

<p>English</p> <p>Summer 1</p> <p>Learning Journey 1:</p> <p>Text: <i>Oliver’s Vegetables</i> by Alison Bartlett and Vivian French</p> <p>Outcome: A letter from Oliver to his Mum recounting what he ate each day.</p> <p>Speaking and Listening Outcome: Whole Class Retelling – groups retell each different day.</p> <p>Learning Journey 2:</p> <p>Text: <i>What the Ladybird Heard</i> by Julia Donaldson</p> <p>Outcome: Non-fiction leaflet about farms.</p> <p>Speaking and Listening Outcome: Listening to sounds around you – what can you hear? How do these sounds make you feel? Predict what the sound is and where it may be coming from.</p> <p>Summer 2</p> <p>Learning Journey 1:</p> <p>Bubbles: Literacy Shed Animation</p> <p>Outcome: Sequence and retell the story.</p> <p>Speaking and Listening Outcome: Whole Class retelling - Talk for writing Pie Corbett style.</p> <p>Learning Journey 2:</p> <p>Text: <i>The Koala Who Could</i> by Rachel Bright</p> <p>Outcome: A leaflet for Year R explaining what to expect when they change from Year R to Year 1.</p> <p>Speaking and Listening Outcome: Conscience Alley – Should Kevin come down from the tree?</p>	<p>Maths</p> <p>Numbers 0 to 20</p> <p>Unitising and coin recognition</p> <p>Position and direction</p> <p>Time</p>	<p>Science (Summer 1)</p> <p>Plants Knowledge Block 1: Where do plants come from?</p> <ul style="list-style-type: none">• A seed contains a miniature plant that can develop into a fully grown plant.• A bulb has underground vertical shoots which already has modified leaves• Seeds and bulbs need water to grow but most do not need light (germination)• Seeds and bulbs have food stores inside them to help the plant start to grow. <p>Knowledge Block 2: Plant survival</p> <ul style="list-style-type: none">• To survive plants, need to get water, light, and avoid being eaten <p>Knowledge Block 3: How plants get what they need to survive</p> <ul style="list-style-type: none">• A seed produces roots to allow water to get into the plant.• A seed produces shoots to produce leaves to collect the sunlight.• A basic plant structure can include leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem.	<p>Science (Summer 2)</p> <p>Seasons Knowledge Block 1: Surviving the changing seasons.</p> <ul style="list-style-type: none">• There are four seasons, Spring, summer, autumn and winter• Each season is about three months long• In Spring, young animals like lambs and chicks are born, the flowers bloom and the weather starts to become warmer.• In autumn, the leaves fall off the trees and the amount of time we have in the day becomes less.• Winter has the shortest amount of time during the day and the weather is at its coldest.• In summer the trees are full of green leaves and the weather is at its warmest.• Animals and plants have adapted ways of surviving the changing seasons.• These include hibernating, storing food, fattening up, migration, loss of leaves• Trees can be either evergreen or deciduous.• Evergreen trees keep their green leaves all year round.<ul style="list-style-type: none">• Deciduous trees lose their leaves every autumn.
<p>PE: Target Games/ Athletics/ Sports Day Skills</p> <p>Target Games: Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it. Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent. Describe how their body feels during games. Describe what they and others are doing through peer and self-assessment.</p> <p>Athletics: Run at fast, medium and slow speeds, changing speed and direction, link running and jumping activities with some fluency, control and consistency. Create and repeat a short sequence of linked jumps, take part in a relay activity, remembering when to run and what to do; send a variety of objects, changing their accuracy and distance. Compare running, sending and jumping and understand how to measure and attempt to improve on previous performance.</p> <p>Swimming – Enter and exit the water safely without guidance. Move through the water using an alternating leg kick. Move through the water using a front and back paddle action. Perform a star float on back, regain feet. Demonstrate treading leg actions using a wobble across chest ---- When do Year 1 swim?</p>	<p>Year 1 Summer Term – The Farm</p> <p>How do I change as I grow?</p> <p>Visit: The Farm</p> <p>Supporting websites</p> <p>https://www.visitmyfarm.org/preparing-for-your-farm-visit/299-farm-linkedactivitiesforks2maths</p> <p>https://education.nfuonline.com/ScienceFarm</p>		<p>Geography</p> <p>Step 1: Launchpad: The Farm (Visit)</p> <p>Step 2: Question: Are all farms the same? Investigate different farms and their purposes. Identify different types of farms. Label main geographical features of a farm. Explore farms in and around Romsey (locate farms on map and using google earth)</p> <p>Step 3: Investigate (skills): How are farms set out? Make maps</p> <p>Step 4: Connect, compare and patterns: What do farmers do in different seasons? Understand the effects the seasons have on animals (science seasonal change link)</p> <p>Step 5: Conclusions: How do farmers change throughout the year? Identify natural and man-made features in local environment</p> <p>Step 6: Communicate (Goal): Would you like to be a farmer? Write a job advert for a farmer (English thinking back link – job adverts written in autumn term English unit)</p>
<p>RE Special Books / Remembering Shabat</p> <p>Concept: Special</p> <p>Context: Special books Bible, Torah</p> <p>Evaluate and Explain</p> <p>Evaluate by describing in simple terms the value of the Bible and the Torah to believers.</p> <p>Concept: Remembering</p> <p>Context: Shabbat (KQ How do I change as I grow?)</p> <p>Contextualise</p> <p>Explain how and why Jewish people celebrate Shabbat</p>	<p>Music</p> <ul style="list-style-type: none">- Use voice expressively; change voice from a lively happy song to sweet gentle lullaby.- Match topic words to simple rhythmic notation.- Listen with concentration – call and response rhythm games / keeping the beat.- Listen with concentration and understanding to a variety of contrasting pieces of music- Choose and play percussion instruments in a specific way to create a specific sound – eg scratchy hen music- Hear when music is short and spiky (staccato) or smooth (legato)		<p>Abstract art project</p> <p>Opportunity to display work to parents in an art gallery style showcasing different artist links/skills</p> <p>Weaving – Create simple weaving e.g. sugar paper Weaving using outdoor loom</p> <p>Printing – using natural objects. –create printing blocks using cardboard and string. Create simple repeating patterns.</p> <p>Collages – Henri Matisse.</p>

<p><u>PSHE (Jigsaw)</u></p> <p>Relationships / Changing Me</p>	<p><u>ICT</u></p> <ul style="list-style-type: none"> - Use technology safely Keep personal information private Recognise common uses of information technology beyond school - Children act out scenarios showing when they can ask for help and from whom they can receive help. - If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say. <p>https://standalone.espresso.co.uk/espresso/primary_uk_sa/sa_item854307_1/subject/module/frontscreen/item854307/grade1/index.html?r=6976052051512&adminMode=false</p>	<p><u>DT – Cooking</u> – grow cress and make an egg / cress sandwich.</p> <p><u>Generate:</u> Understand where food comes from.</p> <p><u>Design:</u> Use the basic principles of a healthy and varied diet to design dishes.</p> <p><u>Make:</u> Make a food product.</p> <ul style="list-style-type: none"> - Use knives safely to cut food with help. - Use mixing bowls to prepare a mixture. - Wash hands, keep work surfaces clean. <p><u>Evaluate:</u>Talk about their own and others’ work, what they like and dislike</p> <p><u>Technical Knowledge:</u> Use the basic principles of a healthy and varied diet to prepare dishes. – Understand where food comes from.</p>
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