



Year: 1 Term: SUMMER 2

Topic Title: How can we protect the planet?

Date	6.06.22	13.06.22	20.06.22	27.06.22	4.07.22	11.07.22	18.07.22
		EPC's and Healthy eating week	EPC's Reports due to SLT	28 th Transition Day ORDER CATERPILLARS Trip to library	Reports to Helen Poss trip to PB	14 th Sports day Progress books Poss trip to PB	22 nd INSET
Learning Hooks	https://www.youtube.com/watch?v=6jQ7y_qQYUA	Conscience alley: What should CN do?	Watch Mr Brown's speech to Millicent. Discuss the emotion and how this makes you feel when listening.	Trip to the library Filming their speeches	Looking after caterpillars RSBB- school trip		
Text	Christopher's Bicycles- Charlotte Middleton	Christopher Nibble- Charlotte Middleton			Christopher's Caterpillars- Charlotte Middleton		
Book Talk	The Unexpected Visitor- J Courtney Tickle	All the colours of the Earth- Poems selected by Wendy Cooling Where the forest meets the sea by Jeannie Baker Dinosaurs and all the rubbish by Michael Foreman			The Woolly Bear Caterpillar by Julia Donaldson (Nature Fact book) The Very Caterpillar- Eric Carle		
Writing	Write to explain: Why recycling is important. Children design a poster to explain why recycling is important.	Write to persuade: Children will write a letter to convince CN to not eat the last dandelion and what he could do instead.	Write to persuade: Children will write and perform a speech to persuade Miss Williamson to allow us to look after and observe caterpillars.		Write to inform: Children will create a caterpillar fact book. Including: Facts, diagrams, glossaries, observations of changes over time, index, you will need.		
	Oracy <ul style="list-style-type: none"> ✓ Listen and respond appropriately to adults and their peers ✓ Ask relevant questions to extend their understanding and knowledge ✓ Use relevant strategies to build their vocabulary ✓ Articulate and justify answers, arguments and opinions ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ Speak audibly and fluently with an increasing command of Standard English ✓ Participate in discussions, presentations, performances, role play, improvisations and debates ✓ Gain, maintain and monitor the interest of the listener(s) ✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ Select and use appropriate registers for effective communication Handwriting <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ Form lower-case letters in the correct direction, starting and finishing in the right place Vocabulary, Grammar and Punctuation <ul style="list-style-type: none"> ✓ Leave spaces between words ✓ Know how words can combine to make a sentence ✓ Join words and clauses using 'and' ✓ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ✓ Use a capital letter for names of people, places, the days of the week, and 'I' ✓ Sequence sentences to make short narratives Terminology						

	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop							
Maths	Number: Revisit addition and subtraction & multiples of 2, 5 & 10 <ul style="list-style-type: none">✓ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs✓ represent and use number bonds and related subtraction facts within 20✓ add and subtract one-digit and two-digit numbers to 20, including zero✓ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.✓ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens		Number: Revisit place value within 50 <ul style="list-style-type: none">✓ 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; count in multiples of twos, fives and tens✓ 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 (fewer), most, least✓ read and write numbers from 1 to 20 in numerals and words.		Geometry: Revisit 2D and 3D shapes <ul style="list-style-type: none">✓ recognise and name common 2-D and 3-D shapes, including:✓ 2-D shapes [for example, rectangles (including squares), circles and triangles]✓ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].		Consolidation of assessed weaker areas.	
	Science							
Learning objective	<ul style="list-style-type: none">✓ I can observe changes across the 4 seasons.✓ I can observe and describe associated weather (Geography)				See weekly English planning- Observing changes over time- caterpillars Observing closely, using simple equipment <ul style="list-style-type: none">✓ Use their senses and simple equipment to make observations✓ Correctly use equipment provided to make observations and measurements Asking simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none">✓ Ask questions stimulated by their exploration of their world✓ Recognise basic features of objects, living things or events✓ Draw on their everyday experience to help answer questions✓ Respond to suggestions to identify some evidence (in the form of information, observations or measurements) that has been used to answer a question			
Learning Opportunity	Identify seasonal and daily weather patterns in the United Kingdom. Use the school grounds to go in a spring walk. Children are to think about the key questions as they walk around. Class discussion based on key questions. Group 1: Draw/paint a spring time flower or leaf for the seasons tree Group 2: Write a speech bubble that talks about spring time.							

