

St Dennis Primary Academy

Year: 1

Term: Summer 1

Curriculum Drivers

Real life experiences

The Lost Garden of Heligan Visit  
Planting seeds



Wellbeing

Daily mile  
Understand the benefits of spending time outdoors  
Learning how to take care of nature around us



Oracy

**Physical:** Facing and speaking or listening to talk partners during circle time in PSHE.

**Linguistic:** Using sentence stems to explain how plants grow in Science.

**Cognitive:** Giving reasons for why features are human or physical in Geography.

**Social and Emotional:** Talking confidently when explaining how Christians and Muslims welcome a new baby.



Environment and Community

Planting in the school grounds  
Litter picking around the school



Big Question: How does your garden grow?

Stunning Start: Decorate a plant pot and plant a seed

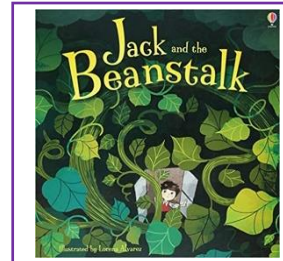
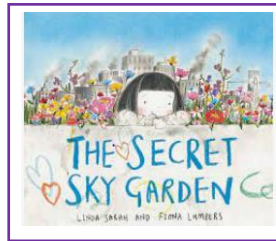
Fabulous Finish: Create flower art

English

RWI and Get Writing

Book Share/Storytelling: Jack and the Beanstalk

Book Study: The Secret Sky Garden



Assembly Theme: Friendship

Emotional Literacy: The toolbox / When to use yellow zone tools/ Stop and use a tool

Mathematics:

White Rose Units:

Number: Multiplication and division

Number: Fractions





Geometry: Position and direction







Key Skills Session:

Mastering Number Weeks 21 - 25

|                         | Science    | Geography    | RE   | Computing   |
|-------------------------|---|---|---|--|
| <b>Unit title:</b>      | <b>Subject:</b> Biology<br><b>Unit:</b> Plants  | <b>Themes:</b> Location, Techniques, Human Features<br><b>Unit:</b> United Kingdom  | <b>Unit:</b> What does it mean to belong to a faith community? (Unit 11)  | <b>Area:</b> Creating media<br><b>Unit:</b> Digital painting<br><b>Natterhub:</b> Think it   |
| <b>Builds On:</b>       | <b>Year:</b> Reception<br><b>Term:</b> Spring 2<br><b>Unit:</b> Food  | <b>Year:</b> 1<br><b>Term:</b> Autumn 1<br><b>Unit:</b> Local Area  | <b>Year:</b> Reception<br><b>Term:</b> Summer 2<br><b>Unit:</b> Which stories are special and why? (Unit 6)   | <b>Year:</b> 1<br><b>Term:</b> Spring 1<br><b>Unit:</b> Creating media – Digital writing   |
| <b>Memory Master:</b>   | Recognition that some of our food comes from plants.  | Remember some commonly used OS symbols. OS symbols quiz.  | What special books from different religions do we know? Can we remember any stories from these? Class mind map  | Revisit vocabulary: word processor; keyboard, keys, letters, type, numbers, space, backspace, text cursor; toolbar; bold, italic, underline, mouse, select, font, undo, redo   |
| <b>Lesson Sequence:</b> | I can identify different plants.  | I can name and locate the four countries of the United Kingdom.   | What does it mean to belong to a community?   | I can describe what different freehand tools do.   |
|                         | I can identify and describe the basic structure of plants.  | I can identify the four capital cities and surrounding seas of the United Kingdom.  | How do Christians and Muslims show that they belong?  | I can use the shape tool and the line tools.   |
|                         | I understand that plants can grow.  | I can explain the differences between human and physical features.  | How do Christians, Muslims and Jewish people show that they belong?   | I can make careful choices when painting a digital picture.  |
|                         | I can name a variety of common wild plants.   | I can describe the human and physical features of one of the UK's capital cities.   | What do worldviews say about how valuable people are?   | I can explain why I chose the tools I used.  |
|                         | I can name a variety of common plants that we can eat.  | I can name and locate the countries, capital cities and surrounding seas of the UK, and name famous physical and human features of the countries. Show what you know.   | How do Muslims and Christians welcome a new baby?   | I can use a computer on my own to paint a picture.   |
|                         | I can identify, name and describe the basic structure of deciduous and evergreen trees. Show what you know.   |   | How do people show that they belong to each other? Show what you know   | I can compare painting a picture on a computer and on paper.   |
| <b>Composite:</b>       | Label the parts of different plants   | Labelled map with countries, capital cities, surrounding seas and naming a physical and human feature in each country.  | Children write and draw what they think a Muslim, or a Christian might keep to remember their baby being welcomed into the faith community.   | Children will select tools, create their own digital picture and evaluate it.  |
| <b>Impact:</b>          | Children know and can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They can identify and describe the basic structure of a variety of common flowering plants, including trees. | Children can name and locate the four countries and capital cities of the United Kingdom, and the surrounding seas. They can name key landmarks and other physical/human features e.g., River Thames, London Eye, Buckingham Palace, Ben Nevis, Snowdonia, Hadrian's Wall, Balmoral Castle etc. | Children can recognise that loving others is important in lots of communities and say what Jesus and one other religious leader taught about loving other people. They can give an account of a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean. They can identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). | Children can choose and combine paint tools to recreate a picture, explaining choices. They can manipulate the brush size and colour to achieve a desired effect and shapes to create a drawing with thought-out size, colour and proportion. They can use the most appropriate paint tools for different jobs and suggest how the tool has enabled the desired outcome. |

