



<u>Year group: 1</u>	<u>Term: 5</u>		<u>Enquiry Question: Where do animals and plants come from?</u>
	Essential knowledge:	Essential vocabulary:	Skills:
Creative development	<p><u>Art</u></p> <p><u>Draw and Paint Leaves and Flowers</u></p> <ul style="list-style-type: none"> - Know how to use colour, pattern, texture, line, shape and form to create a piece of art work. - Know how to use complimentary and contrasting colours to create effects. - Know how to mix colours and the difference between primary and secondary colours. - Closely observe in order to replicate and copy colour, pattern, texture, line. shape and form. <p><u>Music</u></p> <p><u>Your Imagination</u></p> <p><u>Listen and appraise</u></p> <p>To know that music has a steady pulse, like a heartbeat.</p>	<p>Colour Pattern Texture Line Shape Form Observe Replicate</p> <p><u>Your Imagination</u></p> <p>Keyboard, drums, bass, pulse, rhythm,</p>	<p><u>Art</u></p> <p><u>Draw and Paint Leaves and Flowers</u></p> <ul style="list-style-type: none"> - Mix secondary colours using 2 primary colours. - Create a collage of an animal or plant by using materials of different textures and colours. - Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. - Use clay to create an accurate model of a dinosaur by closely observing a picture. - Make an accurate sketch of a plant or flower using the correct line, shape, form and colours. - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook - Identify what they might change in their current work or develop in their future work. <p><u>Music</u></p> <p><u>Your Imagination</u></p> <p><u>Listen and Appraise</u></p> <p>To find the pulse</p>

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	<p>To know that we can create rhythms from words</p>	<p>pitch, improvise, compose, perform, audience, imagination</p>	<p>To copy back short rhythmic phrases with words of one and two syllables. Create rhythms for others to copy</p>
<p>Knowledge & understanding of the world</p>	<p><u>Geography</u></p> <p><u>Where do Animals and Plants come from?</u></p> <ul style="list-style-type: none"> - To know and plot seasonal weather patterns in the United Kingdom and in another contrasting country (eg India, monsoons, south America-rainforest) - To know where hot and cold areas of the world are-Poles and deserts and what lives there. - To know basic geographical vocab to refer to different features-desert, river, mountain. <p><u>RE</u></p> <p><u>Worship and Festivals: What is Worship?</u></p> <ul style="list-style-type: none"> - To know what happens in a place or worship. - How worship is important to a person of faith. - How lifestyle fits in with worship-10 commandments. 	<p>Seasons Weather Equator North and South poles Vegetation Temperature Climate</p> <p>Worship Celebration Festival Family Church Respect Commitment Dedication Commandments Lifestyle</p>	<p><u>Geography</u></p> <p><u>Where do Animals and Plants come from?</u></p> <ul style="list-style-type: none"> - To use maps and atlases to find countries and areas of the world - To observe and plot using basic equipment and recording techniques like graphs and charts. - To conduct a basic experiment using observational skills and record their findings. - To compare and contrast areas of the world according to temperature <p><u>RE</u></p> <p><u>Worship and Festivals: What is Worship?</u></p> <ul style="list-style-type: none"> - Respect the beliefs of others by understanding that all beliefs have value. - Take part in a religious festival - Write a set of class values and know how important it is to do the right thing.

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<p>SMSC</p>	<p><u>Relationships</u></p> <p>Children will identify and celebrate special relationships including relationships with family and friends.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Identify the members of my family. - Understand that there are lots of different types of families. - Know how it feels to belong to a family and care about the people who are important. - Know how to make a friend. - Know who can help me in my school community. - Know when I need help and know how to ask for it. - Know ways to praise myself. 	<p>Family Belong Different Same Friends Friendship Qualities Caring Sharing Kind Touch Feel Texture Like Dislike Help Helpful Community Feelings Incredible Proud Praise Confidence Skills Self-belief</p>	<p><u>Relationships</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Identify what being a good friend means. - Recognise which forms of physical contact are acceptable and unacceptable to me. - Recognise my qualities as a person and a friend. - Express how I feel about someone special.
<p>Scientific & technological understanding</p>	<p><u>Science</u></p> <p><u>Animals and Plants</u></p> <ul style="list-style-type: none"> - To learn how a plant grows from seed to fruit and what conditions it needs for good growth. - To look at how vegetation differs according to climate (hot and cold 	<p>Grow Deciduous Evergreen Bulb Sunlight Photosynthesis Germination Camouflage Adaptation</p>	<p><u>Science</u></p> <p><u>Animals and Plants</u></p> <ul style="list-style-type: none"> - Understand how to care for a plant (water, sunlight, food) - Categorise plants and flowers (wild or garden) - To conduct a basic growing experiment using observation, recording and comparison.



