



SEAFORD PRIMARY SCHOOL

Year 1 Term 5

<p>Topic Title- Ready, Set, Grow! Plants</p>		
<p>History <u>No Specific history focus this term.</u> <u>Significant people-</u> <u>Great events -</u></p>	<p>Geographical skills and fieldwork To devise a simple map and use and construct basic symbols in a key.</p> <p><u>Vocabulary</u> <i>To use directional vocabulary – right, left, north, south, east, west, near, far etc.</i> <i>To use relative vocabulary (like, dislike, up, down etc).</i></p> <p><u>Knowledge</u> <i>To understand that places can be represented in maps and plans.</i></p> <ul style="list-style-type: none"> ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <p><u>Skills: Drawing maps</u> devise a simple map .use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <ul style="list-style-type: none"> ♣ use and construct basic symbols in a key 	<p>Science To identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><i>Plants- common wild and garden plants and trees. The basic structure of flowering plants, including trees.</i></p> <ul style="list-style-type: none"> ▪ To be able to ask simple questions and recognise that they can be answered in different ways ▪ To be able to observe closely, using simple equipment ▪ To be able to identify and classify ▪ To be able to use their observations and ideas to suggest answers to questions <p><u>Working Scientifically</u></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.
<p>English Text/Genres The Sunflower The Gardener (story) Compare story settings Sequencing stories 2 weeks Alliteration Poetry 2 weeks Information writing – plants 2 weeks Writing Opportunities Opening sentences to compare stories</p>	<p>Maths (opportunities for maths links) Add equal groups Make arrays Make doubles Make equal groups - grouping Make equal groups – sharing</p> <p>Measuring - weight and volume capacity</p>	<p>Computing E-safety To understand the term 'cyberbullying' and what we need to do if we feel we are being bullied. Coding with Beebots To understand that a computer follows precise commands and will respond to those commands consistently. To be able to predict the behaviour of simple programs To be able to use logical reasoning to predict the behaviour of simple programs To plan, test and debug simple programs. To be able to plan and</p>

<p>Poetry Information book Sequencing story Letter from Lydia Grace</p>		<p>combine a sequence of commands to achieve a specific goal</p>
<p>Design Technology <u>Investigate</u> To understand where food comes from <i>To find out about the properties of food – taste, texture and appearance.</i> <u>Design and Make</u> To be able to draw on their own experience to generate ideas. To be able to select from and use a wide range of materials and components, (textiles) according to their characteristics. <i>To understand basic food handling, hygienic practices and personal hygiene</i> <i>To show awareness of healthy eating.</i> (Cooking and nutrition) <i>To prepare and combine ingredients for a purpose.</i> <i>To use basic tools safely.</i> <u>Evaluate</u> To be able to develop their design ideas through observation, discussion, drawing.</p>	<p>Art and Design <i>Shyama Ruffell flowers.</i> Study the work of work of a range of artists, craft makers and designers., <i>Ruffell</i> Describe what they think about their work and the work of others. <i>Comparing artists, evaluating.</i> Try new ways of making line and marks to describe texture and form</p>	<p>P.E In Term 5 our indoor PE is gymnastics and dance, in outdoor PE we will be inventing our own team games. <u>Skills</u> To move and be still under basic control so that movements are performed with accuracy and clarity. To repeat and co-ordinate simple movement combinations so that they link together. To use simple equipment with purpose and basic control. <u>Condition, Health and Well-being</u> To find and use space well showing an awareness of others and basic safety. How to use simple tactics and compositional ideas with consistency. Some simple things they can do to be healthy. <u>Decision Making</u> To recognise and copy simple actions and follow basic instructions with some accuracy. To describe what they and others are doing with some accuracy. To come up with and suggest ideas that relate to their performance</p>
<p>RSHE I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I know who can help me in my school community. I can recognise my qualities as a person and as a friend.</p>	<p><u>R.E. Belonging-The Individual, Family and Community</u> To recognise the features of a traditional Jewish home To understand the Jewish dietary laws (Kashrut) Pupils learn about the daily life of a Jewish child, and make an illustrated list of signs of belonging including special food, clothing, prayer, scripture, family life, worship and festivities. Pupils make a list of the way that they show belonging as well Pupils ask and answer a range of 'how' and 'why' questions about how some people practice their religion Pupils notice and talk about the fact that people come from different religions, responding to the questions - 'How can we tell? How can we live together when we are all so different?'</p>	<p><u>Music Play tuned and untuned instruments musically.</u> Exploring sounds, melody and accompaniment. <i>Identify how sounds can be changed.</i> <i>Change sounds to reflect different stimuli.</i> Control of instruments <i>Play instruments in different ways and create sound effects.</i> <i>Handle and play instruments with control.</i> <i>Identify different groups of instruments.</i> <i>Identify well-defined musical features.</i> Composition <i>Contribute to the creation of a class composition.</i> <i>Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</i> Evaluating and appraising <i>Choose sounds and instruments carefully and make improvements to their own and others' work.</i></p>
<p>Super Start Plant scavenger hunt. Photos to match. Start to introduce vocabulary. Mystic Middle- Plant beans Epic End- Shyama Ruffell flowers Links to careers-Famvention Street Food Challenge https://www.famvention.com/Challenges/Two</p>		

