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| IS WATER EVERYWHERE? | | | | | | | | | |
| **SUMMER 1** | 15th April | 22nd April | 29th April | | 06th May 4 day week | | 13th May (SATS week yr6) | | 20th May |
| English | traditional story  3 billy goats gruff  writing questions? |  |  | | Commotion in the Ocean Poetry | | non chronological report  the big book of blue  the sea beneath my toes | |  |
| Paired Reading 3 days Whole Class reading focus 2 days | Whole Class reading Tiddler / Billy;s bucket | | | | | | | | |
| Science  Biology  looking at animals | Begin to use simple secondary sources (e.g. books and computers) with help, to find answers to questions.  Make measurements using non‐standard units of measure  Observe objects, living things, events and the world around them closely, using their senses and simple equipment  Recognise basic features, similarities and differences of objects or living things Sort and group objects or living things indifferent ways.  Sort everyday objects or living things into groups based on simple features e.g. colour.  Present evidence they have collected in simple templates provided for them to help in answering questions.  Draw or photograph evidence and label with support.  Say what has changed when observing objects, living things or events. | | | | | | | | |
| Week 1 |  |  | |  | |  | |  |
| Year 1 | DO ALL TREES LOSE THEIR LEAVES  IN WINTER AND GROW NEW ONES IN SPRING? (also plant prepare vegetable beds)  lesson 1: HOW DO LEAVES CHANGE ACROSS THE YEAR?  LESSON SUMMARY:  During this series of lessons children revisit the same plants or shrubs to look at how their leaves change through the year. To see the complete cycle, four visits are suggested at the following points: | SSON 3: WHAT FLOWERS CAN WE FIND DURING DIFFERENT SEASONS?  LESSON SUMMARY:  This series of lessons links to Module 1, Plant Detectives, Lesson 3, What is the same and different about the plants around us?, which is intended to be taught during the summer months, when a large variety of plants are flowering. These lessons encourage children to recognise that many plants flower at other times of the year, not just during the summer. In addition to observing flowers in June or July, children should make three other visits to observe plants in flower earlier in the school year:  sensing seasons lesson 4  HOW DOES THE WEATHER CHANGE ACROSS THE SEASONS? | looking at animals lesson 1  Who’s who in the animal world?  In this lesson children begin to explore the variety of animals living on the Earth. By the end of the lesson they can identify and name animals by their distinguishing features, and start to recognize that animals can be grouped according to common characteristics. | | review weather data recorded from lesson 1 | | lesson 2  HOW ARE ANIMALS’ BODIES DIFFERENT?  (modelling clay needed)  This is the first of a series of lessons on animals’ bodies. In this lesson children examine the structures of animals’ bodies, particularly reptiles and amphibians, use secondary sources to identify and name important body parts of their chosen animal, and create a model of it. By the end of this lesson children are familiar with the body structure of this animal and have compared it with models of other animals. The lesson might need to be extended or revisited to complete the models.  tortoise visit ??  pond dipping? | | DO FISH HAVE FINGERS?  This is the second of three lessons on animals’ bodies. In this lesson children observe and compare fish, looking at real examples. By the end of this lesson children are able to name parts of a fish and describe similarities and differences between fish  (have fish from fishmongers) |
| Geography/history  (Topic) | Learning Progression:  Y1 Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.  Identify seasonal/daily weather patterns (e.g. create a washing line to suit the weather) in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.  Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.  history Understand the difference between things that happened in the past and the present | | | | | | | | |
| Week 1 | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 History |
| Continents and oceans | Where are Our Seasides? | Features of the Seaside | | lets explore a seaside town | | islands everywhere | | To identify features of a  seaside holiday. |
| DT  sliders and levers | Learning Progression:  Y1 DT Begin to use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen product.  Create products using levers and wheels.  To suggest ideas and explain what they are going to do  To identify a target group for what they intend to design and make  To develop their design ideas applying findings from their earlier research Shape textiles using templates.  Colour and decorate textiles.  To evaluate their product by asking questions about what they have made and how they have gone about it. | | | | | | | | |
| Week 1 | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 |
| explore moving picture books practise making a slider | practiser a lever | practise a wheel | | design | | make | | evaluate |
| Music  Charanga Y2 units  UN - 238042  PW – Maylandsea20 | Learning Progression:  Y1 Play instruments showing an awareness of others. Understand how to play an instrument with care and attention. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. | | | | | | | | |
| Week 1 | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 |
