# Summer 2 sequence of learning – Key Stage 1, Year 1

## KEY THEME: Beside the Seaside

| **Science:** Everyday Materials | **Religious Education (RE):** What makes some places sacred to believers? | **Design and Technology (DT):** Constructing a lighthouse |
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| **PRIOR KNOWLEDGE**<br>The children have explored a variety of materials and have made boats that float successfully using a correct medium. | **PRIOR KNOWLEDGE**<br>Children in EYFS have been introduced to Christian themes of creation, incarnation and salvation. They have also compared different religious special places, stories and belonging | **PRIOR LEARNING**<br>Children have constructed various models and adapted their designs when needed. |
| **INTENT**<br>To understand that different objects are made from different materials. | **INTENT**<br>What makes some places sacred to believers? | **INTENT**<br>Design and construct a light house for a client (Lighthouse keeper) to live in. Explore various types of light house, how they work and their key features. |
| **VOCABULARY**<br>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through | **VOCABULARY**<br>Sacred, Church, Synagogue, Mosque | **VOCABULARY**<br>Axle, bridge, design, design criteria, model, structure, template, unstable, stable, strong, weak |
| **SEQUENCE OF LEARNING**<br>1. I will learn what an object and a material are. We will then distinguish between an object and the material which it is made from and share our thoughts and ideas about why the object has been made from that material.<br>2. I will identify and name a variety of everyday materials, including: wood, plastic, metal, glass and rock.<br>3. I will learn that all objects are made of one or more materials. Some objects can be made from different materials and we will explore different examples of this e.g. plastic, metal or wooden spoons. | **SEQUENCE OF LEARNING**<br>1. To identify which places are important to me. Where is a sacred place for believers to go?<br>2. To understand which place of worship is sacred for Christians<br>3. To understand which place of worship is sacred for Jewish people.<br>4. To understand which place of worship is sacred for Muslims.<br>5. To identify how are places of worship similar and different. To know why places of worship important to our community. | **SEQUENCE OF LEARNING**<br>1. To include individual preferences and requirements in my design.<br>2. To make a stable structure.<br>3. To assemble the components of my structure.<br>4. To evaluate my project and adapt my design. |
| **OUTCOME/COMPOSITE**<br>To test a variety of materials and choose suitable materials to make a functioning light house. (DT link) | **OUTCOME/COMPOSITE**<br>Locate local places of worship, such as, churches, synagogues, and mosques. | **OUTCOME/COMPOSITE**<br>To design, make and evaluate a functioning light house. |

| **Music:** Under the Sea | **Geography:** Our local area | **PSHE:** Coping positively with change |
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| **PRIOR KNOWLEDGE**<br>Children can explore how music makes them feel. | **PRIOR KNOWLEDGE**<br>Children have learnt about their immediate environment. | **PRIOR KNOWLEDGE**<br>Children have learnt the main body parts and how their bodies have changed from being a baby. Children have learnt what to do if they are feeling worried. |
| **INTENT**<br>To define all the musical terms from this year's learning. | **INTENT**<br>To recognise human, geographical and physical features of the coast. | **INTENT**<br>Children are introduced to life cycles and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them. |
| **VOCABULARY**<br>Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score. | **VOCABULARY**<br>Photographs, map, key, beach. Cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, harbour, shop | **VOCABULARY**<br>Changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping. |
| **SEQUENCE OF LEARNING**<br>1. To learn the musical vocabulary: pulse and tempo<br>2. To explain what dynamics and timbre are<br>3. To explain what pitch and rhythm are<br>4. To explain what texture and structure are<br>5. To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre. | **SEQUENCE OF LEARNING**<br>1. To recap our learning to name and locate the world's seven continents and five oceans.<br>2. To learn what aerial photographs and plan perspectives are and use them to recognise landmarks and basic human and physical features; (Maps and photos of Newquay)<br>3. To explore a variety of simple maps, symbols and keys.<br>4. To construct a simple map of the classroom including a key and basic symbol. | **SEQUENCE OF LEARNING**<br>1. I am starting to understand the life cycles of animals and humans.<br>2. I can tell you some things about me that have changed and some things about me that have stayed the same.<br>3. I can tell you how my body has changed since I was a baby.<br>4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. |

5. To use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.
6. To learn who the RNLI is and what they do. We will recognise landmarks and basic human and physical features of the coast.
7. Where are our seasides? I can use key words to describe different places and environments. I can use a map to find seaside locations.
8. Features of the seaside. I can use key words to describe seaside locations. I can observe aerial photographs of seaside locations.
9. Let's explore a seaside town. I can describe a seaside town in the UK. I can describe places and routes on a map.
10. A visit to the seaside. To follow a planned route on a simple map and understand and identify basic geographical features – beach, cliff, coast, sea, ocean, house, shop, harbour, town

5. I understand that every time I learn something new I change a little bit.
6. I can tell you about changes that have happened in my life.

