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 Moon  Dougal’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 questions  about the past from sources of  information e.g. artefacts, (see  4a)  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 construction  materials, textiles and ingredients, according to their characteristics. | NC - use their voices expressively and creatively by singing songs and speaking chants and  Rhymes.  Under the sea |
|  | | Science Skills  Science Skills  To 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 contrast  animals at first hand or through videos and photographs, describing how they identify  and group them; grouping animals according to what they eat. | History Skills  Find answers to simple questions  about the past from sources of  information e.g. artefacts, (see  4a) | Geography Skills  Use own symbols on imaginary  map.  Draw picture maps of  imaginary places and from  stories | Art and Design Skills  Review what they and  others have done and say  what they think and feel  about it. | Design and Technology Skills  Draw on their own experience  to help generate ideas.  Suggest ideas and explain  what they are going to do.  Evaluate their product by  discussing how well it works in  relation 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 Pieces  Cold Task Write a story about a voyage.  Hot Task T4W Own Voyage/adventure story | | | | | | | |
| Suggested Reading List | | | | | | | |
| GAPS Focus  Wordsmith 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 users  based on design criteria. | NC To experiment with, create, select and combine sounds using the inter-related dimensions  of music. |
|  | | Science Skills  To use their observations to compare and contrast  animals at first hand or through videos and photographs, describing how they identify  and group them; grouping animals according to what they eat. | History Skills  To sequence events in their life. | Geography Skills  To be familiar and confident with picture maps and globes.  To learn names of some places  within/around the UK. E.g.  Home town, cities, countries  e.g. Wales, France. | Art and Design Skills  To Begin egin to explore the use of  line, shape and colour | Design and Technology Skills | Music Skills  To 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 Pieces  To 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 ebook  Top Jobs (Non Fiction) |  | NC 1]  •observe changes across the four seasons  2] 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 reveal  aspects 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 [for  example, cutting, shaping, joining and finishing]. | NC To use their voices expressively and creatively by singing songs and speaking chants and  Rhymes. |
|  | | Science Skills  To use their observations and ideas to suggest answers to question. | History Skills  To sequence events in their life. | Geography Skills  To investigate their surroundings | Art and Design Skills  To experiment with, construct  and join recycled, natural  and man-made materials. | Design and Technology Skills  To select and use appropriate  fruit and vegetables,  processes and tools.  To use basic food handling,  hygienic practices and  personal hygiene.  To use simple finishing techniques  to improve the appearance of  their product. | Music Skills  To identify the pulse in different pieces of music.  To identify the pulse and join in getting faster and slower together. |
| Possible  activities | | (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 Pieces  Answer the big question. | | | | | | | |