|  | Your Imagination - Listen and appraise -  Learn the song, find the beat | - | | Introduce instrument and notes Learn to play along to the song with the instrument | | – | | perform the song. |
| PE  Indoor PE – Gymnastics with Mrs Walsh  Outdoor PE - Target Games | Learning Progression:  Y1 Gymnastics - Copy or create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Watch, copy and describe what they and others have done.  Target Games Choose which throwing and retrieving technique to use. Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games. Know that being active is good for them and fun Watch, copy and describe what others are doing. Describe what they are doing. | | | | | | | | |
| Week 1 | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 |
| Mrs Walsh to plan | | | | | | | | |
| To develop underarm throwing towards a target | To develop throwing for accuracy. | To develop underarm and overarm throwing at a target | To develop throwing for accuracy and distance using underarm and overarm | | To select the correct throw for the target. | | To develop throwing for accuracy and distance. | |
| French | Y1 Listening Begin to recognise some words when spoken out loud. Speaking Pronounce words showing knowledge of sound Read aloud everyday words and phrases. Use phonic knowledge to read words. Culture To begin to demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. | | | | | | | | |
| Week 1 | Week 2 | Week 3 | | Week 4 | | Week 5 | |  |
| Revisit colour pronunciation |  | Je m’appelle…  Comment tu t’appelle? | |  | | Use colour words  Speaking and listening | |  |
| PSHE  Relationships | Learning Progression:  Y1 I can identify the members of my family and understand there are lots of different types of families. I can identify what being a good friend means to me. I know what forms of physical contact are acceptable and unacceptable to me. I know when I need help and how to get it. I can recognise my qualities as a person. I can tell you why I appreciate somebody. | | | | | | | | |
| Week 1 | Week 2 | Week 3 | | Week 4 | | Week 5 | | week 6 |
|  | Making Friends I can identify what being a good friend  means to me |  | | People Who Help Us I know who can help me in my school  community | |  | | Being My Own Best Friend I can recognise my qualities as person and a friend |
| RE  What do Jewish people remember on Shabbat? | Learning Progression  Yr 1 I can remember a Christian (Hindu, etc.) story and talk about it. Use the right names for things that are special to Buddhists (Jews, etc).  Recognise religious art symbols and words and talk about them. Talk about what is important to me and to other people. | | | | | | | | |
| Week 1 | Week 2 | Week 3 | | Week 4 | | Week 5 | | week 6 |
| Session 1: Retell the Jewish story of creation |  | Session 2: Examine the artefacts used to celebrate Shabbat | |  | | Session 3: Explain the traditions and rules of Shabbat | |  |
| Computing  spread sheets  research | Learning Progression:  Y1 Working with Data Use key words to describe objects (Word bank with text program). Use a pictogram to answer simple questions. Enter data into a graphing package to create a pictogram and use it to find answers to simple questions. Present verbally what has been learnt from a pictogram.  Research Understand how to keep safe on the internet. Know that information is all around us in a variety of forms. Be able to explore a variety of electronic information (These skills rely on the teacher directing- children are not expected to be doing open searching at this stage.)  Learn that online is not the same as real life. They don’t go on the internet unless their teacher or a trusted adult helps them. Know how to return to the home page when exploring away from the teacher directed sites so that they can keep safe.  Know how to minimise a screen if they see something inappropriate on a website and tell a trusted adult. | | | | | | | | |
| Week 1 | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 |
| lesson 2 pictograms  record favourite fruit | lesson 1 spreadsheets  add information to cells | Lesson 1 spreadsheet  ( making sums) | | research | | research | | research |

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| IS WATER EVERYWHERE? | | | | | | | | | | | |  |
| **SUMMER 2** | 4th June 4 days | | 10th June  (Phonics screening) | 17th June  ( Assessment week) | | 24th June  Sports day ( 28th June) | | 1st July  (Trip 4th July?) | | 8th July | | 15th July |
| English | Longer solving a problem story 2 | |  |  | | recount | |  | |  | |  |
| Guided Reading Or Whole Class reading focus | Guided Reading | | Whole class reading- | Whole class reading | | Guided Reading | | Whole Class reading | | Whole Class reading | | Guided Reading |
| Science  Biology | Learning Progression:  Y1 Ask simple questions stimulated by their exploration of their world. Recognise basic features, similarities and differences of living things, Perform simple tests to explore a question, Begin to use simple secondary sources (e.g. books and computers) to find answers to questions, Present evidence they have collected in simple templates provided for them to help in answering questions. Use their ideas to suggest answers to questions  Respond to suggestions to connect what has been observed with possible further actions or observations.  Say what has changed when observing objects, living things or events. | | | | | | | | | | | |
| Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Week 7 |
