

English

Class Book: The Owl who was Afraid of the Dark by Jill Tomlinson.

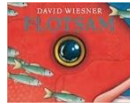


This story will help the children develop their understanding of character development and the importance of the setting within a story. The children will continue to improve their story writing skills focusing on increasingly complex sentence structures.

Rainbow Fish – Marcus Pfister



Surprising Sharks- Nicola Davies



Life on Earth – Ocean



Hooray for Fish – Lucy Cousins



Flotsman – Wiesner



Commotion in the Ocean – Giles Andreae

Here we are – Oliver Jeffers



This is how we do it - Matt Lamothe

RWInc – phonics sessions and focus on reading skills
Spag lessons – plurals, un- prefix, use of: and because

Real P.E

Delivered through outdoor learning sessions. Focus on throwing and catching skills, developing partner work. Use a racquet to hit a ball.

Science

Identify seasonal and daily weather patterns. Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length changes. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Pupils can record observations in charts and tables. Use magnifying glasses to observe. Plant seeds and record measurements in different places.

Year 1 Topic Overview Summer Term 2021

Maths

Using 100 square continue to revisit counting in 1s,2s,5s and 10s. Identifying the patterns on the 100sq and using visual concrete equipment to help children's understanding.

Linking 2s and 5s counting to multiplication and division but always using concrete maths apparatus, grouping and sharing. 2D/3D Shapes.

Identify $\frac{1}{4}$ $\frac{1}{2}$ and whole fractions of objects using visual aids and physically do turns $\frac{1}{4}$ $\frac{1}{2}$ and whole. Maintain opportunities in lessons for maths reasoning and problem solving using the above objectives.

What a wonderful world!



**Who am I?
How do I act and Why?
What can I give Him?
How can I build a better world?**

D.I

Design and make a rainbow fish in clay. Look at repeated patterns on fishes.

Create a class sea picture

Lighthouse Keeper's Lunch- Ronda and David Armitage

Design, make and evaluate healthy packed lunch snacks and revise links to weighing ingredients in grams.

PSHCE

How can I build a better world?
How can I care and protect the oceans?

- Reduce
- Reuse
- Recycle

Music

Use percussion instruments to continue to develop the children's understanding of pulse and rhythm. Learn simple songs and revisit ideas from year 1 music CPD lessons.

RE /RSE

Easter Story

Pentecost

Jesus: Teacher and Healer

Sharing Jesus' Life

Following Jesus Today

Geography -Children will learn about different creatures that live in the world's oceans and seas. They will learn about how children live differently around the world. Children will begin to identify both human and physical features shown on maps. Noticing the seas and land.

Use world maps, atlases and globes to identify warm and cold parts of the world. To understand the basic subject specific vocabulary relating to human and physical geography.

TOPIC	SCIENCE																						
<p><u>Key Vocabulary:</u> <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <p><u>Physical Features:</u></p> <p>Ocean sea climate Arctic Antarctic South pole North pole land country roads transport weather warm and cold areas of the world</p> <p><u>Human Features:</u></p> <p>People animals creatures shelters roads houses school food</p>	<p><u>Key Vocabulary:</u> <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <table border="0"> <tr> <td>Leaf</td> <td>Bulb</td> </tr> <tr> <td>Seed</td> <td>Root</td> </tr> <tr> <td>Stem</td> <td>Flower</td> </tr> <tr> <td>Petal</td> <td>Blossom</td> </tr> <tr> <td>Branches</td> <td>Trunk</td> </tr> <tr> <td>Soil</td> <td></td> </tr> <tr> <td>Germinate</td> <td></td> </tr> <tr> <td>Light</td> <td></td> </tr> <tr> <td>Water</td> <td></td> </tr> <tr> <td>Seasons</td> <td></td> </tr> <tr> <td>Weather</td> <td></td> </tr> </table>	Leaf	Bulb	Seed	Root	Stem	Flower	Petal	Blossom	Branches	Trunk	Soil		Germinate		Light		Water		Seasons		Weather	
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<p>Star Questions- these are key things to think about.</p>																							
<p>* What are the two poles called? ** Can you identify the difference between a sea and an ocean? *** Can you name all 5 oceans? **** Can you explain why a whale is a mammal and a shark is a fish ? ***** Can you choose your favourite creature under the sea and make a non-fiction book about it.</p>	<p>* Can you name the 4 seasons? ** Can you explain what happens as the seasons change from winter through to summer? *** Why do plants start to grow in Spring? **** What do plants need to grow? ***** Can you choose a flowering plant and label all the parts you can see?</p>																						

The questions are of increasing difficulty, encouraging pupils to be 'ambitious for the higher gifts'. The four and five star questions are designed to be opened ended and rely on higher order thinking. Perhaps these questions could form the basis of discussions at home, as well revisiting key knowledge in the first three star questions.