

Y1 Term 5

English	Dinosaurs – baby dinosaur’s birthday and dinosaur poetry	Maths	Place value and the 4 operations
Science/Geography: Living Things			
Children will be taught to:			
NC objectives from curriculum progressions			
<u>Scientific Knowledge</u>			
*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees			
*identify and describe the basic structure of a variety of common flowering plants, including trees.			
*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			
<u>Scientific Enquiry Skills</u>			
*ask, with prompting, simple questions that can be tested, e.g. about plants growing in their habitat.			
*offer ways of gathering the evidence to answer the question, e.g. by suggesting how to group everyday materials			
*conduct, with support, simple tests, e.g. comparing the properties of different materials.			
*examine objects to note key features, e.g. observe properties of materials.			
*identify, with support, what needs to be recorded, e.g. recording changing day length.			
*collect data, e.g. comparing and contrasting familiar plants.			
*identify key findings from an enquiry, e.g. noting weather common to the different seasons.			
*suggest answers to enquiry questions using data, e.g. describe how to group plants.			
<u>Notes and guidance (non-statutory)</u>			
<i>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</i>			
<i>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</i>			
<u>Pupils might work scientifically by:</u>			
* observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants;			
* describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.			
* Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.			
*using 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.			
Geographical Knowledge			
*name and locate the world’s seven continents			
*identify the UK as part of Europe			
Geographical Understanding			
*use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather			
Geographical Enquiry			
*use world maps, atlases and globes to identify countries, continents and oceans			

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
	Measuring growth of plants	Church visit (RE)
Art/DT: Art - Animal Pop Art Picture (Pop Art/Pastels)		
Children will: Appreciate and Gain Knowledge *learn about the key features of Pop Art: subjects, style (primary, unrealistic colours), artists, 1950s *learn the names of tools, media and techniques: pastels, blending *name formal elements: colours, shapes and tones Research and Design *talk about the ideas expressed in Pop Art and the ideas they wish to express in their work *use pastels and choose colours for effect rather than for realism https://www.youtube.com/watch?v=V7NjPX4EMo0 Experiment and Create *learn techniques with pastels such as blending and how to avoid smudging and 'dirtying' the colours *experiment with creating effects, including choice of colours (Twinkl pattern sheets) Evaluate *explore and discuss Pop Art images, beginning to express opinions *talk about their own and others work: similarities, differences, what has worked well, what could be changed/improved		
ICT: We are TV chefs: film the steps of a recipe using iPads		
Children will be taught: Information Technology *to create original content using digital technology: film each other demonstrating a recipe. *to use digital technology to store and retrieve content: upload films of following a recipe on G Drive and retrieve for further use. Selected ones (with permissions) will also be put on the school Facebook page. Digital Literacy *that IT is used for communication beyond school, for example, online recipe demonstrations (BBC smoothie demonstration) *that information stored on the web or transmitted via the internet is available to other people. E.g. that the images they find online can be found by others too, and that the queries they type in can be seen by those who run the search engine they use and the school's network. E-Safety lesson: A-B-C Searching (Common Sense) *how to search online using the alphabet to find items on a children's directory site. *how to apply the results to create a picture dictionary.		
PHSE:		
Children will be taught:		
PE		
Indoor PE Indoor Athletics (Multi-Ability Focus: Physical) Outdoor PE Invasion Games (Multi-Ability Focus: Physical)		
Music		
Music Express: Exploring instruments, symbols, timbre, tempo and dynamics What a plant needs https://www.youtube.com/watch?v=dUBIQ1fTRzI		

RE: What does it mean to belong to a faith community?

This unit will enable children to:

- *recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).
- *give an account about what happens at a traditional Christian infant baptism/ dedication and suggest what the actions and symbols mean (A1).
- *know that some people belong to different religions (B1).
- *talk about what is special and of value about belonging to a group that is important to them (B2).
- *identify some similarities and differences between the ceremonies studied (B3)
- *respond sensitively to differences (B2)
- *respond to examples of co-operation between different people (C2)