

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

Focus Subject: Science

BIG Question: What is special about 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?

Half term overview		St. Mary's Catholic Primary School - Year One					
Term: Summer Term 1st Half							
Focus: Teacher: Mrs Vicky Baker							
Dates	17 th April	24 th April	1 st May	8 th May	15 th May	22 nd May	
Events	Come and See Twilight		Bank Holiday 5 th – Coronation Picnic	Monday – Bank Holiday Jo Mackenzie in on Tuesday 9 th – Jenny England in Friday 12 th May	18 th May – Newquay Zoo trip Whole School Mass	CAST collective Worship 23 rd – Tempest Class Photos	
English	Learn Can I orally retell a story using a story map? Can I sequence the story? Can I answer questions as part of hot seating?	Explore Can I identify if a statement is true or false? Can I identify adjectives and nouns? (Using sentences from the model text) Can I join words and clauses using and? (Spelling Shed) Can I join words and clauses using and? (Spelling Shed)	Innovate Can I innovate my story map? (Shared innovation) Can I orally retell the new story using a story mountain? Can I contribute my ideas to a shared write? Can I create my own innovation?	Invent – HOT TASK Can I orally retell my own story? Can I write the opening and buildup of my story? Can I write the problem and resolution and ending? Can I make my story into a book? FABULOUS FINALE:	Non-fiction Mode Text – Man on the Moon: Recount – A day in the life of the Man on the Moon. Invention/Innovation: Recount – A day in the life of a year 1 child?	Poetry Tiger, Tiger Burning Bright	
Phonics and Spelling	Children to take part in RWI lessons in streamed groups which allow the children to access the learning at appropriate levels. Children will be practising their phonic knowledge and applying this to reading and writing. Jenny England to work with children throughout the day on their phonic skills in preparation for the 'Phonic Screening Check'						
Maths	Unit 10 – Introducing Length and Height <ul style="list-style-type: none"> Introducing length and height 1 Comparing lengths and heights Non-standard units of measure (1) Non-standard units of measure (2) Measuring length using a ruler Solving word problems – length 	Unit 11- Introducing weight and volume <ul style="list-style-type: none"> Comparing weight Measuring weight Comparing weight using measuring Comparing capacity Measuring capacity 	<ul style="list-style-type: none"> Unit 12 – Multiplication <ul style="list-style-type: none"> Counting in 10s, 5s and 2s Making equal groups Adding equal groups Making simple arrays Making double Solving word problems – multiplication 	<ul style="list-style-type: none"> Unit 13 Division <ul style="list-style-type: none"> Making equal groups (1&2) Sharing equally (1&2) Solving word problems – division 	<ul style="list-style-type: none"> Unit 14 – Halves and Quarters <ul style="list-style-type: none"> Finding Halves (1&2) Finding Quarters (1&2) Solving word problems – halves and quarters 	Consolidation week where needed	

<p style="text-align: center;">Science Animal Biology</p>	<p>What is a living thing?</p>	<p>What is the difference between an invertebrate and a vertebrate?</p>	<p>Which animal families are invertebrates?</p>	<p>Which animal families are vertebrates?</p>	<p>What are the differences between mammals and birds?</p>	<p>What types of food do living things eat?</p>
<p style="text-align: center;">RE</p>	<p><u>Pentecost</u> Explore Reveal LEARNING FOCUS 1: What a holy day is. Choose either Christmas, Easter or school's feast day for children to record what happens on that holy day.</p>	<p><u>Pentecost</u> <u>Learning Focus 2:</u> Ascension Day: Jesus goes back to his Father. Create a stained-glass window on a template in the shape of a dove or a flame. Talk about the choice of symbol and how it represents the Holy Spirit. <u>Learning Focus 3 – Pentecost the Holy day</u> Sequence the events of the Pentecost Story.</p>	<p><u>Pentecost</u> <u>Learning Focus 4 – Pentecost day</u> Use the image from <i>God's Story 2</i> pages 84-85. Add thought bubbles to show what the friends of Jesus and the people in the picture were thinking and how they were feeling. <u>Learning Focus 5 – Pentecost: The birthday of the Church.</u> On a flame shape template write how the Holy Spirit guides you to help and serve others.</p>	<p><u>Pentecost</u> <u>Learning Focus 6 Spreading the Good News</u> Write a prayer to the Holy Spirit asking for help and guidance in sharing the Good News of Jesus <u>Respond .</u></p>	<p style="text-align: center;"><u>Reconciliation</u> Explore Reveal Learning Focus 1 – Jesus helps us when we make wrong choices Provide the children with a template of a post card from the <i>Come and see</i> website and ask them to imagine they are Levi and to write a note of thanks to Jesus for helping him to change his ways.</p>	<p><u>Learning Focus 2 – Jesus forgives us when we make wrong choices</u> Add speech bubbles to the picture for the children to write in the words that Jesus and Zacchaeus spoke to each other.</p>
<p style="text-align: center;">Music</p>	<p>Having fun with improvisation What Songs Can We Sing to Help Us Through the Day? Step 1 – Getting Dressed</p>	<p>Having fun with improvisation What Songs Can We Sing to Help Us Through the Day? Step 2 – Dress up</p>	<p>Having fun with improvisation What Songs Can We Sing to Help Us Through the Day? Step 3 – Brush our teeth</p>	<p>Having fun with improvisation What Songs Can We Sing to Help Us Through the Day? Step 4 – Get up</p>	<p>Having fun with improvisation What Songs Can We Sing to Help Us Through the Day? Step 5 – Up and down</p>	<p>Having fun with improvisation What Songs Can We Sing to Help Us Through the Day? Step 6 – Assessment Checkpoint</p>
https://charanga.com/user/login						
<p style="text-align: center;">Art</p>	<p>Lesson 1: Drawing from images and film Pupils will become familiar with using film as a source to create observational drawings of birds. Pupils will look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels</p>	<p>Lesson 2: Drawing from observation Pupils will create drawings of feathers working from real life. They will recall the mark making that they have used throughout the year and will continue to explore new ways of making marks. Pupils will work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils will demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use.</p>	<p>Lesson 3: Introducing 3D Pupils will demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils will demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills.</p>	<p>Lesson 4: Make Pupils will engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They will draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils will demonstrate an understanding of how to make things balance through exploration and play.</p>	<p>Lesson 5: Make Pupils will engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They will draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils will demonstrate an understanding of how to make things balance through exploration and play.</p>	<p>Lesson 6: Share, reflect, discuss, Pupils will collaborate to create a flock of birds using their individual sculptures. Pupils will engage in class discussion about their individual and collective work.</p>

