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| Class: Year 1 Seedlings | Term: Summer 1 Curriculum Theme: World Traveller Curriculum Driver: Geography Value exploration: Law | Term: Summer 1 |
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| Locality: | Engaging | Ambitious and aspirational: | Purposeful: |
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Sequence of Learning

| Subject | Intent and links to previous learning | 1 | 2 | 3 | 4 | 5 | 6 | Outcome/Composite |
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| Geography | What are the world's hot and cold places like? Intent: Children will be able to identify hot and cold places on a map and be able to describe the differences between them. | Where are the world's hot and cold places? To be able to identify hot and cold places and locate them on a map.  | What is it like in the world's hot and cold places? To be able to recognise the features of hot and cold places.  | What is it like in the North and South Poles? To understand what a cold area of the world is like.  | Which countries are the coldest and how do you know? To be able to identify and locate countries with cold climates.  | How do animals adapt to hot and cold places? To understand how different animals adapt to different climates.  | What would I pack for a visit to a hot or cold place? To be able to recognise the features of hot and cold places.   | Children will be able to identify hot and cold countries on a map or globe. They will understand and be able to explain the differences between them. They will understand the physical and human features of hot and cold countries. They will understand how different climates affect the animals and people that live in hot and cold countries. |
| Computing | Digital Writing Intent: Children will learn how to write and edit text on a computer. | To be able to use a computer to write.  | To be able to add and remove text on a computer. | To understand that the appearance of text can be changed on a computer. | To be able to make careful choices when changing text. | To understand and explain why I have used the tools I have chosen. | To be able to compare writing on a computer with writing on paper. | Children will be able to write and edit a simple piece of text on a computer. They will be able to choose different tools based on the effects they have, and explain their choices to others. |
| DT | Textiles: fabric pouches Intent: To create a fabric pouch using joining techniques. | Research To be able to research different fabric purses and pouches. | Skills To be able experiment with different ways of joining fabric. | Design To be able to design a fabric pouch. | Make To be able to use different joining techniques to create a fabric pouch. | Evaluate To be able to evaluate a final product. | | Children will be able to observe and experiment with different joining techniques such as glueing, stapling and sellotaping. They will design a fabric pouch and choose a technique to join the fabric together. |
| RE | Coping with Change | What stories are part of Jewish celebrations? | What do Jewish people do on Shabbat? | How do Jewish people celebrate? | What do different celebrations remind Jewish | Why is remembering, praising and thanking | | Children will understand the significance and meaning behind different Jewish celebrations and holidays. They will understand how Jewish people celebrate |

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| | <u>Intent:</u> Children will learn about how they change and grow. | To be able to explain the stories used in the Jewish celebration of Chanukah.  | To be able to explain what many Jewish people do in the home on Shabbat.  | To be able to describe how Jewish people celebrate Shabbat and Chanukah.  | people about God? To be able to explore how the celebrations of Shabbat and Chanukah remind Jews about what God is like.  | important to Jewish people? To be able to discuss what is good about reflecting, thanking, praising and remembering for Jewish people.  | | special occasions and why. They will understand what different celebrations and practices remind Jewish people about God. |
| RHSE | Coping with Change <u>Intent:</u> Children will learn about how they change and grow. | Animal Babies To be able to explain how animal babies grow into adults. | How have we changed? To be able to identify how we have changed since we were babies. | Future Me To be able to describe what I want to do and achieve when I am older. | | | | Children will understand how animals and humans change from babies, to children to adults. They will reflect on how they have changed, thinking about what they can do now that they couldn't do when they were younger. They will think about how they will change as they grow older, and discuss their goals and dreams for the future. |
| Natterhub | Online Communication <u>Intent:</u> To understand when to use screens and how to communicate effectively online. | Sensible Screen Use To understand when it is a good time to use screens. | Online Communication VS Face to Face Communication To understand that emojis can be an effective way to communicate online. | | | | | Children will understand when to use screens, and the difference between online and face to face communication. |
| PE & Sport | REAL PE : Unit 5 – Physical <u>Intent:</u> To perform a range of skills and link 2 movements together. | Send and Receive To roll a small ball and collect the rebound. | Send and Receive To roll a large ball and collect the rebound. | Send and Receive To throw a ball and catch the rebound. | Reaction and Response To react and catch a ball thrown from shoulder height. | Reaction and Response To react and catch a ball thrown from shoulder height after 2 bounces. | Reaction and Response To react and catch a ball thrown from shoulder height after 1 bounce. | Children will be able to send and receive different balls in different ways. They will develop their ball skills and ability to control different size balls and different speeds. |
| Music | Songs and Singing <u>Intent:</u> To perform simple rhythms and follow steady beats. | Combine voices, movement and instruments to perform a chant. | Combine voices, movement and instruments to perform a song. | Keeping a steady beat with instruments and creating word rhythms. | Performing word rhythms with movement | Keeping a steady beat. Playing and combining simple word rhythms | Responding to music in movement | Children will understand beat and rhythm. They will be able to copy a rhythm and keep a steady beat. |
| Reading Opportunities. |  | | | | | | | |