

Our Beautiful Blue Planet

Year 1 Summer 2



Geography: The World – Environmental Sustainability

- To talk about the Earth using appropriate geographical vocabulary
- To use maps, globes and aerial photographs to find out about the world.
- To develop their understanding of the different physical features of a variety of habitats, in particular rivers, oceans and freshwater lakes etc
- To understand how important water is on our planet
- To understand the importance of protecting these habitats and the role of conservation in this
- To express an opinion on how people are affecting a particular habitat
- To make suggestions as to how a locality can be improved

Science: Taking Care of the Earth (to include aspects of plants, animals & changing seasons)

- To identify the importance of conservation: some natural resources are limited, so people must be careful not to use too much of them. For example: logging and subsequent reforestation.
- To recognise practical measures for conserving energy and resources. For example: turn off unnecessary lights, tightly turn off taps, etc.
- To understand that some materials can be recycled. For example: aluminium, glass and paper.
- To become aware that pollution be harmful but, if people are careful, they can help reduce pollution. For example, littering, smog, water pollution.

English:

Reading:

- Use a variety of strategies including phonics knowledge to support their reading.
- Increase familiarity with a range of books, including information texts.
- Explain and discuss understanding of books, answering and asking questions
- Discuss the sequence of events in books
- Make predictions about character and plot based on what has been read and give reasons why they think this
- Draw inferences using simple evidence from the text to explain.
- Express views and opinions about reading.
- Discuss favourite words and phrases.

Writing:

- Use various known spelling strategies including phonics in their writing.
- Draft and write by noting key ideas, composing and rehearsing sentences orally
- Sequence sentences to form short narratives
- In narrative create settings, characters and plot
- Use sentences in different forms.
- Write for different purposes including fictional narratives, poetry and non-fiction.
- Expand noun phrases to describe a character or a setting.
- Re-read writing to check it makes sense and make simple revisions
- Read writing aloud with appropriate intonation.

Mathematics:

Number and Operations: To do the following confidently and independently:

- Solve one step problems involving addition and subtraction.
- Solve one-step problems involving multiplication and division using objects, pictorial representations and arrays.
- Recognise, find and name a half as one of two equal parts of a quantity.
- Recognise, find and name a quarter as one of four equal parts of a quantity.
- Recognise, find and begin to name a half as one of two equal parts of shape and recognise, find and name a quarter as one of four equal parts of shape.

Shape and measure:

- Recognise and identify the value of coins and notes.
- Accurately and independently recognise and name common 2-D shapes and 3-D shapes, including pyramids and spheres.
- Describe position, directions and movements, including quarter and three-quarter turns.
- To independently sequence events in chronological order using language relating to time.
- To independently tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Art:

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop understanding of various types and styles of sculpture.
- Look at different environmental sculptures and looking at different natural and recycled materials.
- Design and make their own sculptures using a variety of media.

Possible studies:

Edgar Degas, Little Dancer Aged Fourteen, 1880-81
Antony Gormley, Angel of the North, 1998
Glass sculptures by Dale Chihuly
Natural sculptures by Andy Goldsworthy

Music:

- Use their voice expressively and creatively in songs, chants and rhymes
- Learn to play tuned instruments (recorder), thinking about pulse and rhythm
- Listen to a range of music, and express their ideas through movement and art
- Experiment with, create, select and combine sounds to compose simple piece of music.
- Begin to use simple annotations to represent music.
- Learn and perform simple songs and musical pieces, using both voice and untuned instruments.
- Make instruments and use to perform simple percussion piece that they have composed.

Computing:

Programming Animations

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs



PE: Health and Fitness cog

Real PE:

- Use equipment appropriately and move and land safely
- Be aware of why exercise is important for good health
- Be aware of the changes to the way I feel when I exercise.

Athletics/Sports Day skills:

- To apply basic movements including running, jumping, throwing and catching in a range of activities.
- Participate in team games.



RE:

Why should we look after our world?

- Consider why the world is a place of wonder.
- Understand Christians, Muslims and Jews all believe in one God who created the world and teach their followers to respect it.
- That people who do not follow a religion have different beliefs about how the world came to be.

What are your big questions

- Understand that the ability to ask question is part of what makes us human.
- Understand that there are questions that cause people to wonder and that they can be difficult to answer.
- Understand that people find answers in different ways.

PSHE: Health and wellbeing

Growing and changing

- Recognise what makes them special and unique including their likes, dislikes and what they are good at
- Know how to manage feelings and whom to tell when finding things difficult, or when things go wrong
- Know how they are the same and different to others
- Know how feelings can affect how people behave

Keeping safe

- Know how rules can help to keep us safe
- Know why some things have age restrictions, e.g. TV and film, games, toys or play areas
- Understand basic rules for keeping safe online
- Know whom to tell if they see something online that makes them feel unhappy, worried, or scared