

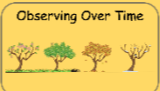

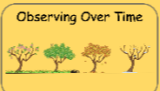



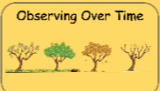

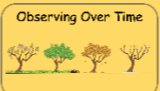









| | | | | | | | | |
|--------------------------------------|--|---|---|--|--|---|----------|--|
| Class: Year 1 Seedlings | | Term: Summer 2 Curriculum Theme: To the Rescue Curriculum Driver: History Value exploration: Geography | | | | | | |
| | | Sequence of Learning | | | | | | |
| Subject | Intent and links to previous learning | 1 | 2 | 3 | 4 | 5 | 6 | Outcome/Composite |
| History | Why are we safe at sea? <i>Intent:</i> Children will learn about key historical figures and the impact they have had. | Who is Grace Darling? To be able to explain who Grace Darling was and why she is significant.  | Who is Henry Trengrouse and what did he do? To be able to explain who Henry Trengrouse was and why he was significant.  | Wreck and Rescue National Maritime Museum Workshop To understand the impact Henry Trengrouse had on safety at sea.   | Where do these people fit in history? To be able to understand and use a timeline to represent when historical figures lived.   | How has sea rescue changed? To be able to describe the similarities and difference between sea rescue in the past and in the present. | | 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. |
| Science | How do the seasons and weather change throughout the year? <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. | What do we know about the seasons? To be able to describe the difference between the four seasons, and what we might see during each season.  | What do we know about the weather? To be able to use weather symbols to describe different types of weather and the effect they have.  | Why do shadows change? To be able to explore how sunlight changes throughout the day and seasons.   | TAPS – Seasonal Change Tree Interpret Results and Draw Conclusions To be able to explain the impact of different seasons and weather on the world around us.   | | | 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. |
| Geography | What is the weather like in the UK? <i>Intent:</i> Children will learn about the four seasons and different | How is the year organised into months and seasons? To be able to order the months of the year and name the four seasons. | What are the differences between the seasons? To be able to identify differences between the | How do I know what season I am in, and how can I identify the different types of weather in each season? To be able to identify aspects of | What is the weather like today? Fieldwork and Data Collection (Revisited every day over the half term) | | | 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 able to observe the weather around them and draw conclusions about their data. |

| | | | | | | | | |
|------------|---|--|--|---|---|---|---|---|
| | types of weather we experience in the UK. |  | types of weather experienced in different seasons in the UK. | the weather and how it affects my local environment. | To be able to identify the types of weather we have in the United Kingdom and record the daily weather in our area. | | | |
| Art | Printmaking <u>Intent:</u> Children will explore simple techniques to make different prints. <u>Artist:</u> Beth Monroe | To be able to respond to work by an artist (Beth Monroe). | To be able to name and paint with primary colours. | To be able to experiment with mixing primary colours. | To be able to make relief prints using plasticine and found objects. | To be able to make a relief print using a 'plate'. | To be able to layer prints and painting to create a final piece of artwork. | Children will be able to name and explore primary colours. They will create relief prints using found objects and plasticine, and using Styrofoam to create a 'plate' print. |
| RE | Comparing Religions <u>How should we care for the world and others, and why does it matter?</u> <u>Intent:</u> Children will understand what different religions believe about how we should treat the world and each other. | What do Christian, Jewish and non-religious people believe about caring for people? To be able to explain what different religions believe about caring for people.  | How do some religious and non-religious people show that they care for people? To be able to describe how different religious and non-religious people show that they care for people.  | What stories to Christians and Jewish people tell about the beginning of the world and how to treat the world? To understand the importance of stories that Jewish and Christian tell about the creation of the world.  | | | | Children will understand similarities and differences 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. |
| RHE | Healthy Bodies, Healthy Minds <u>Intent:</u> Children will be able to name the parts of their body and understand how to stay safe. | My amazing body To be able to name that parts of my body. | Private body parts To be able to name private body parts and use the PANTS rule to stay safe. | | | | | Children will understand different body parts such as arm, brain and nose, and their functions. They will be able to name private body parts for boys and girls, and use the Pantosaurus song to explain how to stay safe with their body. |
| PE | REAL PE: Unit 6 Health and Fitness <u>Intent:</u> Children will understand the effect exercise has on their bodies and it's importance for good health. | To be able to roll a ball, chase and collect it in a balanced position facing the opposite direction | To be able to chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction | To be able to hold a mini front support position. | To be able to reach around and point to the ceiling with either hand in a mini-front support position. | To be able to describe how my body feels before, during and after exercise. | To be able to explain why exercise is important for good health. | 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. |

| | | | | | | | | |
|-------------------------------|---|--|--|--|--|--|--|--|
| Computing | Programing 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. | | | | | | | | |