Opportunities for oracy and drama							
Key Questions							
Learning Outcome							
History							
Learning objective						<ul style="list-style-type: none">✓ Be able to place events and artefacts in order on a timeline✓ Be able to use words and phrases like: old, new, past, present, before, after, then and now✓ Be able to describe and sequence memories of key events within their living memory	
Learning Opportunity						Review the class timeline. What has happened so far this year? Include: going to the library, going to Pulborough Brooks, Spring fair, book week, science week, having our caterpillars etc. What events have happened in your life this year? Tell a partner and record as a class mind map. When we use a timeline, we put events in chronological order. What does this mean? Model adding some new events to our timeline. Draw a small picture and write a label underneath with the month the event happened in. What events will you include on your timeline?	
Opportunities for oracy and drama						(L) Appropriate vocabulary choice – now, long ago, history, before, month, year, century, chronological order (C)Maintaining focus on the task. (C)Summarising how we will mark up our time line. What words can we use?	
Key Questions						Can we read our timeline so far? Do we remember these events? When did each event happen? Are they in chronological order? Why do we show what month they happened in?	
Learning Outcome						Children will have revisited the key events that have happened so far this year and placed them in chronological order.	
Geography							
Learning objective	✓ Identify seasonal and daily weather patterns in the United Kingdom			Name, locate and identify characteristics of the local environment- mapping the route to the library.			
Learning Opportunity	Use the school grounds to go in a summer walk. Children are to think about the key questions as they walk around. Discuss the changes to the environment during summer and talk about ways that we can stay safe in the season;			Children will walk to the local library to collect books on caterpillars.			

	<p>sun cream, keeping hydrated, wearing a hat, staying in the shade.</p> <p>Children are to complete their seasons wheel.</p> <p>Children are to complete a Summer Safety Guide. This can take the form of a poster, leaflet, mind map etc.</p>		<p>Can you spot any human and physical features along the way?</p> <p>On our return discuss the features we passed when walking to the library. Can the children explain if they are human or physical features.</p> <p>How can we record our journey? Model drawing a simple map of the route and verbally talking through the directions using the language near, far, next to.</p> <p>Children are to record their own map to show the route from the school to the library.</p> <p>Challenge: record the directions as sentences.</p>			
<p>Opportunities for oracy and drama</p>	<p>L: Making appropriate vocabulary choices: map, features, river, lake, roads, hills, paths</p> <p>C: The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p>SE: listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p>P: Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p>Work together or with an object</p> <p>C: seeking information and clarification through asking questions.</p> <p>C: choice of content to convey meaning and intention, building on the views of others.</p> <p>SE: listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p>P: Children will be aware of voice projection to ensure all children in class can hear.</p>		<p>L: Making appropriate vocabulary choices: map, features, river, lake, roads, hills, paths</p> <p>C: The children will seek information and clarification through asking questions to the teacher and other children about different animals and their key features.</p> <p>SE: listen appropriately to their partner, taking turns to talk and listen within a discussion.</p> <p>P: Ensuring keeping eye contact with partner and ensuring partner can hear using appropriate pace of speaking and voice projection.</p> <p>Work together or with an object</p> <p>C: seeking information and clarification through asking questions.</p>			

