
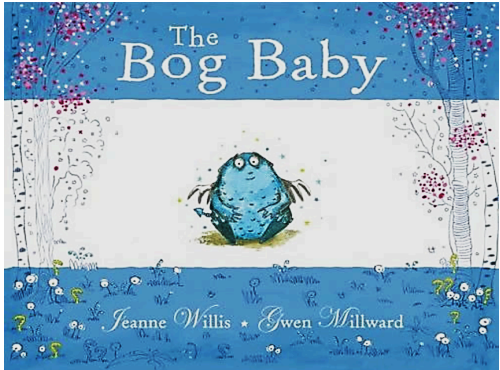


## Y1 Sum 1 Enchanted Woodland

 <p>Year 1 - Summer 1 Enchanted Woodland</p>	Integrated subjects	Discrete Subjects	Class Text
	Writing Art Geography Science D&T	Maths Literacy Science MfL PE Computing Music PSHE/RSE	 <p><b><i>Class texts:</i></b>  <i>The Bog baby</i></p> <p><b><i>Supporting texts:</i></b>  <i>Where the Wild Things are</i>  <i>Stick MAn</i>  <i>We build our homes</i>  <i>Once upon a Wild Wood</i></p>
	P4C / Global Links	P4C:	<b>SDG13 - Climate Action</b>

## Y1 Sum1 - Enchanted Woodland

Writing Outcomes	<p><a href="#">W Y1 MTP.docx</a></p> <p><b>Re-tell Fact File on animals</b></p>
Maths Outcomes	<p>Chapter 12 is the first chapter on multiplication. Pupils will learn the foundations of equal groupings, repeated addition, arrays and doubling. By the end of the chapter, pupils will be able to apply that knowledge to solve word problems. Previous lessons using ten frames and visual linear organisation will prove useful in this chapter.</p>

	<p>Chapter 13 This is the first chapter on division. It is a short chapter with two main foci. Pupils will learn about taking a limited number of items and placing a predetermined number into groups to determine how many groups there will be. After this, pupils will be given a number of items, but will need to figure out how many will go into each group by sharing equally.</p> <p>Chapter 14 In this chapter on fractions, pupils will be learning about making halves and quarters before moving on to making the connection between fractions and division in the last lesson. They will use their knowledge of sharing equally to create equal pieces of paper during the In Focus tasks.</p>	
<p><b>Global Learning (P4C Question) 1 hour</b></p>	<p><u>P4C Question:</u> <b>Why do we grow things?</b></p>	<p>Links to global learning goal: <a href="#">SDG13 - Climate Action</a> Links to Science topic.</p>
<p><b>Science: Plants</b></p>	<p><b>Seasonal change- Lesson 1</b></p> <p>LO- To observe and record the weather in Spring.</p> <p><i>Write 'seasonal change' in the top right corner of the marking sticker</i></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Make observations</li> <li>• Describe changes</li> <li>• Use Scientific Language</li> </ul> <p><b>Vocabulary: table, record, questions</b></p>	
<p><b>SC 1</b> observe changes across the four seasons <b>SC 2</b> observe and describes weather associated with the seasons and how day length varies. <b>Sc Wk Rec</b> gathering and recording data to help in answering questions.</p>		
	<p><u>Plants</u></p> <p><b>Scientist-</b></p>	<p><b>Overview of Skills</b></p> <ul style="list-style-type: none"> <li>• I can suggest a question about plants and away we could answer it.</li> <li>• I can identify and name common wild plants</li> <li>• I can gather information to answer a question.</li> <li>• I can identify and name some garden plants.</li> <li>• I can identify trees by their leaves.</li> <li>• I can sort deciduous and evergreen leaves.</li> <li>• I can identify and describe the parts of plants and trees</li> <li>• I can talk about how my bean plant has grown.</li> <li>• I can say what plants need to grow well and give reasons for my answers.</li> </ul>

### Lesson 1

LO- To observe and record the growth of a beanstalk.

#### Skills:

- Identify and describe
- Conduct an experiment
- Use Scientific Vocabulary
- Use Secondary Sources

**Vocabulary-** Growth, roots, shoots, leaves,

#### Lesson Outline:

Children plant their own beans in groups. Use tablets to take photographs a few times each week of their beanstalk and measure the length using a ruler in cm. Discuss the different parts of the beanstalk as it grows. Create a timelapse of the beanstalk- QR code in books. Record the measurements in a table in books.

