

Year - 1		My world, their world!		Summer 2
<u>ROOTS</u> <u>Link:</u>	Respect all	<u>Whole School Project:</u>	-	<u>Ignites, Trips, Visits & Visitors:</u> Great Linford Walk Manor visit Ghana community links Food tasting Traditional clothing National park visit
<u>Vision:</u> During this topic children will learn in further depth about the area that they live in, its housing types and what makes it unique. We will then learn about Ghana, its culture, clothing, food, housing and religion. The children will be able to draw comparisons about what it is like to live in each place. Identify similarities and differences.				<u>Key Texts:</u> My world, your world by Melanie Walsh What if we were all the same? By C.M Harris Welcome to our world by Mortia Butterfield The Ghanian Goldilocks <u>Dr Tamara Pizzoli</u>
History/ Geography				
NC Links		Knowledge		Skills
<ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. understand geographical similarities and differences through studying the human and physical 		<ul style="list-style-type: none"> That I live in Great Linford, key physical features are: vegetation's, seasons and human features are village, church and canal. Accra is the capital of Ghana. Look at their housing styles and why they are built that way. That peoples live differ because of the geographical locations (climate, water, land, space, population, economy). 		<ul style="list-style-type: none"> To compare two contrasting geographical locations. Use aerial photographs to recognise landmarks and basic human and physical features of Great Linford and Ghana. To devise a simple map of GLPS and construct basic symbols in a key. Identify and observe the basic human and physical features of Great Linford <p><u>Identify physical features</u> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><u>Identify key human features</u> city, town, village, factory, farm, house, office, port, harbour and shop.</p>
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English

Weeks 1-3

Writing Focus: The Ghanaian Goldilocks (Traditional tale)

Cold Write: Write a traditional tale (write the story of the three bears) to assess if they understand the structure of a story

WAGOLL: The Ghanaian Goldilocks (abridged version)

Hot Write: The MK Goldilocks (children replace key features with those in the local area)

Weeks 4-6

Writing Focus: Guide to Milton Keynes

Cold Write: Write own guide to MK

WAGOLL: Guide to Milton Keynes

Hot Write: Write a guide to Ghana

Short Bursts:

Use a picture from story of the house and/or garden.
Ask the children to write a description
write a postcard home from Accra telling parents what it is like and what they can see/hear/smell using the video for inspiration

Write a diary entry about a visit to Ghana

Write an advert (give children a frame) to visit Ghana

NC Links

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question
- using a capital letter for names and at the start of a sentence
- composing a sentence orally before writing it

Knowledge (Grammar)

- Are able to rearranging words and punctuation to create a question and understand that a question should contain a question word
- Is able to explain the term 'noun' and 'adjective'

Skills (Punctuation, Composition)

- Can use upper/lower case letters to demarcate sentences accurately along with proper nouns
- Have an understanding of what rhyme
- Understands the structure of a simple story (problem/resolution/protagonist).

Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters <p>Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these.</p>	<ul style="list-style-type: none"> • Know upper and lower case letters • To know letter families within the letter join scheme • To know when to use a capital letter 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • form lowercase letters in the correct direction, starting and finishing in the right place • form capital letters

Science- Plants and Animals where we live	
<p><u>Enquiry Questions:</u></p> <p>What do you think it would be like if there were no plants or animals in the world? Which animals would you like to live in the school grounds? Why? Why do you think we have to wash our hands after touching plants and animals?</p>	<p><u>Key Vocabulary:</u></p> <p>Habitat- a home for plants and animals Identify- to know what something is Mammal- an animal that has a backbone and breathes air Plant- a living thing Reptile- cold-blooded vertebrates with dry skin covered with scales or bony plates and usually lays soft shelled eggs Stem- the stalk of a plant Tree- trees are tall, woody plants and they have a stem called a trunk. Amphibians- have a soft, moist skin protected by a layer of slime: they live in moist places or near water to keep their bodies from drying out. Animal- a living thing that breathes and can move around on its own Birds- have feathers, wings, lay eggs and are warm-blooded Fish- lives and breathes in water</p>

		Flowers- the part of a plant that blossoms and produce seeds.
NC Links	Knowledge	Skills
<p><u>Work scientifically by:</u></p> <ul style="list-style-type: none"> ● Observe closely, using simple equipment- Use hand lenses to see plants and trees from local environment up close. ● Identify and classify- Identify a range of plants and animals. Using hand lenses to classify and identify plants. ● Use observations and ideas to suggest answers to questions- Apply knowledge from their observations to identify living things and answer their own questions. ● Gather and record data to help in answering questions 	<p>Children explore their local environment (school grounds or local park) to find out about the plants and animals that live in their locality. Children will learn to name and identify common wild and garden plants, including trees.</p>	<p>Plants * IIdentify and name a variety of common wild and green plants, including deciduous and evergreen trees.</p> <ul style="list-style-type: none"> ● Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals including humans</p> <ul style="list-style-type: none"> ● Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. ● Identify and name a variety of common animals that are carnivores, herbivores and omnivores. <p>Describe and compare the structure of a variety of common animals</p>

