

Lowe's Wong Infant School

Half Termly Overview



Year 1 Summer 1

Enquiry Theme	Where does my food come from?
British Values & School rules	Work hard Individual Liberty
Real life application	Design and make fruit and vegetable dishes
Visits and Visitors	Visit The Old Barn at Field Farm Parent of child to bring a tractor visit school (Where does my food come from?)
English (core texts and genres)	<ul style="list-style-type: none"> • <u>'Dinosaurs and all that Rubbish'</u> Michael Foreman Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters <u>Main Outcome:</u> Know how to write a pamphlet <ul style="list-style-type: none"> • <u>'Yeti and the Bird'</u> Nadia Shireen List of rules, letters, postcards, character descriptions <u>Main Outcome:</u> Know how to write own version narratives about unlikely friendships
Maths	<p style="text-align: center;">Multiplication and Division</p> <ul style="list-style-type: none"> • Know how to count forwards and backwards in 2, 5 and 10's. • Know how to identify equal groups. • Know how to add equal groups. • Know how to arrange objects into rows and columns to create an array. • Know that doubling is making 2 groups of the same amount. • Know how to divide even numbers into equal groups using concrete materials. • know how to divide even numbers equally into groups – sharing. <p style="text-align: center;">Fractions</p> <ul style="list-style-type: none"> • Know how to split an object into two equal parts, to identify shapes and objects that have been split in half. • Know how to recognise and find $\frac{1}{2}$ of a quantity. • Know how to split an object into four equal parts and to identify shapes that have been split into four. • Know how to recognise and find $\frac{1}{4}$ of a quantity. <p style="text-align: center;">Position and Direction</p> <ul style="list-style-type: none"> • Know how to use the terms full, half, quarter & three quarter to describe turns. • Know how to use the words - left, right, forwards, backwards, above & below to describe position. • Know how to use ordinal numbers to describe position.
Science	<p style="text-align: center; background-color: #ff00ff; color: white; padding: 2px;">Planting C</p> <ul style="list-style-type: none"> • Know that flowering plants and trees have a basic structure (including stem, petal, roots, leaves, roots, trunk, branches, leaves). • Know how to name some plants (rose, dandelion, buttercup, sunflower, grass, clover, nettle, ivy, silver birch, sycamore, beech, horse chestnut, pine, yew). <p><u>Working scientifically</u> – Know that changes can be recorded through observation. Know that observations can be made using simple equipment. Know that simple tests can be carried out with support.</p>

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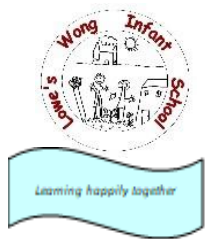
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	<h3>Growing and Cooking</h3> <p><u>Working scientifically</u> – Know that changes can be recorded through observation. Know that observations can be made using simple equipment.</p>
RE	<h3>Beliefs and Teaching Unit 1.3</h3> <ul style="list-style-type: none"> • Know how to recall some key figures in the stories of Jesus. • Know how to ask questions about Jesus's special powers. • Know how to give an example of a belief about Jesus. • Know how to find out more about Jesus, inferring a simple idea from a story. • Know that stories Jesus told have 'hidden meanings'. • Know how to retell a story themselves, joining in a with a song, a drama or a picture book making activity. • Know how to respond to the Christian belief that Jesus was God come to Earth, with a question or idea of their own.
History	<i>Not a Driver or Enhancer this half term</i>
Geography	<i>Not a Driver or Enhancer this half term</i>
Music	<h3>Your Imagination</h3> <p>Style of main song: Pop</p> <p>Unit theme: Using your imagination.</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know how to recognise the sound and names of some of the instruments they use. • Know how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p><u>Games</u></p> <ul style="list-style-type: none"> • Know that music has a steady pulse, like a heartbeat. • Know how to use pulse, rhythm and pitch when playing musical games. (Year 1 Games Skills) <p><u>Singing</u></p> <ul style="list-style-type: none"> • Know how to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> • Know how to name the notes in their instrumental part from memory or when written down. • Know how to listen to and follow musical instructions from a leader. • Know how to treat instruments carefully and with respect. <p><u>Improvisation</u></p> <ul style="list-style-type: none"> • Know that improvisation is about making up your own tunes on the spot. • Know how to improvise. (Using the three challenges.) <p><u>Composition</u></p> <ul style="list-style-type: none"> • Know that everyone can compose. • Know how to create a simple melody using one, two or three notes. <p><u>Performance</u></p> <ul style="list-style-type: none"> • Know how to choose a song they have learnt and perform it. • Know how to record their performance and say how they were feeling about it.
Art	<h3><u>Other Techniques: Art – Work of artists using nature as inspiration</u></h3> <ul style="list-style-type: none"> • Know that repeating, overlapping, rotating and arranging shapes can create patterns. • Know how to print simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge, vegetables and to explore impressed printing.