Leave space for a conclusion which will be completed in the last lesson.

**P2** identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

- **Sc Wk Ob** observing closely, using simple equipment
- **Sc Wk Rec** gathering and recording data to help in answering questions.

### 2. Wild Plants

LO- To identify and name a variety of common wild plants

#### Skills:

- Identify and describe
- Conduct an experiment
- Use Scientific Vocabulary

Use Secondary Sources.

#### Vocabulary

Garden, seeds, flower, plant, magnifying glass, roots, leaves, petals, dandelion, daisy, buttercup, clover, nettle, bramble, ivy

#### Lesson Outline

Visit to RHS Bridgwater and summarise learning in class. Learn about wild plants and show children examples of wild plants.

Children make a prediction about which wild plant they think they will find the most of and why in a table in their books. Chn can try and draw their own tables. Walk around RHS Bridgwater to look for wild plants. Children use hand lenses to observe closely.

Record findings in a table using tally marks and count the total number. Write a sentence for the results to show which wild plant they found the most of.

**P1** identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen

- **Sc Wk Ob** observing closely, using simple equipment
- **Sc Wk Rec** gathering and recording data to help in answering questions

### 3. Garden Plants

LO- To identify and name a variety of garden plants.

#### Skills:

- Identify and describe
- Conduct an experiment
- Use Scientific Vocabulary
- Use Secondary Sources

#### Lesson Outline

Learn about garden plants and show children examples of garden plants. Complete during visit to RHS and in school.

	<p><b>Vocabulary</b> Garden, seeds, flower, plant, magnifying glass, roots, leaves, petals, rose, pansy, lily,</p>	
	<p>P1 identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <ul style="list-style-type: none"> <li>• <b>Sc Wk Ob</b> observing closely, using simple equipment</li> <li>• <b>Sc Wk Rec</b> gathering and recording data to help in answering questions</li> </ul> <p><b>4. Trees</b></p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees by identifying trees from their leaves.</p> <p>To identify and classify by classifying leaves as deciduous or evergreen.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and name</li> <li>• Sort and clarify</li> <li>• Use Scientific Vocabulary</li> <li>• Use Secondary Sources</li> </ul> <p><b>Vocabulary</b> Deciduous, evergreen</p>	<p><b>Remind chn about leaves they collected in Au1 and the discussion you had about evergreen and deciduous tree leaves.</b></p> <p><b>Lesson Outline-</b> Visit RHS Bridgewater. The tour guide will teach the children about the different types of trees and how we can identify them by observing their leaves. Children will walk throughout the park and complete observational activities looking closely at leaves. Introduce learning about the parts of plants including naming some parts- roots, stem/trunk, leaves and flowers. Evidence of their learning in books- use images of different trees from the visit and ask children to label whether they are evergreen or deciduous.</p>
	<p>P1 identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <p>P2 identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <ul style="list-style-type: none"> <li>• <b>Sc Wk Ob</b> observing closely, using simple equipment</li> <li>• <b>Sc Wk Test</b> performing simple tests identifying and classifying</li> </ul>	
	<p><b>5. Parts of Plants</b></p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees by making and labelling plant pictures.</p> <p><u><a href="#">TAPS assessment: Plant Structure</a></u> <b>Working Scientifically (observe)</b> Observe closely using simple equipment (<i>Observation over time if seasonal</i>)</p> <p><b>Skills:</b> Identify and describe</p>	<p><b>Lesson Outline-</b> Recap parts of the plants children learnt during their visit to Clifton Country Park. Watch video to introduce the parts of the plants. <a href="https://www.youtube.com/watch?v=p3St51F4kE8">https://www.youtube.com/watch?v=p3St51F4kE8</a></p> <p>Children to complete the TAPS assessment. Provide real plants for children to explore (could use their beanstalks depotted). Ask them to observe the different parts carefully. Give them post-it notes to have a go at labelling the different parts. Take an image of the labelled plant and evidence in books. HA children may write a sentence about the function of the parts of the plant.</p> <p>Questions to support discussion:</p> <ul style="list-style-type: none"> <li>• What do you notice about these plants?</li> <li>• Can you tell me the name of this part?</li> <li>• What does each part of the plant do?</li> <li>• Where does it grow?</li> </ul>

