

Term Summer

Weeks 13

Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
<b>GCP Growing, Cooking and Eating</b>  <b>Stage 2 - cooking</b>	Continue GCP Partnership with a school from a different country.	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, communication technology</li> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Using sentences with different forms in their writing (statements, questions, exclamations and commands)</li> <li>Use question marks correctly</li> </ul>	Science	2	<ul style="list-style-type: none"> <li>Design flower arrangement for allotment</li> <li>Planting and maintaining flower arrangement.</li> <li>Growing food colouring experiment</li> <li>Initial Skype call with school in Spain. - what will they be growing?</li> <li>Identifying flowers</li> <li>Begin growing vegetables</li> <li>Start growing diary</li> <li>Continue growing diary</li> <li>Skype call with school in Spain to update progress.</li> </ul>	
			DT	3		
			Science	5		
			Literacy	7		

		<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<p>Geography</p> <p>Computing</p>	1-7	<ul style="list-style-type: none"> <li>Writing questions.</li> <li>Finish growing diaries</li> <li>Still life drawing</li> <li>Final skype call with Spain.</li> <li>Investigate why vegetables grew at different rates.</li> <li>Take photos daily</li> <li>Experiment with app to create video from photos</li> <li>Watch video and make improvements</li> </ul>	
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Tree hunt at Killerton		<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>	Science	8	<ul style="list-style-type: none"> <li>Trees in each season - art work and descriptions</li> <li>Tree identification</li> <li>Leaf rubbings</li> <li>Changes over the 4 seasons art work</li> </ul>	

		<ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>	Geography		<ul style="list-style-type: none"> <li>• Map reading</li> <li>• Navigating around Killerton</li> <li>• Planning a route using from an aerial photograph</li> <li>• Writing lists of directions, e.g. North, south, east or west</li> </ul>	
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Sea Explorer Diary - a week in the life of a diver	Oceans - Linking to Natural Wonders of the World: Great Barrier Reef	<ul style="list-style-type: none"> <li>• To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Describe the physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• Distinguish between an object and the material from which it is made.</li> </ul>	Science	9-13	<ul style="list-style-type: none"> <li>• Create fact files about great white sharks</li> <li>• Create fact file about whales</li> <li>• Design a submarine</li> <li>• Investigate how to make a submarine sink</li> <li>• Test different materials to test how waterproof they are</li> </ul>	<p><i>Shark in the dark</i> By Nick Sharratt</p> <p><i>Tiddler</i> by Julia Donaldson</p>

		<ul style="list-style-type: none"> <li>Performing simple tests.</li> <li>Name and locate the five oceans.</li> <li>Use world maps/atlases and globes to identify the oceans.</li> <li>Use aerial photographs and plan perspective to recognise landmarks</li> </ul>	Geography		<ul style="list-style-type: none"> <li>Learn about the 5 oceans and features</li> <li>Create map detailing which animals you would find in each ocean</li> <li>Explorer the great barrier reef</li> </ul>	
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
<b>Save the oceans campaign - leaflets and videos</b>	Recycling Global warming	<ul style="list-style-type: none"> <li>Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	Geography		<ul style="list-style-type: none"> <li>Look at features of the UK, what makes up our environment, man- made. Natural</li> <li>Investigate human impact on our natural environment</li> <li>Create campaign to raise awareness of Global warming and recycling</li> </ul>	<i>Tuamor the Turtle</i> by Jo Earlman  <i>Boogie Bear</i> By David Walliams



