

Summer first half term sequence of learning – Key Stage 1, Year 1



KEY THEME: Enchanted Woodland

Science: Plants

Religious Education (RE): How should we care for others and for the world, and why does it matter

Design and Technology (DT): Mechanisms
Making a woodland scene

PRIOR KNOWLEDGE

The children will be able to explain differences and similarities in mini beasts and habitats.

PRIOR KNOWLEDGE

Children have explored the religions of Christianity and Islam.

PRIOR LEARNING

Children have explored attaching two items to make a working model with a split pin.

INTENT

To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
To identify and describe the basic structure of a variety of common flowering plants, including trees.

INTENT

How should we care for others and for the World, and why does it matter?

INTENT

Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.

VOCABULARY

Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area

VOCABULARY

Christians, Jews, Christianity, Judaism, Genesis, Earth, God, golden rule, Bible, Torah

VOCABULARY

Sliders, mechanism, adapt, design criteria, design, input, model, template, assemble, test

SEQUENCE OF LEARNING

1. Making observations - To describe and compare plants, seeds and bulbs.
2. Parts of a plant - To name and compare the parts of plants.
3. Garden and wild plants - To identify and name some common garden and wild plants.
4. Terrific trees - To identify and name some common trees.
5. Fruit and vegetables - To name, sort and compare some common fruit and vegetable plants.
6. Comparing plants - To name and compare some common plants and trees.
7. Eden Project visit to identify and name a variety of common wild and garden plants

SEQUENCE OF LEARNING

1. Genesis 1
2. Why Christians and Jews believe that God values everyone
3. Benefits and responsibilities of friendship
4. How people show that they care for others
5. Caring for the natural Earth
6. The 'Golden Rule'

SEQUENCE OF LEARNING

1. To explore moving mechanisms.
2. To design a moving scene.
3. To construct a moving picture.
4. To evaluate my finished product

OUTCOME/COMPOSITE

To grow a plant (sunflower) and observe changes.

OUTCOME/COMPOSITE

Share their opinions built on from the learning and findings to contribute to a class debate about caring for the natural World.

OUTCOME/COMPOSITE

To make a moving woodland scene to be part of a class book.

Music: Fairy Tales: Timbre and Rhythmic Patterns

PRIOR KNOWLEDGE

Children can sing in time using the correct pitch.

INTENT

To play a rhythmic pattern along with their spoken word.

VOCABULARY

Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute.

SEQUENCE OF LEARNING

1. To use voices expressively to speak and chant.
2. To select suitable instrumental sounds to represent a character.
3. To compose and play a rhythm.
4. To recognise how timbre is used to represent characters in a piece of music.
5. To keep the pulse using untuned instruments.

OUTCOME/COMPOSITE

To perform a class performance using a variety of tuned instruments.

History: The Wright Brothers

PRIOR KNOWLEDGE

Children can explain who Mary Anning was and what she achieved.

INTENT

Children will learn how the impact of the Wright Brothers' discovery changed the world today.

VOCABULARY

Atlantic Ocean, glider, helicopter, inventor, jumbo jet, pilot, pioneer, solo

SEQUENCE OF LEARNING

1. What do you think the Wright brothers did to make them famous?
2. How did the Wright brothers manage to be the first to launch a man powered flight?
3. Why did the Wright brothers succeed where others failed?
4. How can we possibly know about the Wright brothers first flight when there's nobody alive now who saw it?
5. How did flight change as a result of the Wright brothers' work?

OUTCOME/COMPOSITE

To visit Newquay airport and see how the Wright brothers' work has impacted on our lives.

PSHE: Relationships: Building positive, healthy relationships

PRIOR KNOWLEDGE

Children have been introduced to the key relationships in their lives.

INTENT

Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

VOCABULARY

Family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate

SEQUENCE OF LEARNING

1. I can identify the members of my family and understand that there are lots of different types of families.
2. I can identify what being a good friend means to me.
3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer.
4. I know who can help me in my school community.
5. I can recognise my qualities as person and a friend.
6. I can tell you why I appreciate someone who is special to me.

OUTCOME/COMPOSITE

Children can consider their significant relationships and why these are important to them. Children can explain appropriate ways of touch and what to do if someone touches them in a way they dislike.

Physical Education (PE): Float – Swim – Be Safe

PRIOR KNOWLEDGE

Pupils will be able to get changed with increasing independence. Pupils will be able to enter and exit the water safely. Pupils will be able to participate in water confidence activities.

INTENT

Pupils will develop and refine water confidence skills acquired in EYFS. Pupils will understand the concept 'float to live' and they will start to learn the techniques for individual swimming strokes.