**OUTCOME/COMPOSITE**
To perform a layer of the music within an overall piece.

**OUTCOME/COMPOSITE**
We will know human and geographical features of the coast and be able to recognise these on a map.

**OUTCOME/COMPOSITE**
To begin to understand human life cycles and how our bodies change and identify the parts of the body that make boys different to girls.

| **Physical Education (PE):** Aim – Strike - React | **Computing:** Programming B – programming animations | **Art:** Exploring through watercolour influenced by Turner |
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| **PRIOR KNOWLEDGE** Pupils have developed their fundamental movement skills and hand-eye coordination. They are able to play games with basic rules and have an understating of the feelings associated with winning and losing. | **PRIOR KNOWLEDGE** Children have learned to program a floor robot using instructions. | **PRIOR KNOWLEDGE** The children have used a range of artistic effects to express themselves in large scale art projects, Christmas crafts. |
| **INTENT** Pupils will use their fundamental movement skills (Agility, Balance and Coordination) to participate in striking and fielding activities. | **INTENT** Children will be introduced to on-screen programming through ScratchJr. Children will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. children will also be introduced to the early stages of program design through the introduction of algorithms. | **INTENT** To learn about the work of artist, Turner, and create a watercolour scene influenced by his own work. To enjoy using watercolours. |
| **VOCABULARY** Striking, fielding, hitting, hands ready, bat, racket, catching, running, bases, bowling, scoring. | **VOCABULARY** Command, sprite, algorithm, program | **VOCABULARY** Watercolour, artist, Turner, coastline |

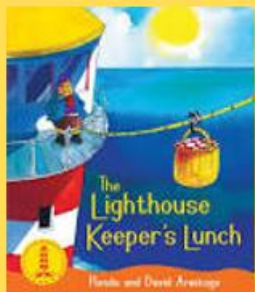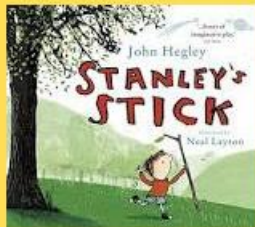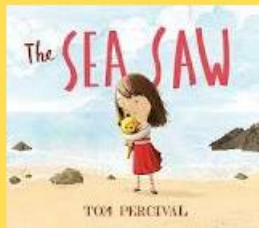| **SEQUENCE OF LEARNING** | **SEQUENCE OF LEARNING** | **SEQUENCE OF LEARNING** |
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| 1. To acquire and develop skills to play 'football rounder's'.<br>2. To develop an understanding of 'fielding' and 'batting'. Pupils will start to develop knowledge of how to 'field' effectively.<br>3. To be able to play a football rounder's tournament. They will apply their batting and fielding skills. They will be able to keep their score.<br>4. To acquire skills to play 'throwing' rounder's. Pupils will be able to roll and throw the ball into space, away from the fielding team.<br>5. To be able to develop strategies to help them be more successful in 'throwing rounders''.<br>6. To consolidate their learning by participating in a striking and fielding tournament. | 1. Internet safety - Managing online information - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.<br>2. Comparing tools - To choose a command for a given purpose.<br>3. Joining blocks - To show that a series of commands can be joined together.<br>4. Make a change - To identify the effect of changing a value.<br>5. Adding sprites - To explain that each sprite has its own instructions.<br>6. Project design - To design the parts of a Project.<br>7. Following my design - To use my algorithm to create a program | 1. To watch video on accessart and experiment water colour paints.<br>2. To research modern artist Turner and look at some of his art work.<br>3. To paint from observation (Turners artwork) using watercolour paints.<br>4. To paint in the style of Turner a coastline scene in Newquay (include huers hut or other Newquay landmark). |

| **OUTCOME/COMPOSITE** Pupils will be able to strike a football OR throw a ball into a space. Pupils will understand how to score a rounder. Pupils will be able to field the ball and return it to the 'bowlers' box to stop the batting team scoring. | **OUTCOME/COMPOSITE** Children will use an algorithm to create a program on ScratchJr | **OUTCOME/COMPOSITE** To use watercolours so paint a coastline scene of Newquay in the style of Turner |
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## KEY TEXT

The SEA SAW
Tom Percival

STANLEY'S STICK
John Hegley

The Lighthouse Keeper's Lunch

## CELEBRATIONS AND TRIPS

**Padstow Lifeboat Centre**

**Porth Beach**

**Wellbeing Week**

**Sports Day**

NSN

**Newquay Sports Network events....**
- **Beach Games**
- **Cricket**
- **- Cross Country**