| Year 1 | leSSON 1: HOW DO LEAVES CHANGE ACROSS THE YEAR?  LESSON SUMMARY:  During this series of lessons children revisit the same plants or shrubs to look at how their leaves change through the year. | | LESSON 4: WHAT’S SO SPECIAL ABOUT BIRDS?  This is the last of three lessons on animals’ bodies. In this lesson children discover what makes birds a distinct group of animals. They observe and compare different birds and in particular examine feathers. By the end of this lesson children are able to name parts of a bird, describe their features and recognise the uniqueness of having feathers. This lesson links with children’s observations in OCW: Animal Antics, Lesson 2, How many birds visit our bird feeding station? where they observe birds visiting feeding stations.  (feathers needed) | LESSON 5: HOW DO DIFFERENT ANIMALS MOVE?  In this lesson children use their bodies to help them to explore and communicate how different types of familiar animals move. By the end of this lesson they are able to use appropriate simple vocabulary to describe different movements and match particular movements to types of animals  (pond dipping?) | | *LESSON 6: WHOSE FOOD IS THIS?*  *In this lesson children explore animals’ diets. By the end of this lesson children are able to group animals: carnivore, herbivore or omnivore. This lesson links to OCW: Animal Antics. If possible, teach Enrichment lesson 4 after it, to consolidate learning about carnivores, herbivores and omnivores.* | | *LESSON 7: WHICH ANIMALS ARE BUSY AT NIGHT?* *n this lesson children learn about some familiar nocturnal animals that might be found in and around the local environment at night time. By the end of this lesson they are able to name several nocturnal animals and describe how the lives of those animals differ from familiar animals that children might see in the daytime.* | | 5: WHAT CAN WE MAKE WITH THE FOOD THAT WE HAVE GROWN? | |  |
| History/Geography  (Topic) | Learning Progression:  Learning Progression  Geography Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.  History  Recall some facts about people/events before living memory. Say why people may have acted the way they did. Begins to identify and recount some details from the past using a variety of sources (e.g. pictures, stories) Identify different ways in which the past is represented  Explore events, look at pictures and ask questions i.e., “Which things are old and which are new?” or “What were people doing?”  Look at objects from the past and ask questions i.e., “What were they used for?” and try to answer. Begins to show knowledge and understanding about the past in different ways (e.g. role play, stories, drawing, writing and talking). | | | | | | | | | | | |
| Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Week 7 |
| • I can visit a seaside resort. | | To use sources to find out  about seaside holidays in the  past. | To explore what a Victorian  seaside holiday was like. | | To find out when and how  seaside holidays became  popular. | | To explore seaside holidays within living memory. | | To compare seaside holidays  in the past with seaside  holidays now. | | double age spread/ review |
| Art/  3d form / collage /textiles | Learning Progression:  Y1 Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.  How to thread a needle, cut, glue and trim material.  Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Experiment in a variety of malleable media such as clay, papier mache, salt dough, Modroc.  Shape and model materials for a purpose, e.g. pot, tile  Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.  Impress and apply simple decoration techniques: impressed, painted and applied.  Use tools and equipment safely and in the correct way. | | | | | | | | | | | |
| Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 A | | Week 7 |
| 3d form clay fish | | 3d form decorate | 3d form sand art | | collage/textile  weaving | | seaside collage | |  | |  |
| Music  Charanga Y2 units  UN - 17334  PW – Maylandsea | Learning Progression:  Y1 Play instruments showing an awareness of others. Understand how to play an instrument with care and attention. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Investigate making sounds that are very different (loud and quiet, high and low etc.). | | | | | | | | | | | |
| Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Week 7 |
| Reflect, rewind and reply- Listen to and appraise different genres of song. | | Reflect, rewind and reply-  Recall drum rhythms and introduce them to songs learnt this year. | Reflect, rewind and reply- Recall notes on the glockenspiel | | Reflect, rewind and reply- Recall notes on the glockenspiel | | Reflect, rewind and reply- recall notes on the recorder | | Reflect, rewind and reply- recall notes on the recorder | | Reflect, rewind and reply- perform a song of their choice as a group. |
| PE    Outdoor PE - Sportastic  Athletics – running, jumping, throwing  Indoor PE – Team building | Learning Progression:  Y1 Athletics - Run at different speeds. Jump with accuracy. Use a small range of techniques. Choose which throwing and retrieving technique to use  Know that being active is good for them and fun Watch, copy and describe what others are doing. Describe what they are doing.  OAA / Team building Follow marked tracks in familiar environment.  Choose which way to follow route, by self or in group. | | | | | | | | | | | |
| Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Week 7 |
| Sportastic Athletics | | | | | | | | | | | |
