

St Dennis Primary Academy

Year: 1

Term: Summer 2

Curriculum Drivers

Big Question: Where in the world would you travel?

Stunning Start:

Make own postcards of Cornwall

Fabulous Finish:

Make jigsaws of continents and oceans

Real life experiences

Virtual visit to different continents



English

RWI and Get Writing

Book Share/Storytelling: Meerkat Mail

Book Study: Lost and Found



Assembly Theme: Responsibility

Emotional Literacy: Tracking my Tools / Stop, Opt and Go / Celebrating My Use of Tools

Wellbeing

Daily mile

Mindfulness yoga

Understand the benefits of spending time outdoors, such as the beach.



Mathematics:

White Rose Units:

Number: Place Value (within 100)

Measurement: Time



Oracy

Physical: Speaking clearly and with expression

to explain what Jewish people believe about caring for others in RE.

Linguistic: Using newly taught geographical vocabulary to describe where continents are located in Geography.

Cognitive: Giving reasons as to why holidays have changed from the past to now in History.





Social and Emotional: Taking turns to talk and listen while discussing how something online can make someone feel worried or sad in PSHE.









Environment and Community

Create posters to keep beaches clean



	History 	Geography 	RE 	Computing 
Unit title:	Themes: Culture and Pastimes Unit: How do holidays in the past compare to now?	Themes: Location, Techniques, Human Features and Diversity Unit: Continents and Oceans	Unit: How should we care for the world and for others, and why does it matter? (Unit 12)	Area: Programming Unit: Programming animations Natterhub: Learn it, Mind it
Builds On:	Year: 1 Term: Autumn 2 Unit: How have toys changed through time?	Year: 1 Term: Summer 1 Unit: The United Kingdom	Year: Reception Term: Spring 1 Unit: Being Special: where do we belong? (Unit 3)	Year: 1 Term: Autumn 2 Unit: Programming – Moving a robot
Memory Master:	Vocabulary: old, new, a long time ago, past, present and future. 'Victorian' is because Queen Victoria was the monarch.	Revisit countries, capital cities and seas of the United Kingdom	Revisit the symbols for Christians, Muslims and Hindus. What do we remember about welcoming ceremonies in different religions? Class mind map	Vocabulary quiz – commands, instructions, directions, left, right, route, plan, algorithm, program
Lesson Sequence:	Where did people go on holiday in the past?	I can understand where I am in the world.	What do Christian, Jewish and non-religious people believe about caring for people?	Children can choose a command for a given purpose.
	What did people do at the seaside in the past?	I can locate on a map the seven continents.	What do Christian, Jewish and non-religious people believe about caring for people?	I can show that a series of commands can be joined together.
	Where do people go on holiday now?	I can locate on a map the oceans that link the continents.	What do Jewish people believe about caring for people?	I can identify the effect of changing a value.
	What do people do at the seaside now?	I can describe where different continents are located.	What do Jewish people believe about caring for people?	I can explain that a project can include more than one sprite.
	What has changed or stayed the same? Show what you know.	I can identify hot and cold places in the world.	What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?	I can design the parts of a project.
Composite:	Children compare using drawing and explanations what has changed and what has stayed the same.	I can identify the physical and human features of a continent. Show what you know.	How should we care for the world and for others, and why does it matter? Show what you know	I can create an algorithm for each sprite.
		Write a fact about a continent and take part in the quiz.	Children write a world changing thing on a speech bubble and illustrate it. These should link with stewardship or mending of the world and the instructions that Adam and Eve were given in Genesis.	Plan a project involving more than one sprite
Impact:	Children will be able to use photographs and video clips to answer to questions about the past, describing similarities and differences giving reasons why.	Children can name and locate the world's continents and oceans. They can use compass directions, north, south, east and west and simple grid references to describe direction and position on map of the world.	Children can identify a story or text that says something about each person being unique and valuable. They can give examples of key beliefs some people find in one of these stories (e.g. that God loves all people) They can give a simple account of what Genesis 1 tells Christians and Jews about the natural world and an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.	Children can explain what a sprite is, know a series of commands joined together form a program. They know how to run a command for a given purpose and can build a sequence of these. They can debug a program. They can test a program they have created and identify how closely the plan matches the outcome.

	Art and Design 	Physical Education 	Sport 	PSHE 
Unit title:	Artist: Barbara Hepworth Technique: Sculpture	Learning focus: Fitness Unit: REAL PE	Unit: Athletics	Brook Learn 1 Unit: Managing Our Time Safely Whilst Online
Builds On:	Year: Reception Term: Autumn 1	Year: 1 Term: Spring 2 Unit: REAL PE	Year: 1 Term: Spring 2 Unit: REAL PE	New learning
Memory Master:	New curriculum this year	N/A	N/A	What do we know about keeping safe online?
Lesson Sequence:	Artist - I can recall the key features of Barbara Hepworth's sculptures.	Warm up games The hairy, scary woods Little kitties time to play Fundamental Movement Skills Agility – ball chasing Static balance – floor work Skills Application Two cheeky squirrels Squirrel tricks Collecting nuts for winter Hungry, hungry Casper Cat Create a cat Cat capers	I can move into space.	I can describe how something online might make someone feel worried or sad.
	Imitate - I can create shapes and form from what I can see.		I can control my body when moving.	I can recognise different feelings.
	Experiment - I can manipulate malleable materials (pinch, squash, roll etc).		I can control the tennis ball with hands.	I can identify up to four adults who can help with problems online.
	Plan - I can develop my ideas for my UK landmark sculpture.		I can track different size balls.	
	Create - I can create a sculpture inspired by Barbara Hepworth.		I can copy actions.	
	Evaluate - I can review and revisit my creation.		I can hit a ball with hands.	
Composite:	Children will create a UK landmark sculpture inspired by work of Barbara Hepworth.	Children develop and apply their ball chasing and floor work balance through focused skill development sessions, thematic stories and games.	Sending and receiving tasks including throwing.	Children will role play situations where they feel unsafe online and the strategies they can use to resolve this.
Impact:	Children will be able to identify and collect natural materials based on their texture, colour or shape. They will sort objects by properties to plan a sculpture. They will place items in patterns, circles or lines	REAL PE Cog: Health and Fitness Children are aware of why exercise is important for good health.	Children develop the overarm throw technique, throwing accurately towards a target. They practise the underarm throw technique, aiming towards a target showing increased control. They explore and practise a variety of movements including running, jumping and throwing techniques.	Children will be able to use online sites safely and know what to do if there is a problem or they are worried.

	PSHE (Healthy Week) 	PSHE (SRE Week) 
Unit title:	Theme: Mental Health – Spot your worries	Theme: Growing and Caring for Ourselves
Builds On:	New learning	Year: Reception Term: Summer 2 Unit: Family and Friendship
Memory Master:	N/A	Create a whole class mind map of ways we can be a good friend.
Lesson Sequence:	I can notice my worries.	I can understand that we are all different but can all be friends.
	I can notice and think about feelings through drawings.	I can discuss how children grow and change.
		I can explore different types of families and who I can ask for help.
		I can identify who can help when families make us feel unhappy or unsafe.
Composite:	Children will create artwork showing feelings represented as colour and marks.	Children will order and then photograph lifecycle picture cards.
Impact:	Children will be more aware of their emotions and will be able to use art to express how they are feeling.	Children will respect different types of families and friends and know how to seek help if they are unhappy, as they grow and change.