		<p>components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> </ul>				
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
Spanish Conversations	Learning Spanish words	<ul style="list-style-type: none"> <li>• Listen carefully and imitate.</li> <li>• Learn new Spanish vocabulary through Spanish songs.</li> </ul>	Speaking and listening	1-12	<ul style="list-style-type: none"> <li>• Recap greeting and numbers</li> <li>• Learn Spanish colours</li> <li>• Learn names for animals</li> <li>• Build up a conversation</li> </ul>	
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
'What does it mean to be good' Sway	Learn about different religions and their beliefs	<ul style="list-style-type: none"> <li>• Understand that there are people different from ourselves.</li> <li>• recall the outline of religious stories including some aspects of the life of a key religious figure</li> </ul>	R.E	8-12	<ul style="list-style-type: none"> <li>• Think about being good and what is means to them</li> <li>• What does being good mean to Christians</li> </ul>	

		<ul style="list-style-type: none"> <li>recognise features of religious life and practice</li> </ul>			<ul style="list-style-type: none"> <li>What does being good mean to Muslim</li> <li>Explorer concept of rules</li> <li>Working collaboratively in groups to research and put together a sway to share with others.</li> </ul>	
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
<b>Develop Core Mathematical Skills</b>	Maths Lessons Investigations/Maths in a Flash	<ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</li> <li>Sequence events in chronological order using</li> </ul>	Maths	<p>1 + 2</p> <p>3</p>	<ul style="list-style-type: none"> <li>Doubling and Halving</li> <li>Finding half of shapes and numbers</li> <li>Pizza making</li> <li>Understand concept of time</li> <li>What can you do in a minute</li> <li>Comparing lengths of time</li> <li>School day time diary</li> </ul>	

		<p>language (eg before, after, next, today, yesterday, tomorrow, morning afternoon, evening)</p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>• Measure and begin to record capacity</li> <li>• Recognise and know the value of different denominations of coins and notes</li> <li>• Read and write numbers from 1 to 20 in numerals and words</li> <li>• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial</li> </ul>		<p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>	<ul style="list-style-type: none"> <li>• Time recap + analogue and digital</li> <li>• Potion making</li> <li>• Exploring containers</li> <li>• Ordering containers</li> <li>• Counting money in piggy banks</li> <li>• Role play shop</li> <li>• Introducing notes and giving change</li> <li>• Write numbers as words</li> <li>• Matching names</li> <li>• Word problems</li> <li>• Multiplication word problems</li> </ul>	
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		<p>representations and arrays with the support of the teacher.</p> <ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> <li>Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul>		<p>9</p> <p>10</p>	<ul style="list-style-type: none"> <li>Using arrays</li> <li>Division Sharing sweets</li> <li>North, South, East and West</li> <li>Writing directions</li> <li>Treasure maps</li> <li>Role play turning</li> <li>2D and 3D shape re- cap</li> <li>What shape am I?</li> <li>Shape riddles</li> </ul>	
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
<b>Athletics - improve your personal best</b>	P.E sessions Sports Day	<ul style="list-style-type: none"> <li>Master basic movements - including running and jumping</li> </ul>	P.E	1- 13	<ul style="list-style-type: none"> <li>Learn about range of athletics sports</li> <li>Record times for long and short distance running</li> <li>Learn running technique</li> <li>Improve personal bests</li> </ul>	

	Games sessions	<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>			<ul style="list-style-type: none"> <li>Practise and improve throwing and jumping</li> <li>Participate in KS1 games sessions</li> <li>Play and learn rules of a range sports including; football, hockey, tag rugby and basketball</li> </ul>	
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
Create your own game	Using Purple Mash software	<ul style="list-style-type: none"> <li>Create and debug simple programs</li> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul>	Computing	1-13	<ul style="list-style-type: none"> <li>Recap algorithms</li> <li>Learn how to create an algorithm on Purple Mash</li> <li>Create own game</li> <li>Fix mistakes with code on game</li> </ul>	
Outcome	Context	Skills / Knowledge	Subjects	Week	Supporting Activities	Supporting Texts
Handwriting and grammar	Handwriting sessions, applying phonics knowledge.	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>	Handwriting	1-13	Nelson handwriting scheme	-



# YEAR 1 CURRICULUM PLAN SUMMER 2020

		<ul style="list-style-type: none"><li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li></ul>				
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