



SEAFORD PRIMARY SCHOOL

Year 1 Term 6

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| <p>Topic Title- On our doorstep-Where we live.</p> | | |
| <p><u>History</u> <u>Knowledge</u> To recognise the significant historical events, people and places in their own locality. <u>Historical Contexts</u> To Begin to identify and recount some details from the past from pictures. To be able to use stories to distinguish between fact and fiction. <u>Historical Enquiry</u> Choose and use part of stories and other sources to show understanding of events. <i>To be able to identify different ways in which the past is represented.</i></p> | <p><u>Geography –</u> <u>Knowledge</u> <u>Locational knowledge</u> To be able to name, locate and identify characteristics of the four countries and capital cities of the UK. <u>Place knowledge</u> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. United Kingdom and its surrounding seas. <u>Map skills</u> <i>To use globes, maps, plans and atlases: To use maps and atlases to identify the UK and other countries. To use compass directions (North, South, East, West) and locational language to describe the location of features and routes on a map. To locate and name features on a UK map. To be able to use a simple plan of the home or classroom.</i> <u>Human and physical geography</u> To be able to use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <u>Fieldwork</u> To use aerial photographs to recognise landmarks and basic human and physical features.</p> | <p><u>Science</u> <i>Everyday materials- naming, describing</i> To compare and group together a variety of everyday materials on the basis of their simple physical properties. <i>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 perform simple tests To be able to identify and classify To be able to use their observations and ideas to suggest answers to questions</i> <u>Working Scientifically</u> 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> |
| <p><u>English</u> Text/Genre Poetry – acrostic, descriptive. 2 weeks Recounts – from trips 1 week</p> | <p><u>Maths (opportunities for maths links)</u> Before and after Dates Time to the hour</p> | <p><u>Computing Coding Scratch</u> I can describe and use instructions to program a character. I can program a character to grow and shrink.</p> |

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| <p>Labelling 1 week Writing questions and character perspectives 1 week Diary Entry- fantasy 2 weeks Farmer Duck <u>Writing Opportunities</u> Rhyming poems, Acrostic poems Recount from Salts trip Labels, Diary Timetable for Farmer Duck Speech bubbles from the story</p> | <p>Time to the half hour Writing time Comparing time Fractions Position and direction Money</p> | <p>To understand what algorithms are I can use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour. I can create programs that play a recorded sound. I can create programs with a sequence of linked instructions.</p> |
| <p>Design Technology-Designing and Making Houses. <u>Investigate</u> To explore and evaluate a range of existing products <u>Design and Make</u> To be able to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> To evaluate their ideas and products against design criteria.</p> | <p>Art and Design- Houses <u>Knowledge</u> Study the work of work of a range of artists, craft makers and designers. <u>Drawing Skills</u> Outline simple geometric drawings using different shapes and thickness of line. Share ideas, imagination, experiences, thoughts and feelings. Draw and paint from imagination and memory to tell stories, illustrate things and places they know Draw and paint from observation. Draw and paint to invent things and develop ideas. <u>3-D Skills</u> Experiment with modelling clay, card, recycled, found and natural objects. Understand drying times and how to hold things in place to set.</p> | <p>P.E In Term 6 we will have a dance focus and be looking at dance from around the world. <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><u>RSHE</u> <u>Changing Me</u></p> <ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans. • I understand that changes happen as we grow and that this is ok. • I can tell you some things about me that have changed and some things about me that have stayed the same. • I know that changes are OK and that sometimes they will happen whether I want them to or not • I can tell you how my body has changed since I was a baby. • I understand that growing up is natural and that everybody grows at different rates • I can identify the parts of the body that make boys different to girls and can use the correct names. • I respect my body and understand which parts are private • I understand that every time I learn something new I change a little bit. | <p><u>R.E.</u> <u>Worship and celebration</u> Understand the idea of the Christian 'family' Understand that Sunday is a holy day Linking to English and computing, pupils recount a visit to a local church using digital photographs and find out the meanings of symbols for God that they saw there Pupils discuss reasons why some people go to mosques, synagogues or churches, often, but other people never go to holy buildings, and why some people pray every day, but others not at all. Pupils use key words (holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about two different religions or worldviews about which they have learned</p> | <p>Music Experiment with create, select and combine sounds using the inter-related dimensions of music. <i>Controlling pulse and rhythm</i> <i>Identify the pulse in different pieces of music.</i> <i>Identify the pulse and join in getting faster and slower together.</i> <i>Identify long and short sounds in music.</i> <i>Perform a rhythm to a given pulse.</i> <i>Begin to internalise and create rhythmic patterns.</i> <i>Accompany a chant or song by clapping or playing the pulse or rhythm.</i> <i>Control of instruments</i> <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></p> |

- I can tell you about changes that have happened in my life.
- I know some ways to cope with changes

Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about God.

*Singing songs with control and using the voice expressively.
Sing with an awareness of other performers.*

Super Start Treasure Hunt

Mystic Middle Trip to Church/library

Epic End Walk around Seaford

Links to careers-Local building company visit to explain the different roles linked to building a house.