	<p><b>Vocabulary</b> Flower, petal, leaves, stem, roots, seeds, bulb</p>	<ul style="list-style-type: none"> <li>• What differences can you see between these plants?</li> <li>• Why might the plants look different?</li> <li>• What happens to it during different seasons?</li> </ul>
<p><b>P2</b> identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <ul style="list-style-type: none"> <li>• <b>Sc Wk Ob</b> observing closely, using simple equipment</li> <li>• <b>Sc Wk Test</b> performing simple tests identifying and classifying</li> <li>• <b>Sc Wk Ans</b> using their observations and ideas to suggest answers to questions</li> </ul>		
	<p><b>6. How do Plants grow?</b></p> <p>LO- To observe plants grow and learn what they need to function healthily.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Make Observations</li> <li>• Use Simple Equipment</li> <li>• Give Conclusions/ simple responses</li> <li>• Use Scientific Vocabulary</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Bean, soil, water, sunny, grow, fruit.</li> </ul>	<p><b>Lesson Outline</b></p> <p>Revisit the first lesson of planting their beanstalk and recording its growth over the half term. What do children notice about the growth of their beanstalk compared to their peers? Prompt children to discuss if there were any factors to a plant growing better and what they could be.</p> <p>Learn about what plants need to grow. Write a conclusion under the first lesson about the observations they made using stem sentences.</p> <p>I can see the...</p> <p>I think this means...</p> <p>I know this because...</p> <p>My friend's beanstalk is ... but my beanstalk is... I think this because...</p>
<p><b>P2</b> identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <ul style="list-style-type: none"> <li>• <b>Sc Wk Ask</b> asking simple questions and recognising that they can be answered in different ways</li> <li>• <b>Sc Wk Ob</b> observing closely, using simple equipment</li> <li>• <b>Sc Wk Ans</b> using their observations and ideas to suggest answers to questions</li> <li>• <b>Sc Wk Rec</b> gathering and recording data to help in answering questions.</li> </ul>		
<p><b>Complete the knowledge assessment</b></p>		
<p><b>Geography Outcomes</b></p> <p><a href="https://content.twinkl.co.uk/resource/9d/a4/TP-G-058-Planit-Geography-KS1-Our-Country-Plan">https://content.twinkl.co.uk/resource/9d/a4/TP-G-058-Planit-Geography-KS1-Our-Country-Plan</a></p>	<p><b>Our Country</b> To name the four countries of the UK, capital cities and surrounding seas.</p> <p><b>Town and Country</b></p>	<p>Name the four countries of the UK, capital cities and surrounding seas.</p> <ul style="list-style-type: none"> <li>• Begin to know the differences between town and country locations.</li> <li>• Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.</li> <li>• Begin to know simple features of the countries of the UK.</li> <li>• Use aerial photographs to recognise basic human and physical features.</li> <li>• Produce a journey line.</li> <li>• Describe human and physical features of the capital city London.</li> <li>• Use internet mapping programmes to observe aerial views.</li> <li>• Compare the capital cities London and Brasilia.</li> </ul> <p><b>Lesson Outline:</b></p>