				<p>C: choice of content to convey meaning and intention, building on the views of others.</p> <p>SE: listen actively and guiding interactions with others, taking turns and listening to teacher and other children.</p> <p>P: Children will be aware of voice projection to ensure all children in class can hear.</p>			
Key Questions	What season have we just come out of? How has the environment changed? What do you notice about the weather? Can you see anything new on the trees? Do we need to wear the same clothing? Why? How can we stay safe in Summer?			What features did we see on the walk? Can you describe a human and physical feature? How could we record our journey? Are you able to talk through your directions?			
Learning Outcome	Children will have identified the changes in the environment that means that it is now summer. They will discuss what they saw and how they know it is summer. They will complete the seasons wheel, create a summer safety guide, and present it in a way of their own choosing.			Children will have identified and recorded some of the features in the village by mapping out the route. Children will have verbally/ written the directions.			
Art and Design							
Learning objective					Digital Media ✓ I can use a simple graphics package to create an image (Dazzle)		
Learning Opportunity					Using Dazzle, children will be challenged to design their front cover for their caterpillar information book. They will need to include a title, the author and a picture. Children should explore making different shapes and textures using the tools. Can they choose different colours and create different shades?		
Opportunities for oracy and drama					L – Appropriate vocabulary choice C – seeking information and clarification through questioning		
Key Questions					What do you need to think about when drawing a caterpillar? Can you draw on top of the face colour? What shapes will you use? How can you correct a mistake? How can you change the colour/ tone?		
Learning Outcome					Children will have designed a front cover using different colours, tones, shapes, textures and lettering.		
Computing							
Learning objective					Multi-Media- see English and Art plan ✓ Use a mouse to make choices, drag and drop, double click and free exploration.		

					✓ Use a keyboard to log on, use upper and lower case and type simple sentences. Alter text, select font size, style, colour, bold, italics and underline functions. ✓ Use a paint programme to draw a simple picture.		
Learning Opportunity							
Opportunities for oracy and drama							
Key Questions							
Learning Outcome							
Design Technology							
Learning objective		Design ✓ purposeful, functional, appealing products for themselves and other users based on design criteria ✓ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Make ✓ Join textiles using running stitch ✓ Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	Evaluate ✓ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ✓ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics			
Learning Opportunity		Children will be designing and making bookmarks using plastic binka and wool. Children will be given a range of bookmarks of different designs. In groups children will discuss and evaluate what they like and don't like about the bookmarks and why. Gather ideas as a class mind map (TT Observation) Children will design their bookmarks in their STEM books. Rapid graspers - Write a sentence explaining why you chose different parts from your design.	Over the course of the half term children will be working in small groups supported by the teacher to sew their design onto their bookmark. (TT Observation) Rapid graspers - Can you add your initial to your bookmark?	Children will evaluate their bookmark in their STEM books by writing a few sentences. Some children will have their ideas scribed for them.			
Opportunities for oracy and drama		C: Seeking information and clarification through questioning	C: Seeking information and clarification through questioning	C: Seeking information and clarification through questioning			

Learning objective					<p>To know what is in your pants is private.</p> <p>To name body parts, and identify the parts that should be private.</p> <p>To know who to talk to if you are feeling unsafe.</p>	<p>To understand that both boys and girls can do and enjoy the same things.</p>	<p>Describe ways to help others who might be feeling worried about change.</p>
Learning Opportunity					<p>Read the story Only for Me by Michelle Derrig. Our bodies are amazing and we have lots of different body parts. Some of our body parts are just for us these are your bottom, vagina and penis. We can say no whenever we like when someone's touch doesn't feel right.</p>	<p>Ask the children to draw what a scientist looks like.</p> <p>Ask the children to draw what a nurse looks like.</p> <p>Compare the two drawings as a whole class. What gender did the children draw for each job? Why? What jobs can boys do? What jobs can girls do? We can all do whatever we dream we want to do! Read Julian is a mermaid.</p> <p>Can boys be whatever they want to be?</p> <p>Can girls be whatever they want to be?</p> <p>We are all different and that makes our world unique and exciting we should all celebrate each other's differences.</p> <p>Record children's ideas and pupil voice as a class mind map and photograph for TT.</p>	<p>This is our last week in Year One. What is your favourite memory in Year One? After the summer holidays you will be moving up to Year Two. What are you excited about? Are there any questions you have about Year Two? Is there anything you are worried about? Discuss the children's feelings as a class and address any worries. How can we help ourselves and others if we are feeling worried?</p> <p>Record children's ideas and pupil voice as a class mind map and photograph for TT.</p>
Opportunities for oracy and drama					<p>L: Using appropriate vocabulary</p> <p>SE: Listening actively and responding appropriately</p> <p>Guiding or managing interactions</p>	<p>C: Building on the views of others</p> <p>Giving reasons to support views</p> <p>Seeking information through questioning</p> <p>SE: Listening actively and responding appropriately</p> <p>Guiding or managing interactions</p>	<p>C: Building on the views of others</p> <p>Giving reasons to support views</p> <p>Seeking information through questioning</p> <p>SE: Listening actively and responding appropriately</p> <p>Guiding or managing interactions</p>
Key Questions					<p>How might your body tell you when someone's touch doesn't feel right?</p> <p>Who can you tell if someone makes you feel uncomfortable?</p> <p>What are our private parts called?</p>	<p>Can boys and girls enjoy the same things? Is there anything that boys and girls cannot do? What does a scientist look like? What does a nurse look like? What gender did the children draw for each job? Why? What jobs can boys do? What jobs can girls do?</p>	<p>What is your favourite memory from Year One? What have you enjoyed this year? What are you looking forward to in Year Two? Do you have any questions about Year Two? Are you worried about anything? What can we do to help our worries?</p>
Learning Outcome					<p>Children will be able to name their private parts; know</p>	<p>Children will know that boys and girls can enjoy the same</p>	<p>Children will understand any changes from Year One to</p>

