.</p>	<p>R.E. <u>What is the good news Christians say Jesus brings? 1.4</u> Make sense of belief: Tell stories from the Bible and recognise a link with the concept of “good news”, eg: Matthew the tax collector, Zaccheus. Give clear, simple accounts of what Bible texts (such as Matthew the tax collector) mean to Christians. Understand the impact: Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless (“Forgive others as I have forgiven you”, “Peace I leave with you; peace I give you”) Making connections: Think/talk/ask questions about whether Jesus’ “good news” is only for Christians, or if anyone can learn about how to live, giving a good reason for their ideas.</p> <p><u>Celebrations 1.6, 1.7</u> Make sense of belief: Retell simply some stories used in Jewish and Muslim celebrations; Chanukah, Ramadan. Understand the impact: Make links between Jewish ideas of God in the story of Chanukah and how Jews choose to live. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions; fasting in Ramadan. Making connections: Think/talk/ask questions about why it is good to reflect, thank and praise; Jewish and Muslim festivals, and in their own lives.</p> <p>PSHE Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to explore:</p> <table border="1"> <thead> <tr> <th>Relationships</th><th>Changing Me</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships </td><td> <ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition </td></tr> </tbody> </table> <p>As historians we will</p> <ul style="list-style-type: none"> • Know that modern trains are different to trains from the past. examples might be steam and electric. • Learn that Robert Stephenson invented one of the first passenger trains. • Know some ways we use the railways today. examples may be agriculture, trade. • Learn that the wright brothers were the first to fly an aeroplane and it was in the USA (North Caroline) • Know some differences between the first aeroplane and modern aeroplanes. Examples might be modern aeroplane can carry more people and travel further. • Know some differences between ships in the past and today. eg the ship of Christopher Columbus. Examples might be modern ships have motor engines and ships in the past had sails. • Learn that Historians can learn about the first flight by looking at photographs. <p>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:</p> <ul style="list-style-type: none"> • Use a world map, atlas or globe to name and locate the seven continents and five oceans and some countries studied. • Identify seasonal weather patterns. • Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. • Describe the physical and human geography of a distant place, recognising their natural environments and using appropriate geographical vocabulary and compare this to our local area. <p>As artists we will explore working in 3D Making Birds Disciplines: Sculpture, Drawing, Collage Medium: Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire. Artists: Andrea Butler</p> <ul style="list-style-type: none"> • Look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. • Draw from life looking closely. • Experiment with a variety of drawing materials and test ways to make marks that describe what I see. • Use colour in my drawings and mix two or more different media together. • Look at the work of other artists who have been inspired by birds and I can share my response to their work. • Fold, tear, crumple, and collage paper to transform it from 2d to 3d. • Use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. • See how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. • Share my work with my classmates and teachers, and consider what was successful for me. <p>As designers we will focus on the aspect of: Food Focus: Preparing fruit and vegetables Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eatwell plate. • Know and use technical and sensory vocabulary relevant to the project. <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>As musicians we will:</p> <ul style="list-style-type: none"> • Listen and describe music and its images using: high/low; loud/quiet; fast/slow; thoughts/feelings. • Follow and respond physically to pitch change (high – middle -low) in short melodic phrases (including matching voices/tuned percussion to graphic notation) • Perform (sing and play) with increasing pitching control and an awareness of some musical elements (pitch; tempo; dynamics; duration). • Experiment with instrument timbres (incl. voice) and representing them with graphics. Make short sequences using weather symbols. • Record, evaluate and improve our performances. 	Relationships	Changing Me	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships 	<ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition
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