<a href="#">ning-Overview.pdf?_to ken _=exp=1569237012~acl=%2Fresource%2F9d%2Fa4%2FTP-G-058-Planit-Geography-KS1-Our-Country-Planning-Overview.pdf%2A~hmac=a93cafa4122af55b106d36ba4898c71cc34df812e85e20c4bf5ec1bb66cef6ce</a>	<b>Lesson 1:</b> To understand geographical similarities and differences through studying the human and physical geography in the context of the UK	To understand geographical similarities and differences through studying the human and physical geography in the context of the UK <ul style="list-style-type: none"> <li>• I can understand the differences between a 'town' and the 'countryside'.</li> <li>• I can use key words about the town and countryside.</li> </ul>
	<b>LK2</b> To name, locate and identify characteristics of the four countries <b>PK 1</b> To understand geographical similarities and differences through studying the human and physical geography - Town and Countryside	
	<b>Welcome to the UK</b> <b>Lesson 2:</b> To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	<b>Lesson Outline:</b> To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <ul style="list-style-type: none"> <li>• I can name the countries of the UK.</li> <li>• I can locate the UK using a map.</li> </ul>
	<b>LK2</b> To name, locate and identify characteristics of the four countries	
	<b>Up, up and Away</b> <b>Lesson 3:</b> To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	<b>Lesson Outline:</b> To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <ul style="list-style-type: none"> <li>• I can understand a journey line.</li> <li>• I can understand what an 'aerial view' shows..</li> </ul>
<b>LK2</b> To name, locate and identify characteristics of the four countries <b>H3</b> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		
<b>Art Outcomes</b> <b>3 hours</b>	<b>ART /Science Cultural Capital TRIP- RHS Bridgewater Gardens</b> <u><a href="#">To create observational drawings and paintings</a></u> SC) <ul style="list-style-type: none"> <li>- I begin to use accurate shapes and lines when drawing</li> <li>- I can think about size, proportion and placement to make my drawings more accurate</li> <li>- I can use pressure to change the tone (eg. pressing harder to make it darker.)</li> <li>- I can copy a stimulus with increasing accuracy</li> </ul>	<b><u>Observational drawing and paintings of Flowers (In the style of Vangogh)</u></b>  <u>1 Inspirational Artist</u> The children will look at Vincent Vangogh and a variety of his observational paintings of flowers in a vase (including sunflowers but also other examples)  <u>2 Sketching and Drawing</u> Children will continue to build their knowledge and skills when sketching, using shapes and lines. (eg. flowers)
	<b>Ar1/1.4</b> learn 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. <b>Ar1/1.3</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <b>AD1/1.2</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	

	<p><u><a href="#">To create observational drawings and paintings</a></u></p> <ul style="list-style-type: none"> <li>- I can use and begin to choose tools</li> <li>- I can mix and use of primary and secondary colours</li> </ul>	<p><u>3 Colour, Printing and Painting</u></p> <p>They will paint their flowers in a vase to create art in the style of Vangogh. The children can explore using brushes of a different style and continue to build on their knowledge of mixing primary colours eg. red and yellow to make orange.</p>
	<p>Ar1/1.4 learn 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> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>AD1/1.2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	
<p>D&amp;T Outcomes 4 hours</p>	<p><b>D&amp;T; Build a home for a mythical woodland creature.</b></p> <p><u>I can design using images and labels.</u></p> <p><u>I can test methods to keep a structure upright.</u></p> <p><u>I can use a glue gun with close supervision.</u></p> <p><u>I can mark out material to be cut with a template.</u></p> <p><u>I can use design criteria to evaluate my product.</u></p> <p><u>I can cut using age appropriate tools.</u></p>	<p>The children will design and create a home suitable for a woodland creature. This could be a real creature (hedgehog) or a mythical creature (fairy). They will learn how to cut and join materials in different ways- discussing textures, sizes and shapes. They should design their house using images and simple labels and refer to their design during the making process. The children should explore materials before choosing one to build with. Thinking about the strength of the material and how they can make it stronger. The children should explore joining materials in different ways. The children should state what they think about their product, how the process went and anything they would do differently next time.</p>
	<p>DT D1. design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>DT M1. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT E2. Evaluate their ideas and products against design criteria.</p>	<p>DT D2. generate, develop, model and communicate their ideas through talking, drawing, templates.</p> <p>DT S 1. Test different methods of enabling structures to remain stable.</p> <p>DT S 2. Join appropriately for different materials and situations e.g. glue, tape.</p> <p>DT S 3, Mark out materials to be cut using a template.</p>
<p>RE Outcomes</p> <p><a href="https://drive.google.com/file/d/0B4--">https://drive.google.com/file/d/0B4--</a></p>	<p>How and Why do we celebrate Special Times? Unit started in AU 2</p> <p>Lesson 1 Special times Why do Jewish people tell the story of Passover (Pesach) every year? (middle of April)</p>	<p>Lesson Outline:</p> <ul style="list-style-type: none"> <li>• Find out more about the items on the seder plate and their meaning</li> </ul>