| LESSON 1 To co-operate with a partner to complete challenges. | LESSON 2 To explore and develop working as a team. | | LESSON 3 To develop talking, listening and sharing skills. | LESSON 4 To use speaking and listening skills to lead a partner. | | LESSON 5 To plan with a partner and small group to complete challenges. | | LESSON 6 To use talking, listening and sharing skills to complete challenges. | | Sports Day / week | |
| French | Learning Progression:  Y1 Begin to recognise some words when spoken out loud. Pronounce words showing a knowledge of sound. Read out loud everyday words and phrases. To begin to demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. | | | | | | | | | | | |
| Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Week 7 |
| Greetings | | Colours | Numbers | | Body parts | | Songs and games | | Songs and games | | Songs and games |
| PSHE  Courage/  changing Me | Learning Progression:  I am starting to understand the lifecycles of animals and humans.  I can tell you about changes that have happened to me and some that have stayed the same.  I understand growing up is natural and everybody grows at different rates.  I respect my body and understand which parts are private.  I enjoy learning new things.  I know some ways to cope with changes. | | | | | | | | | | | |
| Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Week 7 |
|  | | .Life cycles I am starting to understand the life cycles  of animals and humans |  | | .My Changing Body I can tell you how my body has changed  since I was a baby | |  | | .Learning and Growing  Puzzle Outcome: Piece 5  Flowers  I understand that every time I learn  something new I change a little bit | |  |
| RE  Unit 1.5 Philosophy  Christianity/Hinduism | Learning Progression  I can remember a Christian (Hindu, etc.) story and talk about it  talk about what I find interesting or puzzling.  talk about what is important to me and to other people. | | | | | | | | | | | |
| Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Week 7 |
| Session 1 – Examine and discuss the Hindu Story of Creation | |  | Session 2 – Sequence and recall the Christian Story of Creation | |  | | Session 3 – Compare and contrast the Christian and Hindu Creation stories | |  | | Session 4 – Compose a Creation Story inspired by scripture |
| Computing  Coding on Purple Mash. | Learning Progression:  Y1 Coding Begin to develop computational thinking by following instructions to move around a course and creating a series of instructions to move their peers around a course With support explore outcomes when individual buttons are pressed on robots, such as floor turtles or beebot and combine these together to draw simple shapes or follow a route. Move items on the screen (forwards, backwards, up and down)  Graphics Take photographs for a range of different purposes. Move pictures into the correct positions. Use a painting program to create a representation and simple patterns Add text to photographs, graphics and drawings. | | | | | | | | | | | |
| Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Week 7 |
| Fun with Fish | | Bubbles | Air Traffic Control | |  | | digital art | | digital art | | digital art |
| Art  Digital art in computing time | Learning Progression:  Y1 Use the computer as a tool for creating a design or image – use the stamping tool, change the size of an object, add spectacles etc.  Use image manipulation to alter a photograph – change the hairstyle on a photograph.  Vocabulary: cut, paste, digital, camera, mouse, programme. | | | | | | | | | | | |
| Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Week 7 |
|  | |  |  | |  | | digital art | | digital art | | digital art |

Key concepts to be taught

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| Seaside resort  Southend  (Local history/geography) | Seasides and  seas around uk | Types of animals |
| Victorian seaside holidays | Beside the Seaside | Oceans and continents  (Geography) |
| Levers and linkages  under the sea moving picture | How seaside holidays have changed within living memory | Seaside collage |

Knowledge organiser

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| People: | Grace Darling 1815-1842  Grace Darling was famous for saving sailors from shipwrecks and was the daughter of a lighthouse keepeer. | Any Other Information  The railways helped to travel further and visit seaside  resorts.  Holidays in the past were nearly always health related.  Seawater was considered to have a beneficial effect on  health and cure diseases. There are differences between  seaside holidays 100 years ago, 50 years ago and today.  People got changed in special bathing machines.  Women would use bathing machines to change into  their swimming costume.  In the past people would be covered and wear their  clothes to the beach.  People would watch Punch and Judy shows and walk  along the promenade to watch a show, hear a band or  sit and rest.  Seaside towns have plenty of attractions for tourists. The bay and beaches are some of the physical features that visitors can enjoy. The harbour is used for boat trips, fishing and seal spotting tours. Seaside resorts have plenty of restaurants and cafes for tourists to visit. There are also huts selling snacks, such as ice-creams, drinks and fish and chips. The UK is made up of the large island of Great Britain, Northern Ireland and many smaller islands.  The coastline around the UK is where you  can find seaside resorts |
| Key Vocabulary: | Amphibians, reptiles, mammals, birds , fish  Ocean sea lake river stream beach  Pacific ocean Atlantic Southern Arctic Indian North America, South America, Africa, Asia, Australasia, Europe, Antarctica, |