**Year Group: 1 Summer B**

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| **PSHE Changing Me**    **As citizens we will learn about life cycles and identify how our bodies change over time. We will scientifically name body parts, know which parts are private and talk about differences between boys and girls.**  **Knowledge**   * To use scientific names for different body parts * To explore life cycles of animals and humans * To look at the differences between girls and boys body parts * To know which body parts are private and which body parts are not * To link Grow Your Learning and know everytime we learn something new, we change a bit   **Vocabulary** Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Anus, Learn, Grow, Feelings, Anxious, Worried, Excited, Coping.  **Skills**   * To talk about/compare ways our bodies have changed since being a baby. * To talk about different body parts and what makes boys and girls different. * I can explain when it might be appropriate to use these names and when it might not be. * I can name body parts and know which ones are private to me and give reasons for this. * I can tell you some of the changes to me and how I feel about this. * To share how we feel about changes our bodies go through | **History Seaside holidays then and now**  **As historians we will learn about the history of seaside holidays. We will look at how our grandparents and great grandparents experienced the seaside compared to how we do today.**  **Knowledge**   * To know how seaside resorts have changed over time * To know how land use has changed over time * To recognise how peoples dress and fashion has changed over time * To know how sports and hobbies have changed over time   Vocabulary holidays, vacation, grandparents, great grandparents, generations, past, now and then, timeline, comparison, differences, young, old, chronological, souvenirs,  **Skills**   * To order events in chronological order * To identify older clothes and fashion * To identify seaside toys from now and then * To identify seaside attractions from now and then | **IT and Digital Literacy**  **‘Programming Direction’’**  **As computer scientists we will build on what we already know about algorythms and begin to predict and write algorithms for direction using programming language.**  Knowledge   * Understand what an algorithm is * Make predictions when giving instructions. * Debug simple programs. * Begin to create algorithms with a written programming language.   Vocabulary Algorithm, block, command, control, debug, decomposition, edit, execute, logic, edit, logical reasoning, program, repetition, sequence, selection.  *Skills*   * **Give clear unambiguous instructions**. * **Create algorithms for directions.** * **Create algorithms for directions including turning**. |
| **Music As musicians we will use our imagination to reflect, rewind and replay.**  **Knowledge**   * To recognise a song * To understand the rhythm * To hear the pulse   **Vocabulary** listen, appraise, pulse, introduction, verse, chorus, ending  **Skills**   * To recognise classical music * To listen and appraise classical music * To play instruments with a song * Share and perform music | **Topic:** Summer at the Seaside  **Question driver:** How do you make a boat float?  **Project\ purpose:** To go to Tynemouth Lake to see if our boat floats. | **RE As thinkers in R.E. we will learn all about buddha and the main beliefs of buddhism.**  **We will visit a local church.**  **Knowledge**   * To understand enlightenment * To know buddhas don’t believe everything in the world is perfect * To know what are special places for Buddists * To know the special festivals buddhists celebrate * To know what the buddhist holy book is * To recognise and name buddhist symbols   **Vocabulary:** stupa, puja, meditation, temple, lectern, wesak  **Skills**   * To be able to discuss enlightenment * To understand that buddha’s believe things that are different to other religions * To recognise special buddhist buildings * To explain what the buddhist holy book is |
| **Science - As Scientists we will plan and carry out a variety of experiments observing changes closely, using simple equipment. We will gather and record data to help us answer questions and use our observations to suggest answers to our questions.**  **Knowledge**   * Set up a simple experiment * To predict what might happen * To observe changes * To ask questions * Gather and record data * To explain what they have found out using full sentences   **Vocabulary** Predict, observe, investigate, record, experiment, equipment, data.  **Skills**   * To follow instructions carefully to set up and carry out simple experiments * To make predictions based on what they think will happen and why * To ask questions based on their curiosity * To talk about what they are observing * To collect data and record what they have found out * To talk about what they have found out and link this back to their predictions. Were they correct/incorrect and why? | **Art - As artists we will learn about composition and work with different materials to create texture for a seaside theme project that we will develop over 5 weeks.