

Year group: Year One Term: Summer Term 1st Half

Focus Subject: Science

BIG Question: How can we take care of the world's animals?



Educate
Protect
Love
Serve

Key Vocabulary:

living things, waste, feeding, reproduce, survive, growing, vertebrate, invertebrate, spine, protective, backbone, mammals, warm blooded

Practise at Home:

Daily reading and keyword practise
IXL
Spelling Shed
Weekly spellings

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Trip to Newquay Zoo

Relationships and Health Education we will:

Keeping Safe, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.

As Musicians, we will:

In this unit, we ask 'What Songs Can We Sing to Help Us Through the Day?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'
This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship



English: As readers and writers, we will:

Take part in daily RWI lessons working at the appropriate level to use and apply our sound knowledge to reading and writing.

Write sentences by: saying out loud what we are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what we have written to check that it makes sense.

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verb
Apply phonic knowledge and skills as the route to decode words.

Leave spaces between words
Use a capital letter for names of people, places, the days of the week, and the personal pronoun.

Listen and respond appropriately to adults and peers.

Maintain attention and participate actively in collaborative conversations.

Listen to and discuss stories.

Link what we read or hear read to our own experiences.

RE: as theologians, we will:



Pentecost –

For Christians, Sunday is the special day of the week. It is the day which Jesus rose from the dead and is considered to be a day of rest. Pentecost is a special celebration of the gift of the Holy Spirit, through whom the risen life of Jesus is given.

This Topic: learning outcomes

Know and understand:

- Holidays as days to be happy – **Explore**
- Pentecost; a holy day – the feast of the Holy Spirit – **Reveal**

Acquire the skills of assimilation, celebration and application of the above

– **Respond**

For Christians it is important to make choices in the light of our belief in a loving God. There are times when we need to acknowledge our sorrow for making wrong choices. The Church offers the Sacrament of Reconciliation which celebrates God's unconditional love for us.

Prior learning: Jesus had good friends

This topic learning outcomes: Know and understand:

- We have choice – sometimes we choose well, and sometimes wrongly – **Explore**

- God helps us to choose well and to be sorry. God forgives us – **Reveal**

Acquire the skills of assimilation, celebration and application of the above

– **Respond**

DT: As designers, we will:

Use a range of materials and components, including food ingredients and measure, cut and assemble and combine materials and components. Say whether their products are for themselves or other users. Use knowledge of existing products to help come up with ideas and develop and communicate ideas by talking and drawing.

Science: As scientists, we will:

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

PE: As athletes, we will:

KS1 Athletics –

Learn how to travel by running, walking, running and jumping and to practise key skills of throwing.

Dance – Animals

Use large and small body actions to make a dance including a change in level and speed. Create and link animal shapes together, travelling from one move to another. Practise and perform dances linked to animals from around the world.

Evaluate our own work and the work of others to say what we like and what we didn't like.

Maths: As mathematicians, we will:

Introducing Length and Height, comparing lengths and heights, non-standard units of measure, measuring length using a ruler
Solving word problems – length

Introducing weight and volume
Comparing weight, measuring weight, Comparing weight using measuring, comparing capacity, measuring capacity.

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Recognise, find and name a half as one of two equal parts of an object, shape or quantity

MFL: As linguists, we will learn:

Learn some French numbers 0-10

Computing: As programmers, we will:

develop our understanding of the various aspects of using a computer to create and manipulate text. We will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.

Art: As artists, we will:

- Learn to use a range of materials creatively to design and make products
- Learn to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Learn to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Geography: As Geographers, we will:

Name the 7 continents and 5 oceans of the world. Where the equator is located where it is hot and where it is cold on the Earth. Where the North and South Poles are located and what they are like. What it is like in hot countries?