|                         | Art and Design    | Physical Education    | Sport    | Design Technology   |
|-------------------------|--|--|---|--|
| <b>Unit title:</b>      | <b>Artist:</b> Carla Pennant<br><b>Technique:</b> Collage  | <b>Learning focus:</b> Physical<br><b>Unit:</b> REAL Gym (Unit 2)  | <b>Unit:</b> Tennis   | <b>Area:</b> Cooking and nutrition<br><b>Unit:</b> Smoothies   |
| <b>Builds On:</b>       | <b>Year:</b> Reception<br><b>Term:</b> Spring 2  | <b>Year:</b> Year 1<br><b>Term:</b> Autumn 1<br><b>Unit:</b> REAL Gym (Unit 1)   | N/A   | <b>Year:</b> Reception<br><b>Term:</b> Spring 2<br><b>Unit:</b> Fruit salad  |
| <b>Memory Master:</b>   | New curriculum this year   | N/A  | N/A   | Mind map - What fruits and vegetables do we already know? Where do they grow?  |
| <b>Lesson Sequence:</b> | <b>Artist</b> - I can recall the key features of Carla Pennant's collages  | <b>Warm up games</b><br>Park life<br>Toy box<br><b>Fundamental Movement Skills</b><br>Flight (Floor work)<br>Flight (Low apparatus)<br>Flight (Large apparatus)<br><b>Skills Application</b><br>Clapping game<br>3 jump challenge<br>Apparatus circuit<br>Bean bag rolls<br>Toys alive | I can move into space.  | <b>Research</b> - I can identify fruits and vegetables and where they grow   |
|                         | <b>Imitate</b> - I can cut simple shapes to create an image  |  | I can control your body when moving.  | <b>Skills</b> - I can use appropriate equipment to cut and juice   |
|                         | <b>Experiment</b> - I can use the collage technique layering   |  | I can control the tennis ball with hands.   | <b>Design</b> - I can design a smoothie  |
|                         | <b>Plan</b> - I can develop my ideas for my collage inspired by Carla Pennant  |  | I can track different size balls.   | <b>Make</b> - I can make a smoothie  |
|                         | <b>Create</b> - I can create my garden collage inspired by Carla Pennant   |  | I can copy actions.   | <b>Evaluate</b> - I can evaluate a smoothie by taste testing and thinking about how to market my smoothie  |
|                         | <b>Evaluate</b> - I can review and revisit my creation   |  | I can hit a ball with hands.  |  |
| <b>Composite:</b>       | A garden collage in the style of Carla Pennant.  | Children will learn, develop and apply flight and rotation on the floor and apparatus  | I v I game - aim is to throw beanbags into your opponent's hoop to score points.  | A fruit and vegetable smoothie   |
| <b>Impact:</b>          | Children will be able to classify materials by simple qualities such as colour or texture, create and arrange shapes appropriately to form an image and fold, tear, crumple and overlap materials to create texture. | REAL PE - Physical Cog<br>Children will perform a small range of skills and link two movements together.   | Children show control with simple actions and basic control when striking a ball. They can catch/stop and send/pass a ball, developing technique of throwing and receiving. They understand the concept of moving to get in line with a ball to receive it and move fluently, changing direction and speed. | Children will understand the importance of healthy eating, especially eating enough portions of fruit and vegetables in a day. They will be confident to use kitchen equipment to prepare ingredients. |

|                         | PSHE                                       | PSHE                           | PSHE (Environment Week)                               | Music  |
|-------------------------|---|---|--|---|
| <b>Unit title:</b>      | <b>Brook Learn 1</b><br>Unit: We All Have Feelings  | <b>Brook Learn 2</b><br>Unit: Good and Not So Good Feelings   | <b>Theme:</b> Local plants and wildlife  | <b>Unit:</b> Rhythm in the way we walk and banana rap                                     |
| <b>Builds On:</b>       | New learning  | New learning  | New learning   | <b>Year:</b> 1<br><b>Term:</b> Spring 2<br><b>Unit:</b> Hey you!                          |
| <b>Memory Master:</b>   | N/A   | N/A   | N/A  | Play find the beat games  |
| <b>Lesson Sequence:</b> | I can recognise and name some feelings that I might have.   | I can identify feelings that are good and not so good.  | I can name local plants and wildlife.  | I can listen and appraise a range of songs.   |
|                         | I can explain how feelings can make our bodies feel inside.   | I can recognise that people feel differently about things and situations.   | I can explain how to care for plants and wildlife in our local area.   | I can move in time to a steady beat.  |
|                         | I can describe how others might be feeling.   | I can explain what can change my feelings (from good to not so good and from not so good to good).                |  | I can sing a song as part of a group.   |
|                         | I can identify who can help me with feelings, and how I can help others.  | I can suggest things that can help me and others to feel better.  |  | I can play untuned percussion instruments in time with the song.                          |
| <b>Composite:</b>       | Children role play expressing feelings and helping others   | Create an image to show what makes us feel good.  | Plant and animal hunt with drawings, photographs, and labels of what has been found  | Performance of song with musical accompaniment.   |
| <b>Impact:</b>          | Children will be aware of the emotions of others and will make steps to adapt their behaviour to support those around them. | Children will be aware of situations that trigger their emotions and will have strategies to regulate themselves. | Children will be aware of the animals and plants in their locality and will be able to make informed choices about how to care for them. | Pupils will develop a love of music, developing their skills of rhythm and focus.         |