

Year group: Year One Term: Summer Term 2nd Half

Focus Subject: History

BIG Question: How has Bodmin changed?



Educate
Protect
Love
Serve

Key Vocabulary:

now, then, before, after, a long time ago

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 Bodmin town

Relationships and Health Education we will:

Learn about the different communities that they are part of, both local and global. They will think about what it means to belong to a community and the rights and responsibilities that come with it. Children will also learn that how they act can help or harm their communities.

RE: as theologians, we will:



Reconciliation – Being sorry

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

Islam

Universal Church

Know and understand:

- Neighbours all around – **Explore**
- Everyone is our neighbour and is loved by God – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

Art: As artists, we will:

- Learn how are artists inspired by flora and fauna?
- Learn how can I be inspired by flora and fauna?
- Learn how can I expand mark making when drawing flora and fauna?
- Learn how can I use collage to invent a unique minibeast?
- Learn how can I reflect on my work and the work of my classmates?

As Musicians, we will:

Celebrate a wide range of musical styles. We will focus on the key areas of - Listening, Singing, Playing Composing and Performing.

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:

- Learn what are the different parts of the human body?
- Learn why is exercise so important?
- Learn what is a healthy diet?
- Learn how do our bodies change as we get older?
- Learn why is important to be hygienic?
- Learn whose job is it to keep us healthy?

Maths: As mathematicians, we will:

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 and a quarter as four equal parts of an object, shape or quantity
Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Sequence events and tell the time to the hour
Recognise, coins and notes and count with coins.

History: As Historians, we will:

Children need to be able to identify specific differences as well as recognise relevant similarities.
While we all still undertake shopping on a daily or weekly basis the processes involved in this activity have been transformed over the last fifty or so years. The advent of refrigeration and computerisation have revolutionised what and how we shop.

PE: As athletes, we will:

KS1 Athletics

Choose the correct pace to enable you to keep moving for a longer period of time for long distance and run/jog on a curve with control and coordination?
Running with speed and control over hurdles. Increase jumping distance by improving technique.
Take part in a competition – Sport's Day

Striking and Fielding

Throw and catch a ball over various distances. Aim a ball and hit a target. Bowl a ball and hit a ball with a bat. Use the skills that have been learnt to play a game.

MFL: As linguists, we will learn:

Learn some French numbers 0-10

Computing: As programmers, we will:

Have an introduction to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.

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.