Title: Our Wonderful World
Class: Rea
Cycle Year: 1
Term: Summer
Educational Visits:

Develop our English skills through the stimuli of:
- Talk for writing "Wombats Go Walkabout" by Michael Morpurgo with a focus on suspense.
- Talk for writing "The Lighthouse Keeper's Lunch" by Ronda Armitage with a focus on characterisation .
- Instruction writing – How to make a healthy salad.
- A poem about our wonderful world.
- A letter to our class teacher next year.

Reading texts from our reading spine:
- Dogger by Shirley Hughes
- Wombats go Walkabout by Michael Morpurgo
- The Lighthouse Keeper's Lunch by Ronda Armitage
- The Day the crayons quit by Drew Daywalt
- Poem: Didgeridoo by Roger McGough
- The Flower by John Light
- Monster by Angela McAllister
- The Summer My Father Was Ten by Pat Brisson
- Come Away From the Water Shirley by John Burningham
- The Go Away bird by Julia Donaldson

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

We will develop our Maths skills through key foci of:
In line with the Herts for learning guidance:
- Division and multiplication problems.
- 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

Use maths in other areas of the curriculum by:
Measure the growth of our plants in science.
Developing the automaticity and fluency of number facts through mastering number.
Please see skills and knowledge in year group assessment grids.

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:
- 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

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

Plants
- Identify and name a variety of common wild and garden plants (identifying and classifying investigations).
- Identify and describe the basic structure of a variety of common flowering plants.
- Observe and describe how seeds grow into mature plants.
- Investigate "How do peas/beans grow into mature plants?" (Observing over time investigation).
- Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.
- Investigate "Do plants need water to survive?" (comparative investigation).
- Investigate "Do plants need water to germinate and to grow?" (comparative investigation).
- Investigate: "Which location (temperature based) will plants grow most in?" (comparative investigation).

STEM activity
- Investigate how architects are often inspired by nature when designing new structures by researching how symmetry, spirals and tessellation are used in nature during a class walk (decoding nature's patterns).

P.E.
Physical activities and sports development in the areas below (following our progression of skills):
- Multi-skills: kicking, sending, receiving and striking a ball with and without equipment.
- Athletics.
- Swimming.

Please see our PE progression skills for further guidance.

As experts in computing we will:
- Use spreadsheets (open, edit, save, enter data to cells, copy, paste, add value to image) and pictograms to purposefully create, organise, store, manipulate and retrieve information (2calculate 2.3 and 2count 1.3).
- Create, organise, store, and retrieve, manipulate, and present ideas e.g in digital quizzes, fact files or basic presentations (2.8).

Please see computing skills sheets for further guidance.

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R.E.
What is the good news Christians say Jesus brings? 1.4
Make sense of belief:
Tell stories from the Bible and recognise a link with the concept of "good news", eg: Jesus' choice of people he spent time with (Matthew 8 - man with leprosy; healing of centurion's daughter)
Give clear, simple accounts of what Bible texts (as above) show Christians about faith.
Understand the impact:
Give at least two examples of ways in which Christians put their beliefs into practice in the Church community and their own lives – charity, helping others, asking for forgiveness.
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.

How should we care for the world and others, and why does it matter? 1.9 (1.6/1.7)
Make sense of belief:
Understand why Christians and Jews think everyone is unique and important - Christian; Jesus blesses the children; Christians and Jews; Psalm 8.
Give a clear, simple account of what Genesis 1 teaches Christians and Jews about the natural world.
Understand the impact:
Give an example of how people show they care for others – golden rule.
Say why Christians and Jews might look after the natural earth.
Making connections:
Think/talk/ask questions about what difference believing in God makes to how people treat each other and the natural world.

PSHE
Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to explore:

Relationships:	**Changing Me:**
• Belonging to a family	• Life cycles – animal and human
• Making friends/being a good friend	• Changes in me
• Physical contact preferences	• Changes since being a baby
• People who help us	• Differences between female and
• Qualities as a friend and person	• male bodies (correct terminology)
• Self-acknowledgement	• Linking growing and learning
• Being a good friend to myself	• Coping with change
• Celebrating special relationships	• Transition

As historians we will:
- Learn that an Olympic games had already been established in Ancient Greece.
- Learn that the first modern Olympic games were held in a rural farming area in Shropshire (some might recall Much Wenlock) .
- Know that the Olympic games had many events.
- Discover that the original objective of the Olympian Class was to promote the health of people in the town. Healthy bodies and healthy minds.
- Know about the tradition of the Olympic torches.
- Know that Historians can find out about the history of the Olympic games from photographs – examples might include photographs of the opening ceremonies.

As geographers we will:
Gain an appreciation of the world by introducing several natural and manufactured/constructed wonders, as well as ancient and modern wonders (Everest, Mississippi and Amazon river, great wall of China, Uluru). We will:
- Identify, using an atlas, map or globe to locate some physical and human features, which continent they are in, comparing these with our local area, using field work and observational skills to study our surrounding environment.
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Identify and name the relevant countries (Australia, China and United States of America).
- Correctly use most of the key vocabulary in relation to human and physical features.

As artists we will explore working in 3D
Music and Art
Disciplines: Drawing, Making, Sketchbook
Medium: Paper, Drawing Materials, Paint, Construction Materials
Artists: Kandinsky, Various "Projection Mapping" artist.
- See how some artists are inspired by other artforms such as music.
- Share my response to their work and listen to others.
- Listen to sounds and use my mark making skills to make marks in response.
- Draw from observation whilst listening to a piece of music, and let the music inspire my drawing.
- Use my imagination and work on a larger scale to make drawings of imaginative instruments, or I can use my hands to invent musical instruments made from construction materials.
- Share my work with the class.
- Reflect upon what I have made and share my work with the class. I can listen to their responses to my work and talk about my response to their work.

As designers we will focus on the aspect of Food
Focus: Preparing fruit and vegetables
Technical knowledge and understanding
- 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

Designing
- 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

Making
- 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..

Evaluating
- 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.

As musicians we will:
- Identify the pulse in different music; recognise, play and control changes in tempo; begin to group beats in twos/fours .
- Recall short sequences or patterns; tap the rhythm of words; begin to represent patterns with stick notation (crotchets, quavers, rests); make own patterns.
- Listen and describe music and its images using: high/low; loud/quiet; fast/slow; thoughts/feelings.
- Experiment with instrument timbres (incl. voice), matching them to sounds, representing them with graphics. Make short sequences using symbols.