

Y1 Term 6

English	Meerkat Mail	Postcards	The Tiger Who Came to Tea	Maths	Measurement: money, weight and volume
Science/Geography: Living Things					
Children will be taught to: NC objectives from curriculum progressions Scientific Knowledge *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 Scientific Enquiry Skills *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. Notes and guidance (non-statutory) <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> Pupils might work scientifically by: * 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
Writing a recipe (DT)	Measuring growth of plants	Church visit (RE)
Art/DT: DT – Fruit Kebabs (Nutrition and Cooking)		
Children will: Design *explore a range of salad vegetables and fruits considering: appearance, taste, texture, colour, where they come from *explore mini-pots of salad available from supermarkets (look at vegetable combinations – but problem of plastic packaging) *describe the purpose and intended user of their product – a tasty and healthy snack with minimal packaging/environmental impact *develop a simple design criteria for a salad *develop their design ideas through discussion, observation, drawing and modelling *make simple drawings and label parts Make *write a simple recipe *begin to select utensils/equipment and ingredients they will need; use vocabulary to name and describe them; explain why they have made these selections *learn how to use utensils safely and appropriately to peel and cut *follow safe procedures for food safety and hygiene *choose and use appropriate finishing techniques (eg. arranging components to create a picture) Evaluate Start of the unit: *evaluate existing salad dishes, exploring: - what their purpose is - how they are made - how, when and where they are eaten - what ingredients are used - what they like and dislike about them During the unit *talk about their design ideas and what they are making, identifying strengths and possible changes they might make End of the unit *evaluate their product against their design criteria, saying what worked well and what could be 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: Money Matters		
Children will be taught: L6. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices		
PE		

Indoor PE Real PE (Multi-Ability Focus: Health and Fitness) Outdoor PE Outdoor Athletics (Multi-Ability Focus: Health and Fitness)
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)