Year 1 - Term 5 & 6

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| Topic Title – Turrets and Tiaras | | |
| Science  **Focus - Plants**  Key Skills:   * identify and name a variety of common, wild and garden plants * understand the difference between deciduous and evergreen trees * identify and describe the structure of plants and trees * planting seeds and caring for the plants * work scientifically by observing closely over time the changes as a plant grows | Geography  **Focus**: **United Kingdom**  **Enquiry question: What is the United Kingdom?**  Key Skills:   * use world maps, atlases and globes to identify the UK and it’s countries * name, locate and identify characteristics of the 4 countries * name capital cities * name the surrounding seas * use simple compass directions to locate the 4 countries * use locational and directional language   Locational Knowledge  Can I name and locate the four countries making up the British Isles, with their capital cities?  Can I name the surrounding seas of the United Kingdom?  Can I talk about the main features of each of the four countries that make up the United Kingdom?  Human and Physical Geography  Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied?  Skills and fieldword  Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities? | History  **Focus: What was the Battle of Hastings?**  Key Skills:   * Sequence events, objects or people on a timeline (within living memory and beyond living memory) * Use and understand common words and phrases relating to the passage of time; A very long time ago, many years ago, in 1066. * Explain why people may have acted the way they did * Describe some similarities and differences between artefacts * Ask and answer relevant basic questions about the past * Talk, draw or write about aspects of the past * Look at objects/pictures from the past and ask questions i.e, “What were they used for?” and try to answer. * Select information from different types of sources including written, visual and oral sources and artefacts. * Identify differences in a range of sources e.g pictures * Observe that there may be more than one way of looking at what happened in the past * to explain significant historical events in my own locality. |
| Art and design  **Focus – Painting**  **The Castle and the Sun**  Key skills:   * explore the use of line, shape and colour * Mix secondary colours and shades * Carry out different printing techniques - block printing. * Ask and answer questions about the starting points for their work, and develop their ideas.   **Focus – Sculpture**  **Castles**  Key skills:   * Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. | Design Technology  **Focus – Mechanisms - Pulleys**  Key skills:   * Design purposeful, functional, appealing products based on design criteria * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT and, where appropriate, information and communication technology * Build structures, exploring how they can be made stronger, stiffer and more stable * Explore and use mechanisms (pulleys) in final product * Evaluate ideas and products against design criteria | Computing  **Focus – Creating media: Digital writing**  Key Skills:   * *Use technology purposefully to create, organise, store, manipulate and retrieve digital content* * *Use technology safely and respectfully, keeping personal information private* * enter text into a computer * use letter, number, and space keys * use backspace to remove text * change the font   **Focus - Grouping data** To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects |
| PSHE  **Healthy me**   * Know the difference between being healthy and unhealthy and how these make us feel * Know how to make healthy lifestyle choices * Know that all household products, including medicines, can be harmful if not used properly * Know that medicines can help them if they feel poorly * Know how to keep safe when crossing the road * Know how to keep themselves clean and healthy * Know that germs cause disease/illness * Know about people who can keep them safe   **Term 6 Focus – Relationships**  Key skills:   * Know that everyone’s family is different * Know that families are founded on belonging, love and care * Know that physical contact can be used as a greeting * Know how to make a friend * Know who to ask for help in the school community * Know that there are lots of different types of families * Know the characteristics of healthy and safe friends * Know about the different people in the school community and how they help   Enhancement: Transition to new year group, managing change and building relationships with the new teacher | Religious Education **Focus – Judaism**  **Is Shabbatt important to Jewish Children?**  **Are Rosh Hashanah and Yom Kippur important to Jewish Children?**  Key Skills:   * I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. * I can use the right names for things that are special to Jewish people during Shabbat and explain why. * I can start to make a connection between being Jewish and decisions about behaviour * I can say how it feels to say sorry and what I have said sorry for. * I can tell you something that either Rosh Hashanah or Yom Kippur is about. * I can choose a picture and give my thinking on why this might be important to Jewsih children at Rosh Hashanah or Yom Kippur. | Music  **Focus – Singing**  Key skills:   * learn to sing and to use their voices * have the opportunity to learn a musical instrument * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions * including the works of the great composers and musicians   **Focus – Composing**  Key skills:   * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: **dynamics, texture and structure** * use instruments to compose a piece of music based on the Battle of Hastings |
| Physical Education  **Focus –Cricket**  Key Skills:   * Master basic movem3ents including running, throwing and catching as well as develpoping balance, agility and coordination * Introduce throwing with accuracy * Apply throwing with accuracy in a team * Introduce stopping a ball * Develop sending (rolling) skills to score a point   Consolidate sending and   * stopping to win a game   **Focus – Swimming**  Key Skills:   * Enter the water safely * Move in different directions for a distance of 5 metres * Scoop the water and wash the face * Be comfortable with water over head * Float on back * Push and glide on front and back from the wall * Put head/face under the water * Swim using a float to support * Exit the pool safely   **Focus - Dance**  Key Skills:   * Perform dances using simple movement patterns * Exploring expression * Developing our movements, * adding movements together * Responding to a rhythm: * Introducing partner work * Creating sequence motifs * Exploring relationships * within our motifs | Forest School   * Planting seeds and taking care of them * Observing over time * Making bow and arrows using natural resources found in the forest school * Pond dipping * Exploring the natural environment | Stunning start: The egg! Discover a hidden dragon egg in school and explore what could be inside.  Marvellous middle: Castle trip!  Fabulous finish: Re-enactment of the Battle of Hastings (DT focus – making shields, bow and arrows, castles and performing music) |