



















Class:
Year 1
Seedlings

Term: Summer 2
Curriculum Theme: To the Rescue
Curriculum Driver: History
Value exploration: Democracy

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
History	<p>Why are we safe at sea?</p> <p><i>Intent:</i> Children will learn about key historical figures and the impact they have had.</p>	<p>Who is Grace Darling?</p> <p>To be able to explain who Grace Darling was and why she is significant.</p> 	<p>Who is Henry Trengrouse and what did he do?</p> <p>To be able to explain who Henry Trengrouse was and why he was significant.</p> 	<p>Wreck and Rescue</p> <p>National Maritime Museum Workshop</p> <p>To understand the impact Henry Trengrouse had on safety at sea.</p> 	<p>Where do these people fit in history?</p> <p>To be able to understand and use a timeline to represent when historical figures lived.</p> 	<p>How has sea rescue changed?</p> <p>To be able to describe the similarities and difference between sea rescue in the past and in the present.</p> 		<p>Children will understand local and national historical figures and when in time they lived. They will be able to describe the impact that those people had on their own times and how we live today.</p>
Science	<p>How do the seasons and weather change throughout the year?</p> <p><i>Intent:</i> Children will learn about the four seasons, and how they change. They will connect their knowledge of the seasons to changing weather.</p>	<p>What do we know about the seasons?</p> <p>To be able to describe the difference between the four seasons, and what we might see during each season.</p>	<p>What do we know about the weather?</p> <p>To be able to use weather symbols to describe different types of weather and the effect they have.</p> <p><i>Ongoing exploration of weather throughout the half term.</i></p>	<p>Why do shadows change?</p> <p>To be able to explore how sunlight changes throughout the day and seasons.</p>  	<p>TAPS – Seasonal Change Tree</p> <p>Interpret Results and Draw Conclusions</p> <p>To be able to explain the impact of different seasons and weather on the world around us.</p>  			<p>Children will develop their understanding of how the seasons change throughout the year, and the effect that the changing seasons have on weather, wildlife and our lives. They will be able to describe different types of weather using weather symbols.</p>
Geography	<p>What is the weather like in the UK?</p>	<p>How is the year organised into months and seasons?</p>	<p>What are the differences between the seasons?</p>	<p>How do I know what season I am in, and how can I identify the different types of</p>	<p>What is the weather like today?</p> <p>Fieldwork and Data Collection</p>			<p>Children will be able to name the 12 months of the year and 4 seasons. They will understand the relationship between the seasons and the weather. They will be</p>

	<p><u>Intent:</u> Children will learn about the four seasons and different types of weather we experience in the UK.</p>	<p>To be able to order the months of the year and name the four seasons.</p> 	<p>To be able to identify differences between the types of weather experienced in different seasons in the UK.</p> 	<p>weather in each season?</p> <p>To be able to identify aspects of the weather and how it affects my local environment.</p> 	<p>(Revisited every day over the half term)</p> <p>To be able to identify the types of weather we have in the United Kingdom and record the daily weather in our area.</p> 			<p>able to observe the weather around them and draw conclusions about their data.</p>
Art	<p>Printmaking</p> <p><u>Intent:</u> Children will explore simple techniques to make different prints.</p> <p><u>Artist:</u> Tony Plant</p>	<p>To be able to write a fact about an artist (Tony Plant)</p>	<p>To explore printing patterns using different body parts (hands, fingertips, palms) and the three primary colours.</p>	<p>To identify how you can use textured objects to make prints using rubbings.</p>	<p>To be able to make relief prints using plasticine.</p>	<p>To explore and identify how you can make a relief print using a 'plate'.</p>	<p>To be able to reflect on my work, sharing my opinion on my own and others work.</p>	<p>Children will experiment with different methods of print making, including using body parts, crayon rubbings and relief printing. They will understand what positive and genitive reliefs are, and make choices about what type of print they prefer and why.</p>
RE	<p>Comparing Religions</p> <p><u>How should we care for the world and others, and why does it matter?</u></p> <p><u>Intent:</u> Children will understand what different religions believe about how we should treat the world and each other.</p>	<p>What do Christian, Jewish and non-religious people believe about caring for people?</p> <p>To be able to explain what different religions believe about caring for people.</p> 	<p>How do some religious and non-religious people show that they care for people?</p> <p>To be able to describe how different religious and non-religious people show that they care for people?</p> 	<p>What stories to Christians and Jewish people tell about the beginning of the world and how to treat the world.</p> <p>To understand the importance of stories that Jewish and Christian tell about the creation of the world.</p> 				<p>Children will understand similarities and difference s between what different religious and non-religious people believe about caring for people and the world. They will understand the significance of special stories that teach religious people how they should treat the world and why. They will make links with the own beliefs about how to treat others.</p>
RHE	<p>Coping with Change</p> <p><u>Intent:</u> Children will learn about how they change and grow.</p>	<p>Animal Babies</p> <p>To be able to explain how animal babies grow into adults.</p>	<p>How have we changed?</p> <p>To be able to identify how we have changed since we were babies.</p>	<p>Future Me</p> <p>To be able to describe what I want to do and achieve when I am older.</p>				<p>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 how that they couldn't do when they were younger. They will think about how they will change as the grow older, and discuss their goals and dreams for the future.</p>
PE	<p>REAL PE: Unit 6 Health and Fitness</p> <p><u>Intent:</u> Children will understand the effect exercise has on their bodies and it's</p>	<p>To be able to roll a ball, chase and collect it in a balanced position facing the opposite direction</p>	<p>To be able to chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction</p>	<p>To be able to hold a mini front support position.</p>	<p>To be able to reach around and point to the ceiling with either hand in a mini-front support position.</p>	<p>To be able to describe how my body feels before, during and after exercise.</p>	<p>To be able to explain why exercise is important for good health.</p>	<p>Children will be able to describe how their bodies feel before, during and after exercise. They will understand the importance of exercise for good health. They will be able to use equipment safely and show control of their body's movements.</p>

	importance for good health.							
Computing	Programming Animations <i>Intent:</i> Children will learn how to create a simple programme using commands.	To be able to choose a command for a give purpose.	To understand that a series of commands can be joined together.	To understand the effect of changing a value.	To understand that each sprite has its own instructions.	To be able to design the parts of a project.	To be able to use my algorithm to create a program.	
Music	Pattern and Beat <i>Intent:</i> Children will learn how to recognise and perform beats.	To be able to make a steady beat with voice and body percussion.	To be able to count and perform a steady beat.	To be able to explore different ways to emphasise the last beat in a pattern or metre.	To be able to identify metre by recognising its pattern.	To be able to divide 12 into 2s, 3s and 4s.	To be able to explore different ways to emphasise beats to form a group.	
Natterhub	Online Safety <i>Intent:</i> Children will learn how to be safe and kind online.	Be Kind and Caring To understand how being unkind to someone can make them feel.	Super Searches To understand how to use search engines efficiently and safely.					
Reading Opportunities.								