**  **Knowledge**   * Identify key features of lanscape composition * Know that a range of materials gives different effects * Experiement using water colours making different shades and tints * Paint over the top of textures * Understand how to use images to add detail to pictures   **Artists** Joaquín Sorolla, Pierre Auguste Renoir  **Vocabulary** Lanscape, composition, materials, effect, shade, tint, texture,  **Skills**   * To place horizontal lines and tide lines * Choose materials that replicate textures found at the seaside * Adapt colours to create a seaside landscape * Add colour to the textures * Add appropriate objects and images to a seaside picture | **Pysical Education - As athletes we will learn to run, jump and throw. As sports people we will explore activities increasing our awareness of space, distance and we will work together in teams.**  **Knowledge**   * **To understand when we feel hot** * **Understand why we feel hot** * **Know why our breathing changes during exercises** * **To know how to work with a partner** * **To know how to work in a team**   **Vocabulary :** exercice, breathing, pivot, overarm, underarm, techniques, direction, combination  **Skills**   * Running styles * Jumping techniques * Pull throw - overarm throw * Pivot turn - changing direction * Running in curving pathways * Underarm throwing * Push throw |
| **Maths As mathematicians we**  **Powermaths**  Unit 13 Division  Unit 14 Halves and quarters  Unit 16 Numbers to 100  Unit 17 Time  Unit 18 Money  **Knowledge**   * Sharing means to make equal groups * To know a half is when you split a whole in to 2 equal parts * To know a quarter means when you split a whole into 4 equal parts * Learn how to use a number square * Know 10’s and 1’s make up numbers * Know number can be added together to make 100 * Compare numbers * To know o’clock is at the top and half past is at the bottom * Look at coins/ notesand how they look different/similar and know what they are worth   **Vocabulary** Sharing, equal groups, half, halves, quarter, 100 square, number square, place value grid, o’clock, half past, second, minute, hour, pound, pence, coins, notes, p.  **Skills**   * Children will share resources equally both practically and by solving word problems about halves and quarters * Find half of a shape or object * Find a quarter of a shape or object * Use a number square to find patterns, and to find one more/less * To partition numbers into 10’s and 1’s. * Explore which numbers add together to make 100 * Compare numbers to 100 by saying which is more/less/greater/smaller * Order numbers to 100 * Use part-part, whole to find number bonds to 100 * To say when it is o’clock and half past * To recognise and name coins * To say how much coins/notes are worth * To count in 2’s, 5’s and 10’s using coins |  | **Literacy - As writers we will think about the effects our writing has on the reader. We will explore writing for different purposes and how we can make our writing more exciting. As readers we will develop our love for stories and how they make us feel.We will enjoy reading both fiction and non fiction texts.**  **Knowledge**  **Phonics -** Daily phonics and Phonics Screener (wk1)  **Daily Story Time -** Developing a love of reading and vocabulary  **Individual Reading** - Decoding words, reading common exception words, predicting, making inferences  **Reading Buddies** - Sharing our reading books with year 4 every Friday  **Comprehension -** Answering questions based on what we have read  **Inferencing -** Looking at texts and making assumptions on what we have read. Thinking about information that is missing from the text.  **Focus** - Writing for different purposes such as a list, a letter and a story.  **Talk for Writing** - The Rainbow Fish & Meerkat Mail  *Planning Tool* - Story map and story mountain  *Sentence construction and word structure*   * Writing in sentences * Using simple connectives and, but, so, because * Using adjectives * Punctuation * Consolidate spaces, capitals, full stops * Suffixes * Speech Bubbles   Skills  **Brave Writing**   * Hold a sentence * Sound words out * Apply phonic knowledge * Read work back to check it makes sense * Use word mats for common exception words * Self edit work to make improvements * Look at writing targets and applying them in our work * Begin to write more complex sentences containing connectives and adjectives to make it more interesting to the reader. * To talk about how a piece of text makes you feel * Build stamina without losing focus.   **Vocabulary beginning** Sentence, spaces, capital letter, full stop, punctuation, exclamation mark, question mark, story map, instructions, pening,build up, problem, resolution, ending, connective, adjective, punctuation, suffixes, edit, corrections, compound sentence, speech bubble, imperatives. |
| **We will involve our families in our learning by Seesaw, homework activities, reading record book, conversations relating to progress and how they can help at home, updating phonic support packs and having a secret parent reader each week.** | | |
| **The strategies to support our most vulnerable learners are small group phonics, interventions within lessons, extra 1:1 reading in school, phonics recap within guided reading sessions, targeted interventions, extra work set for practise at home, support plan activities/interventions, tutoring programme.** | | |