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	<p>climates, rainforests, deserts, polar regions)</p> <ul style="list-style-type: none"> - To carry out a basic test using observation, some form of basic record keeping and comparison. - To learn a how animals and plants adapt to their environment- camouflage, adaptation (different body coverings) hibernation. - Food chains-how plants and animals are inter-dependant. <p><u>Computing</u></p> <p><u>Animated Stories (Unit 1.6)</u></p> <ul style="list-style-type: none"> - To be introduced to e-books and know the difference between a traditional book and an e-book - To understand how to add animation to a story - To know how to add sound to a story - To know how to use additional features to enhance stories - To understand how to share e-books on a class display board. - To know how to add a background to the page - To understand how to copy and paste a page in the book 	<p>Hibernation Climate Food chain</p> <p><u>Animated Stories (Unit 1.6)</u></p> <p>Animation Enhance Copy and Paste E-books Traditional Book Display Board Drawing Tools Font</p>	<ul style="list-style-type: none"> - To be able to draw and make a basic food chain <p><u>Computing</u></p> <p><u>Animated Stories (Unit 1.6)</u></p> <ul style="list-style-type: none"> - Explain the difference between a traditional book and an e-book - Use different drawing tools to create a picture on a page - Add an animation to their picture - Add text to a page and change the colour, font and size of the text - Open work that has been saved in a previous lesson - Add sound to their page - Add a background to the page - Copy and paste a page in the book - Share a storybook on a class story book display board - Enhance features of their book
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	<p><u>Design Technology</u></p> <p><u>Preparing Fruit and Vegetables</u></p> <p>Design:</p> <ul style="list-style-type: none"> - Experience common fruit and vegetables undertaking sensory activities i.e. appearance, taste and smell. - Understand where a range of fruit and vegetables come from. - Understand and use the basic principles of a healthy and varied diet <p>Make:</p> <ul style="list-style-type: none"> - Know how to use simple utensils and equipment to prepare food safely (e.g. peel, cut, slice, squeeze, grate) . <p>Evaluate:</p> <ul style="list-style-type: none"> - Know how to evaluate ideas and finished products against the design criteria, including intended user and purpose. 	<p>Diet Healthy Balanced Farm Producer Factory Vegetarian Vegan</p>	<p><u>Design Technology</u></p> <p><u>Preparing Fruit and Vegetables</u></p> <p>Design:</p> <ul style="list-style-type: none"> - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables - Communicate ideas through talking and drawings - Design appealing products and for a particular user based on simple design criteria - Use the basic principles of a healthy and varied diet to prepare dishes. <p>Make:</p> <ul style="list-style-type: none"> - Select and use the appropriate equipment and utensils to prepare food 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>Evaluate:</p> <ul style="list-style-type: none"> - Evaluate ideas against the original design criteria and determine if it's 'fit for purpose' - Taste and evaluate a range of fruit and vegetables to determine the intended user's preference.
<p>Physical Development</p>	<p><u>Physical Development</u></p> <p><u>Throwing and Catching (Unit 1.5)</u></p> <ul style="list-style-type: none"> - To learn skills for striking and fielding games. - Understand the correct technique for catching. 	<p><u>Throwing and Catching (Unit 1.1)</u></p> <p>Throw Catch Strike Fielding</p>	<p><u>Physical Development</u></p> <p><u>Throwing and Catching (Unit 1.1)</u></p> <ul style="list-style-type: none"> - Consolidate and practise throwing a ball underarm. - Control a ball using hands. - Throw and catch a ball to self and a partner - To use throwing and catching skills in a game.



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	<ul style="list-style-type: none"> - Explore striking balls of different sizes using their hands and equipment. - To know how to stop and retrieve a ball (a fielding skill). - Know how to make contact with a ball using different bats or rackets. - Know the tactics and skills to use in order to win a game <p><u>Cool Core- Strength (Unit 1.5)</u></p> <ul style="list-style-type: none"> - Learn how to control breathing. - Learn how to support body weight. - Learn the technique for the plank, front support and back support 	<p>Target Strike Bat Racket Rounders Warm up Fielding Scoring</p> <p><u>Cool Core- Strength (Unit 1.5)</u> Bridge Agility Core SAQ Ladder footwork</p>	<ul style="list-style-type: none"> - Practise throwing to a target. - Catch the ball with good technique. - Play a game using striking and fielding skills - To strike with a racket or bat. - Use striking skills to play a game. - To play a game fairly and in a sporting manner. - To use fielding skills to play a game <p><u>Cool Core- Strength (Unit 1.5)</u></p> <ul style="list-style-type: none"> - To identify techniques to improve core strength and agility - Perform a movement that demonstrates good core control. - Increase the speed at which you can travel through the ladders accurately - Be able to use the core to maintain balance when running. - Support body weight on the hands using the core muscles to keep balanced. - Perform a wheelbarrow with a partner, with control. - To identify techniques to improve core strength and agility - Walk demonstrating good posture and balance. - Develop more complex footwork patterns on the SAQ ladders.
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<u>Guided Reading and Other Linked Texts</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND:</u>	<u>Key Questions:</u>
Lost and Found Jack and the beanstalk Giant Turnip Where the wild things are.	Around the World- Which animals live in cold countries? Which animals live in hot countries? Growing – What is growing all around us?	Topic word lists. Sentence building Sentence starters TA and teacher support in lessons	Why are dinosaurs not around anymore? How are plants different? How do plants grow? How are seeds dispersed? How are animals the same as and different from each other? Why do different animals live in different areas of the world? How are animals related to each other-food chains?