[IMExJVfcVX](#)  
[ppeGZSMnF](#)  
[4eIU/view](#)

(Follow link for full lesson plan)  
(See planning in AU2 for other Special festivals)

- Consider questions such as how might these foods help people remember this festival?
- Look for similarities and differences between celebrations of Pesach and Easter
- Describe the link between a selection of Pesach symbols and the story of Pesach

Lesson 2 Special times  
What do Muslims celebrate at Eid-ul-Fitr? (beginning of May)

(Follow link for full lesson plan)  
(See planning in AU2 for other Special festivals)

**Lesson Outline:**

- Describe what happens and what is being celebrated at Eid-ul Fitr
- Describe what happens during Ramadan
- Think of reasons why some people choose to fast during Ramadan
- Look for similarities and differences between the celebration of Id-ul- Fitr and Pesach

What makes some places sacred?

(Follow link for full lesson plan)

- Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?
- Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways).
- Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship.
- Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.
- Notice some similarities and differences between places of worship and how they are used.
- Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g.  
o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit  
o synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukiah, bimah  
o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.

Where do I feel safe?  
Where is a sacred place for believers to go?

(Follow link for full lesson plan)

**Lesson Outline:**

- Consider places that make them feel safe.
- Give simple reasons for why these places make them feel safe.

		<ul style="list-style-type: none"> <li>● Find out more about places of worship.</li> <li>● Consider questions such as: Where is a sacred place for believers?</li> <li>● Why are places of worship sacred or holy for believers?</li> <li>● Look for similarities and differences between pictures of three different places of worship.</li> </ul>
	<p>Which place of worship is sacred for Christians?</p> <p>(Follow link for full lesson plan)</p>	<p><b>Lesson Outline:</b></p> <ul style="list-style-type: none"> <li>● Describe places of worship whilst considering why they are important to believers.</li> <li>● Find out more about why the church is important to Christians.</li> <li>● Consider questions such as: Are religious artefacts important to believers? Why is the church important to Christians? Is the church building important to Christians?</li> </ul>
	<p>Which place of worship is sacred for Jewish people?</p> <p>(Follow link for full lesson plan)</p>	<p><b>Lesson Outline:</b></p> <ul style="list-style-type: none"> <li>● Describe key areas of the synagogue and talk about why they are important to believers</li> <li>● Find out more about the synagogue and why it is important to Jews.</li> <li>● Consider questions such as: Why is the synagogue important? Who might visit the synagogue? Do you think all synagogues are the same?</li> <li>● Look for similarities and differences between churches and synagogues.</li> </ul>
<p>Which place of worship is sacred for Muslims?</p> <p>(Follow link for full lesson plan)</p>	<p><b>Lesson Outline:</b></p> <ul style="list-style-type: none"> <li>● Find out more about the mosque and why it is important to Muslims.</li> <li>● Consider questions such as: What is the mosque like? What might it feel like to enter the mosque as a believer? Why do you think each area of the mosque is important?</li> </ul>	
PSHE/RSE Outcomes	Learning Objectives:	Lesson Outline:

