

English

Text/ s; The Bog Baby

DEAL; jumping into the picture; what can you see, hear smell in Bluebell Woods, child in role, teacher in role, conscience alley

Play Area, recycling centre, signs, child in role, lists

Whole Class Reading; listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read, being encouraged to link what they read or hear read to their own experiences, predicting what might happen on the basis of what has been read so far, participate in discussion about what is read to them, taking turns and listening to what others say, explain clearly their understanding of what is read to them.

Group Teaching of Reading; see Term 1.1

Writing to Inform; Letter

Writing to Entertain; Description

DEAL; jumping into the picture, trip to Bluebell Woods, Bog Baby description, child in role, conscience alley-to keep the Bog Baby or not?



Maths

Fractions;

Halves and Quarters

Nb Half o clock

Half a litre

Position and Direction

Addition and Subtraction;

Crossing tens

Addition and subtraction facts

within 20 + step number problems

Include Measurement

Reasoning and problem solving



RE

1.7 What does it mean to belong to a faith community? Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. (A3)

Give an account of what happens at a traditional Christian infant baptism / dedication and suggest what the actions and symbols mean. (A1)

Identify two ways people show they belong to each other when they get married. (A1)

1.7 What does it mean to belong to a faith community? Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. (B2)

Identify some similarities and differences between the ceremonies studied. (B3)

1.7 What does it mean to belong to a faith community? Respond to examples of co-operation between different people. (C2)



History

Talk about the effects of Global Warming due to human influence & the work of Greta Thunberg

Compare aerial photographs of the local area. Talk about how the environment has changed over time.

Place photographs in a time line & use vocabulary related to the passing of time.

Talk about the work and influence of Greta Thunberg.

Geography

Name & locate the UK on a map.

Name the 4 countries of the UK and their capital cities. Locate Stockport & London on a map

Talk about the human impact on the environment (pollution, plastic, extinction. Climate)

Weather reporting in the UK– seasonal weather patterns.

Use observation & information sources.

Ask & answer questions.

Banks Lane Infant & Nursery School

Collaboration, Effort, Excellence, Respect

Year 1 Summer Term 1: Our Wonderful World!

Should we look after our planet?



Music

Singing - Start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.

Perform/Share - Begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.

Playing - Start to play a classroom instrument in a group/band/ensemble.

Improvisation - Begin to explore and create your own responses, melodies and rhythms.

Composition - Begin to create your own responses, melodies and rhythms and record them in some way.

Listen & Appraise - Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Games - Begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.

Improvisation - Begin to explore and create your own responses, melodies and rhythms.

Composition - Begin to create your own responses, melodies and rhythms and record them in some way

PE

To know and show different ways of using a ball.

To understand how to use apparatus for its intended purpose.

To observe, copy and play games as an individual and in twos.

To throw and catch using a range of apparatus.

To understand the concept of aiming games.

Change the rules to make the game harder.

Move actively and safely about the space when using equipment.

Science

Identify and compare the structure of endangered animals in the UK (fish amphibians, birds, mammals). (secondary sources)

Name a variety of materials and sort objects for recycling. (identifying and classifying)

Compare/group objects based of material they are made from. (identifying and classifying)

Which materials can be recycled, reused or reduced? (secondary sources) Link to Art – upcycle plastic shed

Investigation (fair testing). Which is stronger a plastic or a paper bag?



DT

DT Day—Preparing fruit and vegetables. To design, make and evaluate a soup for my family to enjoy as a healthy meal.

Day 1: Examining a range of vegetables, focusing on their likes and dislikes and why (texture, taste ect). Food hygiene and how to use simple tools for food processing.

Day 2: Children design, make and evaluate their soup in a group.

Computing

Logging on to a painting programme
Exploring shape, line and colour (pointillism).
Changing size, font colour etc.
Save and print.

How to keep safe on the internet – Digiduck
E safety online.

Understanding that info online may not be true. Not sharing information with strangers.

Telling adults when uncomfortable.

PSHE

How do we decide how to behave?
Looking after the environment
What improves and harms my local, natural and built environments.
Caring for our local environment.

Art

Artist/Designer Focus – Pointilism

Generating Ideas: Observational drawings/paintings of bluebells. Experimenting with different ways to create dots– fingerprints, cotton buds etc and how to 'blend' colours.

Making: Create a Pointilism image of Bluebell Woods.

Evaluating: Discuss and respond to the Pointilism style. Evaluate own/others work.

Knowledge & Understanding: Explain how a Pointilism picture is made. Explain how colours are 'blended' without actually mixing them.