DT	Introduction: exploring delicious fruits and vegetables https://classroom.thenational.academy/lessons/introduction-exploring-delicious-fruits-and-vegetables-crvk4t	Developing ideas for a fruit salad https://classroom.thenational.academy/lessons/developing-ideas-for-a-fruit-salad-6wvk2t	Making a fruit salad https://classroom.thenational.academy/lessons/making-a-fruit-salad-60t3jd	Designing and making a savoury salad https://classroom.thenational.academy/lessons/designing-and-making-a-savoury-salad-6hhkad	Making a savoury salad https://classroom.thenational.academy/lessons/making-a-savoury-salad-69j62e	
PE	KS1 Athletics 1 Session 1 - running Can you walk and run in a coordinated way, at different speeds for short and long distances? Dance – Animals Session 1- Can you use large body actions and small body actions to create a dance about a cat?	KS1 Athletics 1 Session 2 - throwing Can you throw a range of implements for distance? Dance – Animals Session 2 – Can you develop and remember movement actions for a dance? Can you include a change in levels and speed within your dance?	KS1 Athletics 1 Session 3 – running and jumping Can you run and jump over obstacles? Dance – Animals Session 3 Can you create animal shapes and link them together in a polar bear and penguin dance? Can you travel from one move to another move?	KS1 Athletics 1 Session 4 - Running Can you run short and fast or pace yourself for a longer run? Dance – Animals Session 4 Can you perform a dance about the rainforest linking moves together fluently and in unison?	KS1 Athletics 1 Session 5 - jumping Can you demonstrate a variety of jumps and link them together? Dance – Animals Session 5 Can you develop your skills in the performance of a dance?	KS1 Athletics 1 Session 6 – running jumping and throwing Can you confidently apply the skills you have learned, to throw jump and run in a competitive situation? Dance – Animals Session 6 Can you practice and perform a dance based on animals around the world? Can you describe and comment on others work explaining what you like and dislike and why?
Geography	<u>What is a continent like?</u>	<u>What is Europe like?</u>	<u>What is Australia like?</u>	<u>What is Africa like?</u> <u>What is Antarctica like?</u>	<u>What are North and South America like?</u>	<u>What are the similarities and differences between Alaska and Cornwall?</u>
Computing	Exploring the keyboard Learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also identify and find keys, before adding text to their page by pressing keys on a keyboard.	Adding and removing text Learners will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the Backspace key to remove text from the computer.	Exploring the toolbar Learners will begin to explore the different tools that can be used in word processors to change the look of the text. Learners will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. Learners will match simple descriptions to the related keys. Finally, learners will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.	Making changes to text Learners will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.	Explaining my choices Learners will begin to justify their use of certain tools when changing text. The learners will decide whether the changes that they have made have improved their writing and will begin to use 'Undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The learners will be able to explain what tool from the toolbar they have used to change their writing.	Pencil or keyboard? Learners will make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the learners will begin to explain which they like best and think about which method would be the best method to use in different situations.
	Key Stage 1 (teachcomputing.org)					
PSHE/ RSE	Being safe	Good and Bad secrets	Physical contact	Harmful substances	Can you help me (part 1)	Can you help me (Part 2)