



<u>Year group: 1</u>	<u>Term: 6</u>		<u>Enquiry Question: How easy is it to fly?</u>
	<b>Essential knowledge:</b>	<b>Essential vocabulary</b>	<b>Skills:</b>
Creative development	<p><b><u>Art</u></b></p> <p><u>Create a Sculpture of something that can fly (e.g Moths)</u></p> <ul style="list-style-type: none"> <li>- To know how to draw, paint and sculpt by using their ideas, experiences and imagination.</li> <li>- To know what the best materials are to use when designing and making a product.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>- To know 5 songs off by heart.</li> <li>- To know what the songs are about.</li> <li>- To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<p>Draw Paint Sculpt Create Make Design Imagine</p> <p><u>Reflect, Rewind and Replay</u></p> <p>Early music, Baroque, Classical, Romantic, 20th Century, pulse, rhythm, pitch, tempo, beat</p>	<p><b><u>Art</u></b></p> <p><u>Create a Sculpture of something that can fly (e.g Moths)</u></p> <ul style="list-style-type: none"> <li>- To mould clay or playdough of an aircraft from an educational visit</li> <li>- To draw and create your own bird from imagination.</li> <li>- To design and make a pair of wings using the best material.</li> <li>- To paint a picture of an aircraft using photos for ideas.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>



<p>Knowledge &amp; understanding of the world</p>	<p><b><u>History</u></b></p> <p><u>How easy is it to fly?</u></p> <ul style="list-style-type: none"> <li>- To know the local areas historical events, people and places as well those nationally. To understand events that have happened before they were born. (e.g. Amy Johnson the first woman to fly solo from London to Australia in 1930. She was born in Hull).</li> <li>- To know the similarities and differences between a historic individual's life compared to our lives today.</li> </ul> <p><b><u>RE</u></b></p> <p><u>Worship and festivals: What is worship?</u></p> <ul style="list-style-type: none"> <li>- To know what happens in a place or worship.</li> <li>- How worship is important to a person of faith.</li> <li>- How lifestyle fits in with worship-10 commandments.</li> </ul>	<p>Similarities Differences Heroes Heroines Old and new Achievements Memory Local National Global</p> <p>Worship Celebration Festival Family Church Respect Commitment Dedication Commandments Lifestyle</p>	<p><b><u>History</u></b></p> <p><u>How easy is it to fly?</u></p> <ul style="list-style-type: none"> <li>- Compare and contrast different time periods</li> <li>- Use timelines to plot significant events and people.</li> <li>- Research a historical event, person or place through an educational visit.</li> <li>- Explore the past through old photographs.</li> </ul> <p><b><u>RE</u></b></p> <p><u>Worship and festivals: What is worship?</u></p> <ul style="list-style-type: none"> <li>- To respect the beliefs of others by understanding that all beliefs have value.</li> <li>- To take part in a religious festival</li> <li>- To write a set of class values and know how important it is to do the right thing.</li> </ul>
<p>SMSC</p>	<p><b><u>Changing me</u></b></p> <p>Children understand that changes happen and understand that growing up is a natural process.</p>	<p>Changes Life cycle Baby Adulthood</p>	<p><b><u>Changing me</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Tell some things about me that have changed.</li> <li>- Tell some things that have stayed the same.</li> </ul>

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	<p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> <li>– Understand the life cycles of animals and humans.</li> <li>– Understand that changes happen as we grown and that this is okay.</li> <li>– Know that changes are Ok and that sometimes they will happen whether I want them to or not.</li> <li>– I can tell you how my body has changed since I was a baby.</li> <li>– Understand that growing up is natural and that everybody grows at different rates.</li> <li>– Understand which parts are private.</li> <li>– Understand that every time I learn something new, I change a little bit.</li> <li>– Know some ways to cope with changes.</li> </ul>	<p>Grown up Mature Change Male Female Vagina Penis Testicles Learn New Grow Feelings Anxious Worried Excited Coping</p>	<ul style="list-style-type: none"> <li>– Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</li> <li>– Respect my body.</li> <li>– Enjoy learning new things.</li> <li>– Tell you about changes that have happened in my life.</li> </ul>
<p>Scientific &amp; technological understanding</p>	<p><b><u>Science</u></b></p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>– To know the names of a variety of common animals (fish, amphibians, reptiles, birds and mammals)</li> <li>– To know what carnivores, herbivores and omnivores are and which animals fit in which category.</li> <li>– To know and understand what a basic food chain is</li> <li>– To know the structure of a bird and how it is able to fly when we can't.</li> </ul> <p><b><u>Computing</u></b></p>	<p>Reptile Mammal Fish Bird Carnivore Omnivore Herbivore Vegetarian Vegan</p>	<p><b><u>Science</u></b></p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>– Identify and classify a variety of common animals</li> <li>– Differentiate between animals with different diets.</li> <li>– Construct a basic food chain</li> <li>– Identify the flight mechanism of a bird</li> <li>– Experiment with what helps things to fly</li> </ul> <p><b><u>Computing</u></b></p>

