



WROCKWARDINEWOOD INFANT SCHOOL AND NURSERY - KEY STAGE 1 LONG TERM PLANNING

SUMMER TERM – YEAR 1			
Weeks	SCIENCE	PSHE/JIGSAW	RE
<p>Our World/ Animals</p>  <p>Exit point- <i>Possible visits :</i> <i>Exotic Zoo</i> <i>West Midlands</i> <i>Safari Park</i></p> <p>Exit point- Art Gallery for parents- showing children work on Andy Goldsworthy.</p>	<p style="text-align: center;">Engaging Science - See unit 1.2 The Animal Kingdom and unit 1.1 Our Environment</p> <p>Working Scientifically: <u>Identifying and Classifying</u> - I wonder how we could sort these animals? Do all animals eat meat? Do all animals have 4 legs? With or without a shell, with or without wings, diet, etc. Sort them together into piles in a number of different ways (see Hamilton Trust Y1 – animals including humans - session G group animals)</p> <p>Animals including humans NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals •identify and name a variety of common animals that are carnivores, herbivores and omnivores •describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Biodiversity/Litter – making sure we recycle to look after the animal.</p>	<p style="text-align: center;">Relationships</p> <p>Piece 1: Families Piece 2: Making Friends Piece 3: Greetings Piece 4: People who help us Piece 5: Being my own best friend Piece 6: Celebrating my special relationships</p> <p>See Jigsaw planning</p> <p>Global citizenship</p>	<p>Finding out about Christian and Jewish Holy buildings.</p> <p>See separate Telford and Wrekin SACRE plan</p> <p>Arrange to visit and synagogue or church in this unit.</p> <p>Year 1 Trip to the Gurdwara- Holy Building</p> <p>Jewish visitor to come into school to talk to the children.</p>

	<p style="text-align: center;">ART and DESIGN</p> <p style="text-align: center;">PATTERN AND TEXTURE</p> <p>How to create art work using natural materials.</p> <p>How to make a tree collage.</p> <p>NC:</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Look at work by the famous artist Andy Goldsworthy.</p> <p>Pattern – create patterns using natural objects.</p> <p>Texture - look and choose materials for their textural qualities.</p> <p>School grounds – collect items to make art using natural resources</p>	<p style="text-align: center;">COMPUTING</p> <p>E-Safety My Creative Work</p> <p>NC:</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>See common sense media planning</p> <p>Programming I Robot</p> <p>NC:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs <p>See ENTRUST PLANNING</p>	
	<p style="text-align: center;">MUSIC</p> <ul style="list-style-type: none"> Performing/listening and appraising. See medium term planning. Linked to IPC. 	<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>GYMNASTICS See Val Sabin Unit F Rocking and Rolling</p> <p>ATHLETICS See Unit on Workgroup.</p>	

	Visitors - Key Strings	Healthy Living
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<p>Weeks Hooray.... Let's Go On Holiday</p>  <p>Entry point- Summer picnic afternoon, ice-cream, beach games, sandcastle building.</p> <p><i>Possible visits :</i> <i>Aberdovey</i> <i>LLandudno</i></p> <p>Exit point- Present work to</p>	<p>SCIENCE Engaging Science - See unit 1.1 Our Environment Working Scientifically <u>Identifying and classifying</u> – sorting spring/summer time objects. Ask which season children like the best and why? <u>Pattern seeking</u> – Does everything have a shadow? Do you think the shadows will change during the day? How? (see Hamilton Trust Y1 – seasonal change -session C shadows) Seasonal Changes Summer NC:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. <p>Water and Energy</p>	<p>PSHE/JIGSAW</p> <p>Child Safety week</p> <p>Changing Me</p> <p>Piece 1: Life cycles Piece 2: Changing Me Piece 3: My changing body Piece 4: Boys and Girls Bodies Piece 5: Learning and Growing Piece 6: Coping with changes</p> <p>Healthy Living</p> <p>See Jigsaw planning</p>
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<p>parents on Holiday in the past- Children to deliver a presentation on what they have learnt.</p>	<p style="text-align: center;">DESIGN AND TECHNOLOGY</p> <p>Mechanisms Focus: Sliders and Levers</p>	<p style="text-align: center;">COMPUTING</p> <p>E-Safety Sending Email NC:</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>See common sense media planningIT Using a Digital Video Camera NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content See ENTRUST PLANNING</p>		
	<p style="text-align: center;">GEOGRAPHY</p> <p>Human and Physical Knowledge N.C</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical features (beach, coast sea, season, weather) and key human features (town, harbour, port, shop) e.g. What makes ***** a good place to go on Holiday? Use ariel photographs to recognise landmarks and basic human and physical features. <p>Biodiversity</p>	<p style="text-align: center;">HISTORY</p> <p>N.C: Changes in living memory: Changes to Seaside holidays for parents, grandparents when they were children and children today.</p> <ul style="list-style-type: none"> Identify differences between seaside holidays of Victorian Children and seaside holidays today. Describe changes over a period of time Distinguish between fact and point of view. Make deductions from primary sources (photographs, portraits) and secondary sources books, ICT to answer questions and find information. <p>Transport</p>	<p style="text-align: center;">MUSIC</p> <p>Performing/listening and appraising. See medium term planning. Linked to IPC.</p>	<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>GAMES Receiving See Unit on Workgroup. OWL Outdoor Wonder and Learning. Summer season.</p> <p>School grounds Healthy Living</p>

