

Mulberry
Wood Wharf Primary



Year One Summer Plan 2023

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Year One Summer Overview

English	Intent	Science
<p>Narrative The Lighthouse Keeper’s Lunch by R &D Armitage Retell the story Innovate: Change the animal in the basket Invent: Create own story using props</p> <p>Instructional writing Cooking for Mr Grinling</p> <p>Additional stories/texts to support: Other stories in The Lighthouse Keeper’s series The Lighthouse that ran away by Roger McGough</p> <p>Narrative Traction Man by Mini Grey Narrative based on an adventure in their own setting</p> <p>Poetry Now we are 6 by AA Milne Outcome: Performance</p>	<p>This topic is designed to help children to understand the value of the natural world and the need to look after the environment in order to help protect the creatures that live in it. We want children to understand how living things include minibeasts and plants and what they need to thrive. We also want to consider people who help and one another when problems arise. Integrity is an important aspect of this topic. How can we make sure we are doing the right thing for the environment even if it is difficult?</p> <p>World of work: TV presenter/producer, environmentalist, biologist, lighthouse keeper, lifeguards</p> <p>Educational visits: London’s lighthouse (Trinity Buoy Wharf), Soane Centre (and also seasons visit at the cemetery) Camden Garden Centre (Rebekah has been in contact in previous years and they have said they would host a visit)</p>	<p>Animals including humans Outcome: Make a fact file based on information from Top Trump cards (linked to English)</p> <ul style="list-style-type: none"> - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <ul style="list-style-type: none"> -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>ALL CHILDREN: Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Know and classify animals by what they eat (carnivore, herbivore and omnivore) Know how to sort living and non-living things Name basic parts of the body (including head, neck, arms, elbow, leg, knee, face, eyes, hair, mouth and teeth) Name the 5 senses and the 5 parts of the body associated with each sense</p>
History	Geography	
<p>Life of a significant person: David Attenborough (consider the changes in materials across his lifetime and how this has affected the environment e.g. plastic) Outcome: Assembly to KS2 showcasing their learning</p> <p>Additionally: children to learn about the story of Grace Darling -the lives of significant individuals in the past who have contributed to national and international life. Some should be used to compare aspects of life in different periods</p> <p>ALL CHILDREN -recognise David Attenborough and explain why he is famous -Know who Grace Darling is and talk about her legacy -Is able to state some key events in David Attenborough’s life -Explain what David Attenborough wants his legacy to be -Understand how the world has changed in David Attenborough’s lifetime</p> <p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p>Lighthouses – seas, countries and continents Outcome: Create of the UK including seas, capitals and countries and geographical features for the owl and the pussy cat</p> <p>identify seasonal and daily weather patterns in the United Kingdom (compare London to a coastal location) -use world maps to identify the UK and it’s countries as well as other countries studied -use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, sea, ocean -human features including harbour -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>ALL CHILDREN: Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know and recognise main weather symbols Know the following geographical features: coast, ocean, harbour, beach, sea, cliff Know the three main seas that surround the UK</p>	<p>Class based enquiries</p> <ul style="list-style-type: none"> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions.

Art/DT	Maths	Working Scientifically	
<p>Art: Sculpture Outcome: 'Found object' sculptures in the school grounds (inspired by Tim Spooner -to use a range of materials creatively to design & make products -to use sculpture to develop & share their ideas, experiences & imagination -to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space -about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work. ALL CHILDREN Describe what can be seen & give an opinion about the work of Tim Spooner Ask questions about a piece of art Recognise sculpture as artwork</p> <p>Food Technology Outcome: Picnic food for Mr Grinling -use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from -design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, <i>Make</i> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, select from and use a wide range of materials and components, including ingredients, according to their characteristics <i>Evaluate</i> explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Year 1 Cut food safely explain how they want to make a product and make a simple plan before making choose appropriate resources and tools Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and</p>	<p>Place value Addition and subtraction Multiplication and division Measurement: money Weight and volume</p>	<p>Enquiry type Animals including humans Classifying -Classifying animals they have seen/have first-hand experience(including based on physical structure) -Classifying animals they have first-hand experience of based on what they eat (plants, other animals, both) (complete this after the research) Pattern Seeking: Children generate questions for investigation such as: Do people with longer arms have longer legs? More people can identify prawn cocktail crisps than cheese and onion. Do all animals with have? Comparative/Fair Testing: Can I taste the difference between different flavoured crisps/skittles/smarties? Researching: Use secondary sources to name animals seen in the local environment that they may not currently be able to name (e.g. birds: magpie, blackbird) Research what animals we've seen eat</p>	<p>WS skills Ask scientific questions Plan an enquiry Observe closely Take measurements Gather /record results Present results Interpret results Children in KS1 are not expected to: Draw conclusions Make a prediction Evaluate an enquiry Children can be encouraged to discuss what they think may happen or consider their methods and adapt when necessary</p>