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	<p><u>Grouping and Sorting (Unit 1.2)</u></p> <ul style="list-style-type: none"> <li>- To understand what is meant by 'criteria'</li> <li>- To know how to group using a range of criteria</li> <li>- Understand how to use Purple Mash activities to sort various items online using a variety of criteria</li> </ul>	<p><u>Grouping and Sorting (Unit 1.2)</u></p> <p>Criteria Grouping Sorting</p>	<p><u>Grouping and Sorting (Unit 1.2)</u></p> <ul style="list-style-type: none"> <li>- To sort items using a range of criteria</li> <li>- To sort items on the computer using the 'Grouping' activities in Purple Mash</li> </ul>
Physical development	<p><b><u>Physical Development</u></b></p> <p><u>Active Athletics (Unit 1.6)</u></p> <ul style="list-style-type: none"> <li>- Know how to travel in different ways.</li> <li>- To explore footwork patterns.</li> <li>- Know how to hop, and how to hop, travel and land safely on two feet.</li> <li>- Know how to throw safely.</li> <li>- Know how to jump from two feet.</li> <li>- Explore which is the best way to jump to cover a distance.</li> </ul> <p><u>Fitness Frenzy (Unit 1.6)</u></p> <ul style="list-style-type: none"> <li>- To explore running at different speeds.</li> <li>- Understand the importance of using the arms when running.</li> </ul>	<p><u>Active Athletics (Unit 1.6)</u></p> <p>Take off Landing Speed Mobility Underarm Overarm Balance Jog Sprint</p> <p><u>Fitness Frenzy (Unit 1.6)</u></p> <p>Basic circuit moves Running</p>	<p><b><u>Physical Development</u></b></p> <p><u>Active Athletics (Unit 1.6)</u></p> <ul style="list-style-type: none"> <li>- To use varying speeds when running.</li> <li>- Be able to change from fast to slow.</li> <li>- Throw in a variety of ways.</li> <li>- Decide which throwing method is best for distance.</li> <li>- To practise short distance running.</li> <li>- Run with good balance and co-ordination.</li> <li>- To practise taking off from different positions.</li> <li>- To complete an obstacle course with control and agility.</li> <li>- Use the skills learned through lessons by completing an obstacle course</li> </ul> <p><u>Fitness Frenzy (Unit 1.6)</u></p> <ul style="list-style-type: none"> <li>- To complete a circuit that includes activities learned throughout the year.</li> <li>- To demonstrate the correct technique for activities.</li> <li>- To improve on scores.</li> </ul>



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		Jumping jacks Ball pass Jumping from side to side Gait skills Travelling Spotting Extend Flexible Stretch Reach	<ul style="list-style-type: none"><li>- Develop agility and co-ordination.</li><li>- Perform simple patterns of movement.</li><li>- Run quickly in a relay activity, aiming to improve speed.</li><li>- To improve agility, balance and co-ordination.</li><li>- Perform a skipping circuit with knowledge and understanding</li><li>- To evaluate performance of gymnastic moves within a circuit.</li><li>- Use techniques already learned to improve performance</li></ul>
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<b><u>Guided Reading and Other Linked Texts</u></b>	<b><u>Previous Learning Links</u></b>	<b><u>Adaptations for SEND:</u></b>	<b><u>Key Questions:</u></b>
Dogger Non-fiction books	Around the World- Which animals live in cold countries? Which animals live in hot countries? Previous term – where do animals and plants come from?	Topic word lists. Sentence building Sentence starters TA and teacher support in lessons Visuals Sensory materials	Why can't humans fly? How do aeroplanes fly? What animals can fly? What makes bird fly and why? Have you ever flown on an aeroplane? What does it feel like to fly?