

## SCIENCE

### COMPLETION of Plants Topic.

(Class visit to Dunham Massy – pond dipping, outdoor collage, tree rubbing and deer spotting.)

### Everyday Materials – Marvellous Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- 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 simple physical properties
  - **Mending a Torn Umbrella:** Which material will be best to fix the umbrella? Predict and test.
  - **Ice Observation** Watch a block of ice melt and record the changes.
  - **Frozen!** Working with play figures frozen in ice, devise an investigation to release them. How can you melt the ice quickly to free the figure? Can you do it slowly so it takes a lot longer?
  - **Puddle Observation: Part 1** Explore puddles outside and make your own! Observe what happens to a puddle over time and record the results. Think carefully about what is happening: can you explain why a puddle changes?

## DESIGN AND TECHNOLOGY

- I can draw, label and describe a variety of different types of fillings including vegetables. (Appearance, texture, taste, smell)
- I know how a variety of ingredients for a healthy wrap can be prepared in different ways.
- I can use my knowledge from my research to choose ingredients for the wrap
- I can design a healthy wrap.
- I can list the healthy ingredients that I will use.
- I can select the correct tools to help me make my wrap.
- I can think about how foods can be cut so that they look presentable.

## Football Skills

- Demonstrate changes of direction, speed & level in competitive environments or during performances
- Use FUNDamentals of movement to employ simple tactics in competitive environment Displays an understanding
- of fair play, respect and working well with others

## COMPUTING

### CODING

Children can:

- Explain what is meant by coding.
- Explain what a block of code is. • Children can read through combined blocks of code.
- Know that for the computer to make something happen, it needs to follow clear instructions.
- Use Design Mode to have control over how my game looks. Write a program that controls how a character moves.
- Explain what is happening and write down/ talk through my code.
- Write a program that controls how a character moves and stops when clicked.
- Write a program where objects can stop moving and a sound is played when the objects collide.

# YEAR 1 SUMMER 2

## ARTS

### MUSIC

- Play tuned and un-tuned instruments musically.
- Listen with high concentration to a range of high live and recorded music.
- Experiment with, create, select and combine sounds.

### ART

- Pupils should be taught to use painting and drawing to develop ideas, experiences and imagination.
- To develop a wider range of art and design techniques in using colour, shape, form and line.

Learn about the work of a range of artists and describe the similarities and differences.

(Class visit to Dunham Massy – pond dipping, outdoor collage, tree rubbing and deer spotting)

- Outdoor tree collage.
- Tree rubbing
- Observational drawing of plants

### SEASIDE ART:

Seaside Artists – i.e. Laura Wall – Teinmouth, Lynette Amelie Seaside Art  
- Water colour in the style of chosen artists.

## HUMANITIES: We do love to be beside the seaside!

### GEOGRAPHY

- Identify places and relate them to different types of environments.
- Reach conclusions from evidence and know where the seaside is in relation to my locality.
- Relate specific human and physical features to a given place.
- Use maps and atlases.
- Use a variety of resources to find out information.
- Investigate a place about the effects of weather on people and their surroundings.
- Relate knowledge and understanding of my own locality to another area.
- Compare my lifestyle at home with that of living by the sea.
- Produce a glossary of different terms for the seaside.

### HISTORY

- I can use a variety of resources to find out information.
- I can identify features of the seaside in the past.
- I can make comparisons with the seaside today.
- Detect differences in the seaside between then and now, using a range of resources.

Order objects correctly in chronological sequence.

Recognise some similarities and differences between holidays now and in the past.

Collect information about the past by asking questions of people who were alive before the children were born

From objects and pictures; recognise that there are several ways they can find out about the past; write sentences about seaside holidays in the past, using words related to the passing of time.

Produce a timeline of holidays and write captions of what happens on different types of holidays.

Write a postcard to a grandparent to tell them about a seaside holiday today, comparing this to holidays in the past.

Find out about seaside holidays in the past by preparing questions to ask a grandparent visitor.

Design a holiday brochure for a holiday in the past.

## FRENCH

Recognise the days of the week spoke in sequence

- Children will learn the days of the week in French. This can be done through song.
- Children can also continue to answer simple questions such as what day is it? And responding with it is...
- Understand most colours
- Children will also begin to learn a range of colours children will begin to answer the question: What colour is it? And respond with It's...