Computing		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> ● Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions ● Create and debug simple programs ● Use logical reasoning to predict the behaviour of simple programs 	<p>This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>	<p>OL: Can I choose a command for a given purpose?</p> <p>OL: Can I show that a series of commands can be joined together?</p> <p>OL: Can I identify the effect of changing a value?</p> <p>OL: Can I explain that each sprite has its own instructions?</p>

		<p>OL: Can I design the parts of a project?</p> <p>OL: Can I use my algorithm to create a programme?</p>
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RE

NC Links	Knowledge	Skills
See RE guidance non-statutory 2010	<p>Key Question: What do Muslim's celebrate?</p> <p>OL: Can I find out about the Islamic New Year.</p> <p>OL: Can I find out about the Day of Ashura</p> <p>OL: Can I learn about Mawlid alNabi?</p> <p>OL: Can I learn about about Ramadan?</p> <p>OL: Can I find out Eid al-Fitr?</p> <p>OL: Can I find out about the Hajj?</p>	<p>To understand that Islam is the religion celebrated by Muslims.</p> <p>Children will explore the different celebrations by Muslim's and how these are celebrated.</p>

PSHE- Changing me

NC Links	Knowledge	Skills
See non-statutory guidance NC	<p>Focus: -</p> <ul style="list-style-type: none"> ● Children will identify the parts of the body that a boy has. ● To identify the parts of a body that a girl has. ● To be able to identify what makes boys and girls different. ● To be able to use the names of the parts correctly 	<p>OL: Can I understand the life cycles of animals and humans?</p> <p>OL: Can I identify something about me that has changed and something that has stayed the same?</p> <p>OL Can I identify how my body has changes since I was a baby?</p> <p>OL: Can I identify the parts of the body that makes boys different to girls and can use the correct names for these parts?</p>

		<p>OL: Can I understand that every time I learn something new I change a little bit?</p> <p>OL: Can I tell you about changes that have happened in my life?</p>
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Art		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> ● To use a range of materials creatively to design and make products ● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> ● To know that the primary colours are red, yellow and blue. ● To know that primary colours can be mixed to make secondary colours. ● To know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> ● Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces. ● Beginning to explore colour mixing. ● Selecting colours, shapes and materials to suit ideas and purposes. ● Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.

PE		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> To refine the skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move. Participate in team games, developing simple tactics for attacking and defending 	<p><u>Focus:</u> Striking and fielding</p> <ul style="list-style-type: none"> To be able to control the rugby ball on move To name muscles being exercised To keep moving for 5 minutes To perform core exercises safely and with control 	<ul style="list-style-type: none"> Can I Roll a ball towards a target? Can I Catch a ball with 2 hands? Can I strike a ball towards a target? Can I demonstrate good control with a ball? Can I work cooperatively with a partner?

Maths		
NC Links	Knowledge	Skills
<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Sequence events in chronological order using language [for example, before and after, next, today, yesterday, tomorrow, morning, afternoon and evening.]</p> <p>Recognise and use language relating to dates including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].</p> <p>Measure and begin to record time [hours, minutes, seconds].</p>	<p>Place value to 100</p> <p>Measurement- money</p> <p>Measurement- Time</p>	<ul style="list-style-type: none"> ● Counting to 100 ● Partitioning numbers ● Comparing numbers ● Ordering numbers ● One more one less ● Recognising coins ● Recognising notes ● Counting in coins ● Before and after ● Dates ● Time to the hour ● Time to the half hour ● Writing time ● Comparing time

Music

KAPOW UNIT:

Vocal and Body Sounds
Theme: By the sea/river

Key Vocabulary:

Body percussion Dynamics Graphic score Instruments
Pitch Seaside Sounds Tempo
Timbre

NC Links

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Knowledge

- To know that dynamics can change how someone listening feels about music.
 - To know that your voice can be used as a musical instrument.
 - To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
 - To understand that music can be represented by pictures or symbols.
1. OL: Can I understand that music can be used to represent an environment?
 2. OL: Can I understand how music can represent changes in an environment?
 3. OL: Can I select instruments to match seaside/local sounds?
 4. OL: Can I recognise and use dynamics and tempo?

Skills

- . Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes.
- Describing the character, mood, or 'story' of music they listen to (verbally or through movement).
- Describing the differences between two pieces of music.
- Expressing a basic opinion about music (like/dislike)
- Listening and responding to other performers by playing as part of a group.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Choosing dynamics, tempo and timbre for a piece of music.

5. OL: Can I write music down and perform from a graphic score?

- Creating a simple graphic score to represent a composition.
- Using their voices expressively to speak and chant.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Performing from graphic notation