<p>information to help you stay well.</p> <p>Painting</p> <p>Outcome: The Black Cat</p> <p>1st setting with a black cat, 2nd setting with the same black cat, third setting black, fourth setting a different cat)</p> <p>-to use a range of materials creatively to design and make products</p> <p>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>-about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>ALL CHILDREN</p> <p>Know the names of the primary and secondary colours</p> <p>Know how to use colour and setting for impact</p> <p>Can choose the medium they feel has the greatest effect on their artwork</p>			
Discrete Subjects			
PSHE	Computing	Music	
<p>Relationships</p> <p>Outcome: Relationship Fiesta</p> <p>Can identify members of their families and understand there are different types of families</p> <p>Can identify what being a good friend means</p> <p>Know what is appropriate physical contact and what is not</p> <p>Know who can help them within the school community</p> <p>Know their qualities as a person and a friend</p> <p>Can tell someone why they are appreciate someone who is special to them</p> <p>Changing Me</p> <p>Outcome: A tree of change display</p> <p>-Understand the life cycles of animals and humans</p> <p>- Can say some things about themselves that have stayed the same and some things that have changed</p> <p>-Know how their body has changed since they were a baby</p> <p>- Identify parts of the body that are different for boys and girls</p> <p>-Understand that every time they learn something new they change a little bit</p> <p>-Can tell someone about changes in their life</p> <p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p> <p>Article 16 You have the right to privacy.</p> <p>BV: Mutual Respect/Individual liberty</p>	<p>5. Creating media – Digital writing</p> <p>6. Programming B - Programming animations</p> <p>Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p>	<p>Topic: Pulse and rhythm, Listening and appraising</p> <p>Outcome: Create rhythms, add pulse to rhyme and music.</p> <p>Create a booklet of different pieces where they have described pitch, dynamics, rhythms, sounds and mood. Look at how different composers have described the sea eg. La Mer by Debussy.</p> <p>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-play tuned and untuned instruments musically</p> <p>-listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>-experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Walk, Move , clap to steady beat..</p> <p>Playing repeated patterns- Ostinatos.Eg. Nick nack paddywack etc...</p> <p>Create a sea scape using musical instruments. Create a graphic score to record composition.</p> <p>ALL CHILDREN:</p> <p>know that pulse is the steady beat</p> <p>Know that rhythm is long and short notes sometimes in a pattern</p> <p>can listen to music and identify different aspects</p> <p>can give opinions of music they have listened to</p>	
RE	Spanish	PE	

<p>What makes some places sacred? Christianity/ Islam/ Judaism Outcome: Discuss Why might a place of worship be important to the local community (not just believers)? Article 14 You have the right to choose your own religion & beliefs. Your parents should help you decide what is right & wrong, and what is best for you Say why places of worship are important to the local community and give reasons for your answers Identify objects in a church and say how they are used and what they mean to believers. Identify objects in a mosque and say how they are used and what they mean to believers Identify objects in a synagogue and say how they are used and what they mean to believers Talk about an object that is used in worship, saying how it is used and how it shows what people believe Ask appropriate and respectful questions of believers. BV: Individual Liberty</p>	<p>Actions: cantar, bailar, correr Farm animals Project: The summer</p>	<p>Athletics: Unit 2 Dance: Fog and sunshine, Washing day and Handa's surprise OAA: Trials, problem solving, team building and orienteering Gymnastics: Wide, narrowed and curled</p>
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