<p>LINKS TO PLANNING</p> <p>Su 1 P..</p>	<p>L10. what money is; forms that money comes in; that money comes from different sources</p>	<ul style="list-style-type: none"> <li>● <b>Banking</b></li> </ul> <p>Barclays Resources www.barclaysmoneyskills.com</p> <p>-- Barclays Money Skills: Ages 4--7 Resource Pack: Icebreaker</p>
	<p>Lesson 1 L10. what money is; forms that money comes in; that money comes from different sources</p>	<ul style="list-style-type: none"> <li>● <b>Money</b></li> </ul> <p><a href="https://natwest.mymoneysense.com/teachers/resources-5-8s/">https://natwest.mymoneysense.com/teachers/resources-5-8s/</a> Natwest Moneysense</p> <p>What coins and notes do we use? (My Money Management) This topic explores what coins and notes there are and how they are used.</p>
	<p>L11. that people make different choices about how to save and spend money L13. that money needs to be looked after; different ways of doing this</p>	<ul style="list-style-type: none"> <li>● <b>Where to keep money</b></li> </ul> <p><a href="https://natwest.mymoneysense.com/teachers/resources-5-8s/">https://natwest.mymoneysense.com/teachers/resources-5-8s/</a> Natwest Moneysense</p> <p>My Money Safety</p> <p>Where Can I keep my Money Safe? This topic explores how to keep money safe. It identifies safe places to keep money, the different choices involved in keeping money safe, and the consequences of losing money</p>
	<p>L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L15. that jobs help people to earn money to pay for things</p>	<ul style="list-style-type: none"> <li>● <b>Where money comes from</b></li> </ul> <p><a href="https://natwest.mymoneysense.com/teachers/resources-5-8s/">https://natwest.mymoneysense.com/teachers/resources-5-8s/</a> Natwest Moneysense</p> <p>Money in the World</p> <p>Where does Money Come From? This topic explores where people get money from, including working to earn money and saving for the future.</p>
	<p>L15. that jobs help people to earn money to pay for things L17. about some of the strengths and interests someone might need to do different jobs</p>	<ul style="list-style-type: none"> <li>● <b>Entrepreneur</b></li> </ul> <p>Lemonade in Winter - a book about two kids counting money, Emily Jenkins &amp; G Brian Karas. You tube. Discussions around how difficult it is to sell lemonade in winter, advertising, discounts, profit or loss.</p>
	<p>L14. that everyone has different strengths</p>	<ul style="list-style-type: none"> <li>● <b>Jobs</b></li> </ul>

	<p><b>L15. that jobs help people to earn money to pay for things</b>  <b>L16. different jobs that people they know or people who work in the community do</b></p> <p><b>L17. about some of the strengths and interests someone might need to do different jobs</b></p>	<p><b>School Community</b> - Invite the people in our school who can explain to the children about their job roles. E.g. Hadrian (caretaker), Donna (Admin officer) Gill (Lead Cook) Ask them to tell the children what their strengths are in their job roles, how they earn the money to then pay for and buy things they need.</p> <p><b>Community Job Roles-</b>  Invite a few of our parents to talk about other various job roles, to discuss their individual strengths and interests which they have in order to carry out their specific job roles.</p>
<p><b>PE Outcomes 5 hours</b></p> <p><b>Athletics</b></p>	<p style="text-align: center;"><b><u>Net &amp; Wall Games - Tennis</u></b></p> <p><u>Learning Objectives:</u></p> <p>Lesson 1: How do you cooperate in a team?</p> <p>Lesson 2: How can you run FAST?</p> <p>Lesson 3: How can you throw a variety of objects accurately at a range of targets</p> <p>Lesson 4: How can you perform a long jump with balance and control?</p> <p>Lesson 5: How can you throw an object for distance?</p> <p>Lesson 6: To co-operate in a team</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>● co-operate and work as part of a team</li> <li>● walk and run looking forward</li> <li>● stand in the correct stance and throw an object accurately towards a target</li> <li>● bend my knees and push off when jumping</li> <li>● stand in the correct stance and throw an object</li> <li>● co-operate and work as part of a team</li> </ul>
<p><u>Music Outcomes 6hours</u></p>	<p>In this unit the children will learn and sing songs based on Your Imagination by Joanna Moangona and Pete Readman. They will know that music has a steady pulse, like a heartbeat and will know that we can create rhythms from words, our names, favorite food, colours and animals.</p> <p>They will explore different dimensions of the music like the rhythms and styles and skills such as singing different parts.</p> <p><b>Music Themes:</b></p> <ul style="list-style-type: none"> <li>● Singing and Playing (increasing technical accuracy and control)</li> <li>● Exploring, Creating and composing</li> <li>● Rehearsing and Performance</li> </ul>	

Week 1

L.O- To Learn to sing and perform a song.

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I can use words like loud, quiet, spiky, smooth, fast and slow to describe music.
- I can repeat simple rhythms and melodies.
- When I sing and play instruments I show a good sense of pulse and rhythm.

**Listen and Appraise**

Your Imagination by Joanna Mangona and Pete Readman: Play the song. Move to the music or sit down to listen with closed eyes.

After listening, talk about the song and answer the questions together using the correct musical language.

