

Year 1/2/3 Summer 1



All creatures great and small!

Children will be learning about different habitats and their living creatures and use the theme as a vehicle for all creative, literacy and

Grange View C.E First School



KUW

Geography -

Geographical skills and fieldwork

To 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.

Place knowledge

To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country

Science

Y1 Animals including humans

To identify and name a variety of common animals including amphibians

To describe and compare the structure of a variety of common animals (amphibians)

Y2 Living things and their habitats

To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

To identify and name a variety of plants and animals in their habitats, including micro-habitats.

RE—

To know basic facts about Hinduism

To know some Hindu stories

To know about Hindu gods and goddesses.

To know how people pray

KUW— Skills based objectives to focus on:

Geography -

Gather information:

Use basic observational skills

Carry out a small survey of the local area/school

Science -

Asking Questions

ask simple questions and recognise that they can be answered in different ways

Measuring and recording

Observe closely, using simple equipment

Gather and record data to help in answering questions

Concluding:

Identify and classify

Use their observations and ideas to suggest answers to questions

Mastery opportunities for Literacy:

-To use outdoor explorations to encourage adjectives, expanded nouns and similes for living things

- To report on amphibians and mammals

- To compare Art work

- To write instructions for how to create their Art work

- To describe and recount a trip

- To explain life cycles

- to compare and contrast pond life

Week 1 and 2

Literacy - Y1 Postcards / Y2 Core skills—2 weeks

ICT— What shapes can you draw on scratch?

Geog— What human and physical features can I find in my locality?

Science— What is an amphibian?

RE— How did Hinduism begin?

ICT— What is a sprite and how to I change it?

Geog— Can I sketch a map of my settlement?

Science— What is a habitat?

RE—Do Hindus have a Holy Book?

Wed 4th May —Boulmer—Mudlarks. (Y1/2)

Week 3 and 4

Literacy - Caterpillar Shoes (Literacy shed—2 weeks)

ICT— How can we create music in scratch?

Geog— Can I use symbols and a key in my map?

Science—What is a habitat?

RE—How many Gods do Hindus have?

Wed 11th May —Y2 Multiskills

Thurs 12th May —Y3 Watersports

ICT— How can we alter the appearance of a sprite??

Geog— What is it like in a jungle?

Science—What is a lifecycle?

RE—Are all the God's equally important?

Week 5

Literacy - Assessment week

ICT— What is a loop? How can it be used?

Geog—How are the features different to our environment?

Art—How can we draw from Nature?

RE—Do Hindus pray? If so, where?

Mathematical Development

Addition and subtraction Y1 unit

Subtraction, not and then crossing 10

Related facts and comparing number sentences

Measurement: Length and height Y1 unit

To compare lengths and heights

To measure length

Measurement: Weight and volume Y1 unit

To measure and compare mass

To measure and compare capacity

Number: Fractions Y2 unit

Make equal parts

Recognise a half, find a half

Recognise a quarter and find a quarter

Recognise a third and find a third

Unit fractions

Non unit fractions

Equivalence of 1/2 and 2/4

Find three quarters

Count in fractions

Number: Measurement: Length & Height Y2 unit

Measure length (cm)

Measure length (m)

Compare lengths

Order lengths

Four operations with lengths

Creative Development

Art

To use drawing to develop and share ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space

Music—Charanga: Y4 unit Stop!

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To play tuned and untuned instruments musically

Physical Development

Games- Invasion: Netball. (AS CLASSES)

To practise passing and receiving to keep possession of the ball

To know how to win the ball back

To practise passing and moving skills to make space

To explore the transition between attack and defence

To know how to shoot and where to position on the court

To consolidate understanding of how, where and why to attack

Games— Attack v defence: Games for understanding (Y1 and 2)

To understand the basic principles of attack

To know when and why we attack as a team

To understand simple defending principles as a team

To understand why we need to prevent the attacker from scoring

Swimming—Y3—Morpeth Leisure Centre

Mastery opportunities for maths:

- To use a ruler to measure accurately for their map squares

- To read scales for maps

- To identify similarities and differences with amphibians, pond life and minibeasts to sort and classify

- To understand simple grid references to locate their positions in the school grounds

- To use position and direction language to plot and record minibeasts

RSHE / PSHE—Health and wellbeing

Year 1:

Keeping healthy

Food and exercise

Hygiene routines and sun safety

Recognising what makes them unique and special

Year 2:

Why sleep is important

Medicines and keeping healthy

Keeping teeth healthy

Managing feelings and asking for help

Growing older

Key

Outside environment

Multiculturalism

Arts

Esafety:

Sites I like

ICT- Scratch

To understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions

To create a debug simple programs

Computing skills:

Computer Science

-Understand what algorithms are

- Create and debug simple programs

Digital Literacy:

Use technology safely and respectfully.



Communication Language and Literacy

Communication Language and Literacy

Stories that raise issues and dilemmas —reading, studying and then writing own stories

Persuasive Texts—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

Big writing—working on target : To write imaginative and thoughtful texts.

SPAG: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

ICT- School 360—logo

To develop and refine ideas by bringing together and organizing text, images and sound as appropriate

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work