

Year 1 Summer 1 2018

Starting points:

Visit from Zoolab.

Trip to Queens Park for a Bug Hunt!

Topic/Theme Bugs

Computing links - Unit 1.5 We are story tellers. – Producing a talking story/poetry book using powerpoint.

I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.

I can share my ideas by presenting information in a variety of forms [for example, text, images, tables, sounds]
Children to create, label and save their own super bug. (link to lit/trip)

MFL-

To understand and respond to spoken and written language from a variety of authentic sources.

Focus on Animal Names and the Hungry Caterpillar.

Geography- Trip

We're Going on a Bug Hunt!
Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes

Ask simple geographical questions e.g. What is it like to live in this place?

ART- To sort, cut and shape fabrics and experiment with ways of joining them.

Make a super bug, links to Computing.

DT -
Covered in Summer 2 (Toys)

Science

Animals including humans: Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Plants: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Working Scientifically: I can ask simple questions and know that they can be answered in different ways

I can name and group. I can do tests.

I can record and collect data to answer questions.

I can use my observations and ideas to suggest answers to questions.

Children to learn about minibeasts and go on minibeast hunts both at school and at Queens Park. Children will learn about the characteristics of different bugs and begin to sort and classify (links to Maths data handling)

RE- Caring for the world

I can consider what we find beautiful in the natural world.

I can respond to what the teachings and stories of different traditions say about how people should care for living things and the environment.

Christianity - Genesis creation story.
Noah's Ark.

PSHE - Living in the wider world - Rights and responsibilities

I can recognise similarities and differences between myself and others, and to treat others with sensitivity.

I know what improves and harms my local, natural and built environments and about some of the ways people look after them.

I can take part in discussions for example, talking about topics of the local and wider environment

I understand that people and other living things have needs, and that they have responsibilities to meet them.

Maths links- Hungry caterpillar

- days of the week, Very angry ladybird - time and size

-Noah's Ark (RE) counting in 2's, 5's and 10's.

- data handling and sorting linked to science

English links -

Stories with Familiar settings (3 week unit). Stories by Eric Carle. (MFL link)

Poetry: (2 weeks) Who am I and Superbug Shape poems linked to Computing and Art.

Recount: (1 week) based on Bug hunt Trip to Queens Park.

S&L: I can use the language of time including days of the week, months and O' Clock and half past. I can read aloud my writing clearly enough to be heard by a small group/teacher.

Spelling/Writing: I can spell common misconception words.

Writing: I can write sentences by saying out loud what he/she is going to write about. I can write sentences, sequencing them to form short narratives.

Core Text: Super worm by Julia Donaldson.

PE

-Life Cycles Dance Unit/Ballet

I can explore how to choose and apply skills and actions in sequence and combination.

I can observe, describe and copy what others have done.

I can use movement imaginatively, responding to stimuli, including music, and performing basic skills.

I can create and perform dances using simple movement patterns.

Children working on Lifecyle of a frog-links to Science

Safeguarding

I can care for and respect other living creatures.

I understand that looking after the environment is important for the future generations.

I know how to keep safe in the garden and the dangers that might occur there.

History -
Focus in Summer 2 (Toys)