VOCABULARY

Safety, safe entry, float, roll over, blow bubbles, goggles, swim hat, towel, help, swim, turn, safe exit, dangers, front crawl, back stroke, butterfly, breast stroke, lifeguards.

SEQUENCE OF LEARNING

1. To be able to get changed into and out of swimwear with teacher prompts. To be able to enter and exit the pool safely. Swim teachers to assess the swimming ability of pupils.
2. To be able to float with and without buoyancy aids. Understand the concept of 'float to live'.
3. To be able to kick 5m on their front and back (with or without buoyancy aids).
4. To be able to participate in teacher led games to increase water confidence. To be able to identify 3 ways to be safe at the swimming pool and at the beach.
5. To swim aided or unaided with a developing understanding of the different strokes and the actions involved in them.
6. To swim aided or unaided for 5 metres. To practice all skills and reflect on the three learning outcomes (distance swimming, stroke development, water confidence and safety).

OUTCOME/COMPOSITE

Pupils will be able to get changed with increasing independence. Pupils will be able to float (with or without a buoyancy aid). Pupils will be able to kick for 5m (with or without a buoyancy aid).

Computing: Grouping data

PRIOR KNOWLEDGE

- Children should be familiar with:
- How to switch their device on
 - Usernames
 - Passwords

INTENT

This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.

VOCABULARY

Label, group, data,

SEQUENCE OF LEARNING

1. Internet safety - Privacy and Security - I can explain how passwords are used to protect information, accounts and devices.
2. Label and match – To label objects
3. Group and count – To identify that objects can be counted
4. Describe an object - To describe objects in different ways
5. Making different groups - To count objects with the same properties
6. Comparing groups – To compare groups of objects
7. Answering questions - To answer questions about groups of objects

OUTCOME/COMPOSITE

Children will be introduced to the concept of labelling and grouping objects based on their properties. Children will begin to improve their ability to use dragging and dropping skills on a device.

Art: Drawing and collaging botanical fairies

PRIOR KNOWLEDGE

Children have had the opportunity to create collaboratively using a range of materials.

INTENT

To explore mark making to start to build mark making vocabulary.
To explore a variety of drawing materials including pencil, pen and chalk.
To use basic tools to help deconstruct (scissors) and construct (glue).

VOCABULARY

Mark making, pencil, pen, chalk, deconstruct, construct

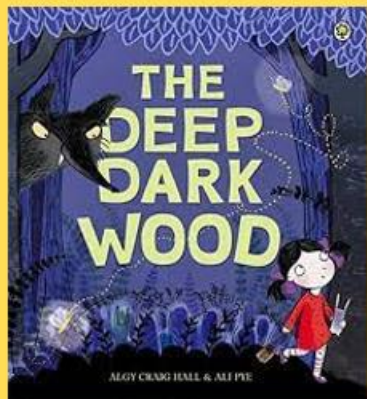
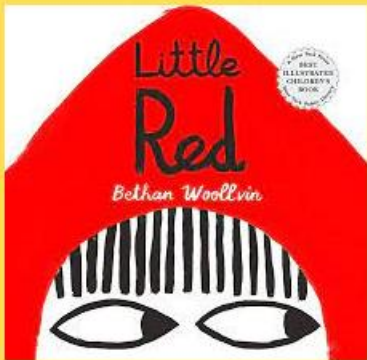
SEQUENCE OF LEARNING

1. To explore mark making using pencils, pen and chalk.
2. Explore Flower fairies books The Fairies of The Summer Archives - Flower Fairies and observe and collect flower petals.
3. To use imagination to draw the outline of a flower fairy.
4. To use scissors to deconstruct and glue to construct petals on to fairy to make clothes and accessories.
5. To draw or paint their flower fairy to include petal clothes and accessories.
6. To use chalk to draw flower fairy outline on a larger scale outside.
7. To use petals to create clothes and accessories for fairies.

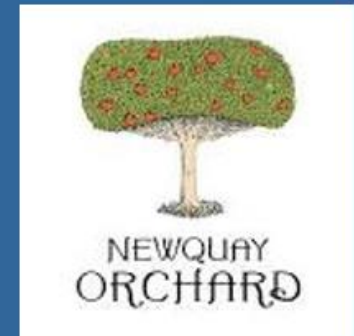
OUTCOME/COMPOSITE

To draw and collage a fairy to use as a character in oral story telling.
To display painted flower fairies and photos of chalk flower fairies on tapestry.

KEY TEXT



CELEBRATIONS AND TRIPS



Teddy Bear's Picnic



Newquay Library