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	<ul style="list-style-type: none"> • Know that they can use natural materials to consider pattern and texture (e.g. making rubbings with stones, leaves, feathers, sticks, grasses, shells). • Know how to use scissors and tearing to create a range of shapes that when stuck together create an image. • Know that they can form an opinion about a piece of art. • Know that their work can be similar or different to the work of a well-known artist.
D&T	<p style="text-align: center;">Cooking and Nutrition</p> <ul style="list-style-type: none"> • Know that food comes from plants or animals. • Know that food has to be farmed, grown or caught. • Know that food can be cut, peeled and grated.
PE	<p style="text-align: center;">Dance - growing</p> <ul style="list-style-type: none"> • Know how to respond to rhythm and patterns through their movement. • Know how to control and co-ordinate their bodies to perform movements. • Know how to control and co-ordinate their bodies to perform a motif. • Know how to use improvisation to explore various dynamics and movement qualities. • Know how to explore the relationship between two living things, creating movement patterns. <p style="text-align: center;">Locomotion - jumping</p> <ul style="list-style-type: none"> • Know how to jump in different directions, at different speeds and different levels. • Know that there are reasons when, where and why we jump in different ways. • Know how to begin to jump efficiently. • Know how we jump applying the most effective technique using our head, arms and feet. • Know how jumping affects our bodies. • Know how to apply their jumping skills during a circuit. • Know how to explore skipping. • Know how to apply our understanding of jumping and skipping into a game. • Know how to apply their knowledge of jumping into competitions.
Computing	<p style="text-align: center;">Maze Explorers Unit 1.5</p> <ul style="list-style-type: none"> • Know how to understand the functionality of the basic direction keys in Challenges 1 and 2. • Know how to use the direction keys to complete the challenges successfully. • Know and understand the functionality of the basic direction keys in Challenges 3 and 4. • Know how to create and debug a set of instructions (algorithm). • Know how to use the additional direction keys as part of their algorithm. • Know how to change and extend the algorithm list. • Know how to create a longer algorithm for an activity. • Know how to provide an opportunity for the children to set challenges for each other. • Know how to provide an opportunity for the teacher to add these challenges to a display board for the class to try.

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Learning happily together

PSHE

Being My Best

- Know how to recognise the importance of fruit and vegetables in their daily diet.
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
- Know that they may have different tastes in food to others.
- Know how to select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch.
- Know how to recognise which foods we need to eat more of and which we need to eat less of to be healthy.
- Know how to recognise the importance of regular hygiene routines.
- Know how to sequence personal hygiene routines into a logical order.
- Know how diseases can spread.
- Know how to use simple strategies for preventing the spread of diseases.
- Know that learning a new skill requires practice and the opportunity to fail, safely.
- Know that the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
- Know how to demonstrate attentive listening skills.
- Know how to suggest simple strategies for resolving conflict situations.
- Know how to give and receive positive feedback, and experience how this makes them feel.
- Know how to name major internal body parts (heart, lungs, blood, stomach, intestines, brain).
- Know how to understand and explain the simple bodily processes associated with them.