					that they are private and know who to talk to if they feel uncomfortable.	things and different things but we celebrate peoples differences.	Year Two. Children will know how to cope with any worries they may have.
RE							
Learning objective	I can participate in discussions that ask big questions. I can discuss right and wrong. I can make links to religious beliefs.						
Learning Opportunity	<p>This discussion will be led by the children and guided by the adult. Recap the class discussion rules.</p> <p>What makes a good person?</p> <p>Encourage children to make links to the previously read Christian story The Good Samaritan.</p> <p>Use the Oracy talk pairs to discuss. Children are to be label themselves A and B and take turns to listen. Then A will feed back for B and B for A.</p> <p>Record children's ideas as a class mind map and photograph for TT.</p>	<p>This discussion will be led by the children and guided by the adult. Recap the class discussion rules.</p> <p>Is it okay to keep secret? Explain.</p> <p>Encourage children to think about when Christian's might keep a secret, e.g. Christmas</p> <p>Use the Oracy onion formation to discuss the question. Inner circle A and outer circle B. A's talk to B and B feedback. Then swap.</p> <p>Record children's ideas as a class mind map and photograph for TT.</p>	<p>This discussion will be led by the children and guided by the adult. Recap the class discussion rules.</p> <p>Is it okay to do want whenever we want whenever we want? Explain</p> <p>Encourage children to think about any religious rules that we have previously learnt about.</p> <p>Using the Oracy circle formation group of six children use talk tokens to support their discussion. One person will be the summariser, they do not need talk tokens. They will feed back to the class at the end.</p> <p>Record children's ideas as a class mind map and photograph for TT.</p>				
Opportunities for oracy and drama	<p>Oracy strategies: Talk pairs, Onion formation, circle and talk tokens, summarisers.</p> <p>(L) vocabulary</p> <p>(C) clarifying and summarising</p> <p>(SE) - working with others, listening, and responding</p>						
Key Questions	<p>What makes a good person?</p> <p>Can good people make mistakes?</p> <p>How do we feel about mistakes?</p>	<p>What is a secret?</p> <p>Is it okay to keep a secret?</p> <p>Is a secret the same as lie?</p>	<p>Is it okay to do whatever we want, whenever we want?</p> <p>Can you think of examples where we cannot just do what we want?</p> <p>What might the world look like if everyone did whatever they wanted all the time?</p>				
Learning Outcome	Children will have participated in a small group discussion using Talk Partners. They will each have a turn to	Children will have participated in a small group discussion using the onion formation. They will each	Children will have participated in a small group discussion using the circle formation (6). A summariser will feed back to the class.				

	feedback to the whole class.	have a turn to feedback to the whole class.					
--	------------------------------	---	--	--	--	--	--