Musicianship Activity **This Understanding Music activity includes:**

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

**Musical Activities (embed with increasing depth over time).**

- Warm-up Games (including vocal warm-ups) - Your Imagination
- Flexible Games (an optional extension activity)

**Singing**

Vocal warm-ups and Learn to Sing the Song:

- Learn to sing verse 1 and the chorus and perhaps verse 2
- The whole song - you decide

**Share and Perform**

- Performance - Your Imagination: Perform and share what has taken place in today's lesson - sing the song.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Week 2- Lesson 2

L.O- To learn to sing and play an instrument as a group.

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I can use words like loud, quiet, spiky, smooth, fast and slow to describe music.
- I sing in tune and I can pitch small intervals accurately.
- When I sing, I keep quite well in tune on easy songs

**Listen and Appraise**

Supercalifragilisticexpialidocious from Mary Poppins: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using the correct musical language.

Listen and Appraise - Your Imagination:: How are the songs different, how are they similar? What did you imagine?

Musicianship Activity **This Understanding Music activity includes:**

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

**Musical Activities**

Warm-up Games (including vocal warm-ups) - Your Imagination  
Flexible Games - Your Imagination:

**Sing**

Vocal warm-ups and Learn to Sing the Song: Continue to learn to sing the song.

**Play**

Play Your Instruments with the Song: All Learn to play the given parts for the coda section. Then decide who will sing and who will play.

**Share and Perform**

Your Imagination: Perform and share what has taken place in today's lesson.  
Sing and play instrumental parts in the coda section - split into 2 groups as some will sing and some will play.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

[Week 3-Lesson 3](#)**L.O- To be able to sing, play and improvise to the song Your Imagination.**

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I sing in tune and I can pitch small intervals accurately.
- When I sing, I keep quite well in tune on easy songs

**Listen and Appraise- [Pure Imagination Video](#)**

Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using the correct musical language. Listen and Appraise - Your Imagination (if you want to): How are the songs different, and how are they similar? What did you imagine?

[Musicianship Activity](#) **This Understanding Music activity includes:**

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

**Musical Activities**

a. Warm-up Games (including vocal warm-ups) - Your Imagination  
b. Flexible Games

**Singing**

Vocal warm-ups and Learn to Sing the Song - Your Imagination: Continue to sing the song.

**Play and improvise.**

Learn to play the instruments with the Song: Revisit your learning from the last step. Improvise with the Song: New Musical Activity: Clap and Improvise, Sing, Play and Improvise Include this new Musical Activity in the coda then decide who will sing and who will play.

**Share and Perform**

Your Imagination: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments in the coda section - split into 2 groups as some will sing and some will play.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Week 4- Lesson 4

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I sing in tune and I can pitch small intervals accurately.
- When I sing, I keep quite well in tune on easy songs

**Listen and Appraise Day Dream Believer video**

Listen and Appraise - Daydream Believer by The Monkees: Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using the correct musical language.

Musicianship Activity **This Understanding Music activity includes:**

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

**Musical Activities**

- Warm-up Games (including vocal warm-ups) - Your Imagination
- Flexible Games (an optional extension activity)

**Sing**

Vocal warm-ups and Learn to Sing the Song - Your Imagination: Sing the song.

**Play**

Play Your Instruments with the Song: Perhaps revisit your learning. Improvise with the Song: Revisit your learning and compose with the Song: Create your lyrics and/or a class melody to sing/play in the coda section.

**Share and Perform**

Your Imagination: Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) in the coda section - split into 2 groups as some will sing, some will play, some will sing and some will copy back.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Week 5 -Lesson 5

**L.O- To be able to sing, play, improvise, and compose along to the song ‘Your Imagination’.**

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I can repeat simple rhythms and melodies.
- When I sing and play instruments I show a good sense of pulse and rhythm.
- I can compose and improvise along with the song

### **Listen and Appraise**

Listen and Appraise - [Into the Woods Prologue- from 4 minutes 13 sec](#) (No need to play from the beginning- **Discuss from 4.13 sec to 9.00 minutes** ) Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using the correct musical language. Listen and Appraise - Your Imagination (if you want to): How are the songs different, and how are they similar? What did you imagine?

Musicianship Activity **This Understanding Music activity includes:**

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low

### **Musical Activities (Singing)**

Warm-up Games (including vocal warm-ups) - Your Imagination

Flexible Games (an optional extension activity)

Vocal warm-ups and Learn to Sing the Song - Your Imagination: Sing the song.

