



Year Group: 1

Term: Summer 2022

Essential Question

Can dreams come true?

Authentic Outcome

Dress up as ambition. Make a video of pupils saying what they want to be. Play video on outside screen, website, twitter and in assembly.

Driving Text

Amazing Grace
When Pigs Fly

Mini Outcomes

Mini-outcome 1: Moving pictures Book (DT)

Mini-outcome 2: Dream Time Aboriginal Art

Mini-outcome 3: Children write questions to ask expert visitors.

Final outcome: Children create video about what they want to be whilst dressed up as ambition.

Experts, Trips, Experiences & Making Community Links

Visit fire station

Key Vocabulary

Ambition

Dream

Moving Picture Book

Aboriginal

Technology

Moving Picture Book

Final outcome video- children record video of them saying what they want to be whilst dressed up as ambition.

Video then played on outside screen, website, Twitter and in assembly.

Immersive Environment

Fantasy backdrop

Clouds, rainbows, stars and moons etc hanging from ceiling

Outcomes for this Term/National Curriculum Links and Coverage

Maths	REAL Project		RE & Other Subjects <i>(taught discretely)</i>
	English	Foundation Subjects	
<p><u>Unit 9: Multiplication and Division</u></p> <p>Count in 2s</p> <p>Count in 5s</p> <p>Count in 10s</p> <p>Make equal groups</p> <p>Add equal groups</p> <p>Make arrays</p> <p>Make doubles</p> <p>Make equal groups – grouping</p> <p>Make equal groups - sharing</p> <p><u>Unit 10: Fractions</u></p> <p>Find a half (1)</p> <p>Find a half (2)</p> <p>Find a quarter (1)</p> <p>Find a quarter (2)</p> <p><u>Unit 11: Position & Direction</u></p> <p>Describe turns</p> <p>Describe position (1)</p> <p>Describe position (2)</p>	<p><u>RWI – Phonics, reading and writing taught through Daily phonics lessons.</u></p> <p>Spelling spell:</p> <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. <p>Writing Composition</p> <ul style="list-style-type: none"> - write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Writing – vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> - leaving spaces between words - beginning to punctuate sentences using a capital letter, a full stop and question marks - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p><u>History</u></p> <ul style="list-style-type: none"> -To recognise and talk about changes beyond living memory (Toys) <p><u>Art- Aboriginal Art</u></p> <ul style="list-style-type: none"> - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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><u>Design and Technology</u></p> <p>Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> - explore and use mechanisms [for example, levers, sliders, in their products. 	<p><u>RE</u></p> <p>Summer TOPIC 1: Domestic Church Family Topic-Holidays and Holy Days</p> <p>Learning Outcomes Know and understand:</p> <p>Explore</p> <ul style="list-style-type: none"> •Holidays are days to be happy <p>Reveal Pentecost- a holy day- the feast of the Holy Spirit</p> <p>Respond Remember, rejoice, renew</p> <p>Summer TOPIC 2: Reconciliation Inter-Relating Topic-Being Sorry</p> <p>Learning Outcomes Know and understand:</p> <p>Explore</p> <ul style="list-style-type: none"> •We have a choice, sometimes we choose well. <p>Reveal God helps us choose well. He forgives us.</p> <p>Respond Remember, rejoice, renew</p> <p>Summer TOPIC 3: Universal World Topic-Neighbours</p> <p>Learning Outcomes Know and understand:</p> <p>Explore Be aware of the wider world</p> <p>Reveal Everyone is our neighbour</p> <p>Respond Remember, rejoice, renew</p> <p><u>Science</u></p> <p>Working scientifically</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. <p>Identifying materials Distinguish between an object and the material in which it is made Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock Observe closely using simple equipment</p> <p>Comparing materials</p>

Unit 12: Place Value (within 100)

Counting forwards and backwards within 100

Partitioning numbers

Comparing numbers (1)

Comparing numbers (2)

Ordering numbers

One more, one less

Unit 13: Money

Recognising coins

Recognising notes

Counting in coins

Unit 14: Time

Before and after

Dates

Time to the hour

Time to the half hour

Writing time

Comparing time

Describe the simple physical properties of a variety of everyday materials
Compare and group together a variety of everyday materials on the basis of their physical properties
Observe closely using simple equipment

Computing (with Paul Triggs Summer 1)

Unit 1.4 Lego Builders

Unit 1.5 Maze Explorers

Unit 1.7 Coding

Music: Charanga

Summer 1 - Unit 5: Having fun with improvisation

Summer 2 - Coming soon

PSHE: Jigsaw

Unit 5- Relationships

Unit 6- Changing Me

PE – LSC Coaches

