FANTASTIC VOYAGES!

(6 weeks)

Year 1 Summer 1 Curriculum Plan

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| **Wordsmith Book/Big Question** | **Other Resources/****Ideas to Consider** | **Science** | **History** | **Geography** | Art and Design | Design and Technology | Music |
| Man on the MoonDougal’s Deep Sea Diary |  | NC 1] To identify and name a variety of common animals including fish, amphibians, reptiles,birds and mammals. | NC 1] Find answers to simple questionsabout the past from sources ofinformation e.g. artefacts, (see4a)First man on the moon. | NC To 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.(Woods and rivers found in the Fairy Tales.) | NC – 1] To use a range of materials creatively to design and make products. | NC 1] To  explore and evaluate a range of existing products.2] To select from and use a wide range of materials and components, including constructionmaterials, textiles and ingredients, according to their characteristics. | NC - use their voices expressively and creatively by singing songs and speaking chants andRhymes.Under the sea |
|  | Science SkillsScience SkillsTo become familiar with the common names of some fish, amphibians,reptiles, birds and mammals, including those that are kept as pets.To use their observations to compare and contrastanimals at first hand or through videos and photographs, describing how they identifyand group them; grouping animals according to what they eat. | History SkillsFind answers to simple questionsabout the past from sources ofinformation e.g. artefacts, (see4a) | Geography SkillsUse own symbols on imaginarymap.Draw picture maps ofimaginary places and fromstories | Art and Design SkillsReview what they andothers have done and saywhat they think and feelabout it. | Design and Technology SkillsDraw on their own experienceto help generate ideas.Suggest ideas and explainwhat they are going to do.Evaluate their product bydiscussing how well it works inrelation to the purpose | Music Skills To recall and remember short songs and sequences and patterns of sounds. |
| **Possible****activities** | Compare features of sealife | Apollo 11 and Tim Peake | Map work on seas, oceans and coast lines.  | Fish Plate art.Fish origami  | Experiment with sand and paint to make a sea scene | Singing – learn and perform Under the sea. |
| Big Write Assessed PiecesCold Task Write a story about a voyage.Hot Task T4W Own Voyage/adventure story |
| Suggested Reading List |
| GAPS FocusWordsmith Word Detectives Suffixes, Prefixes and Syllables  |

GROWING UP

(2 weeks)

Year 1 Summer 2 Curriculum Plan

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| **Wordsmith Book/Big Question** | **Other Resources/****Ideas to Consider** | **Science** | **History** | **Geography** | Art and Design | Design and Technology | Music |
| Wordsmith poems. |  | 2] describe and compare the structure of a variety of common animals (fish,amphibians, reptiles, birds and mammals, including pets). | NC The lives of significant individuals in the past who have contributed to national and international achievements. |  | NC To to develop a wide range of art and design techniques in using colour, pattern, texture,line, shape, form and space. | NC To design purposeful, functional, appealing products for themselves and other usersbased on design criteria.  | NC To experiment with, create, select and combine sounds using the inter-related dimensionsof music. |
|  | Science SkillsTo use their observations to compare and contrastanimals at first hand or through videos and photographs, describing how they identifyand group them; grouping animals according to what they eat. | History SkillsTo sequence events in their life. | Geography SkillsTo be familiar and confident with picture maps and globes.To learn names of some placeswithin/around the UK. E.g.Home town, cities, countriese.g. Wales, France. | Art and Design SkillsTo Begin egin to explore the use ofline, shape and colour | Design and Technology Skills | Music SkillsTo identify how sounds can be changed. |
| **Possible** **Activities** | Parts of the human body.Compare what we can do as 6 year olds compared to babies and elderly people. | Life of a famous person from childhood to adulthood. |   | Portraits – scetching skills. | Design paper dolls to compare child to adult. | Compose music to express different ages. |
| Big Write Assessed PiecesTo recognise features of a poem and compose a poem.  |

TOP JOBS

(3 weeks)

Year 1 Summer 3 Curriculum Plan

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| **Wordsmith Book/Big Question** | **Other Resources/****Ideas to Consider** | **Science** | **History** | **Geography** | Art and Design | Design and Technology | Music |
| Wordsmith ebookTop Jobs (Non Fiction) |  | NC 1] •observe changes across the four seasons2] observe and describe weather associated with the seasons and how day length varies | NC To explore changes within living memory. Where appropriate, these should be used to revealaspects of change in national life.  | NC To 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. | NC To use a range of materials creatively to design and make products | NC To build structures, exploring how they can be made stronger, stiffer and more stable.To select from and use a range of tools and equipment to perform practical tasks [forexample, cutting, shaping, joining and finishing]. | NC To use their voices expressively and creatively by singing songs and speaking chants andRhymes. |
|  | Science SkillsTo use their observations and ideas to suggest answers to question. | History SkillsTo sequence events in their life. | Geography SkillsTo investigate their surroundings | Art and Design SkillsTo experiment with, constructand join recycled, naturaland man-made materials. | Design and Technology SkillsTo select and use appropriatefruit and vegetables,processes and tools.To use basic food handling,hygienic practices andpersonal hygiene.To use simple finishing techniquesto improve the appearance oftheir product. | Music SkillsTo identify the pulse in different pieces of music.To identify the pulse and join in getting faster and slower together. |
| Possibleactivities | (Science Work Book) | Music from different decades. | Changes in weather.Weather vocab and suitable clothing for different weathers. | 4 seasons cotton bud tree painting | Meals designed for people of different ages. | Music from different decade. |
| Big Write Assessed PiecesAnswer the big question. |