### **Play, Improvise, and Compose**

Play Your Instruments with the Song: Revisit this activity.

Improvise with the Song:

Compose with the Song

### **Share and Perform**

Performance - Your Imagination: Perform and share what has taken place in today's lesson. Choose what you perform today.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Week 6- Lesson 6

**L.O- To be able to sing, play, improvise, compose, and perform as a group.**

- I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)
- I can repeat simple rhythms and melodies.
- When I sing and play instruments I show a good sense of pulse and rhythm.
- I can compose and improvise along with the song and as a group.

### **Listen and Appraise**

Listen and Appraise - [A Whole New World from Aladdin](#): Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using the correct musical language. Listen and Appraise - Your Imagination (if you want to): How are the songs different, and how are they similar? What did you imagine?

Musicianship Activity **This Understanding Music activity includes (record for assessment purposes)**

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short

		<ul style="list-style-type: none"> <li>• Simple melodic patterns using high and low</li> </ul> <p><b>Musical Activities (Singing)</b>  a. Warm-up Games (including vocal warm-ups) - Your Imagination  b. Flexible Games (an optional extension activity).  c. Vocal warm-ups and Learn to Sing the Song - Your Imagination: Sing the song.</p> <p><b>Play, Improvise, and Compose</b>  Play your Instruments with the Song: Revisit this activity.  Improvise with the Song in groups  Compose the Song in groups</p> <p><b>End of unit Assessment <a href="#">Quiz</a></b>  <b>Perform and Share and learning- Record</b>  <a href="#">Year 1 assessments</a></p>	
	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
<p><b>Computing</b></p>	<p><a href="#">Unit 1.7 – Coding</a></p> <p>1</p> <ul style="list-style-type: none"> <li>• To understand what coding means in computing.</li> <li>• To create unambiguous instructions like those required by a computer.</li> <li>• To build one- and two-step instructions using the printable code cards.</li> <li>• Children can explain what coding means.</li> <li>• Children know that for the computer to make something happen, it needs to follow clear instructions.</li> </ul>	<p><b>Lesson Outline:</b></p>	<p>Introduce BeeBots to the children as an unplugged activity. Make a clear emphasis on the understanding of how it is following a set of code (instructions).</p>
	<p>2</p> <ul style="list-style-type: none"> <li>• To introduce 2Code.</li> <li>• To use the 2Code program to create a simple program.</li> <li>• Children can explain what a block of code is.</li> <li>• Children can read through combined blocks of code.</li> </ul>	<p><b>Lesson Outline:</b></p>	
	<p>3</p> <ul style="list-style-type: none"> <li>• To use Design Mode to add and change backgrounds and characters. They will use the Properties table to change the look of the objects.</li> <li>• To use the Properties table to change the look of the objects.</li> <li>• Children can make a background using Design Mode.</li> <li>• Children can add characters using Design Mode.</li> <li>• Children can use the drop-down menu to change backgrounds and characters.</li> </ul>	<p><b>Lesson Outline:</b></p>	

	<p>4</p> <ul style="list-style-type: none"> <li>• To design a scene for a program.</li> <li>• To use code blocks to make the characters move automatically when the green Play button is clicked.</li> <li>• To add an additional character who moves when clicked.</li> <li>• Children can design a simple program and then create the program using 2Code.</li> <li>• Children can write a program that controls how a character will move.</li> <li>• Children can make a character move when clicked.</li> </ul>	<p><b>Lesson Outline:</b></p>	
	<p>5</p> <ul style="list-style-type: none"> <li>• To explore the When Key and When Swiped commands (on tablets if available).</li> <li>• To use the Stop button to make characters stop when the background is clicked.</li> <li>• Children can program a character to move given a variety of input events.</li> </ul>	<p><b>Lesson Outline:</b></p>	
	<p>6</p> <ul style="list-style-type: none"> <li>• To explore a method to code interactivity between objects.</li> <li>• To use Collision Detection to make objects perform actions.</li> <li>• To use the sound property.</li> <li>• Children can use collision detection to make objects interact.</li> <li>• Children can program</li> </ul>	<p><b>Lesson Outline:</b></p>	