

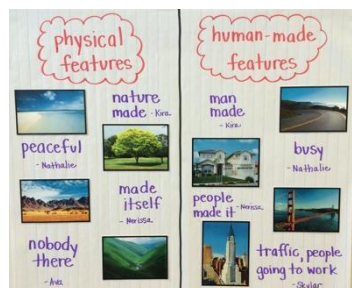


<p>What happened on your jungle adventure?</p> 	<p>Derry Hill C of E Primary School</p>	<p>Year 1: Term 5: Summer 2024</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key Skills and Knowledge</p>	<p>Learning Intention and Implementation</p>
<p>Science</p> <p>Plants</p> 	<p>Plant</p> <p>Tree</p> <p>Deciduous</p> <p>Evergreen</p> <p>Root</p> <p>Soil</p> <p>Seed</p> <p>Nutrients</p> <p>Flower</p> <p>Fruit</p> <p>Leaf</p> <p>Stem</p> <p>Bud</p> <p>Water</p> <p>Sunlight</p> <p>Space</p> <p>Time</p> <p>Seasonal Change</p>	<p><b>Key Skills:</b></p> <p>Grouping and classifying</p> <p>Ask questions to develop their scientific understanding</p> <p>Observe the natural world around them</p> <p>Use simple scientific language (including key vocab)</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p><b>Key Knowledge:</b></p>	<p><b>LI: I can ask simple questions and recognise that they can be answered in different ways</b></p> <p><b>Lesson 1:</b> We will explore the life cycle of a plant, thinking about what we already know as well as what plants need to survive. We will plant beans today, ready to track across the term.</p> <p><b>LI: I can talk about seasonal change and the impact this has on plants</b></p> <p><b>Lesson 2:</b> Re-cap what we know about seasonal change and how this affects plants/leaves across the seasons. We will then study and compare a variety of wildflowers, thinking about their properties and how they may be affected by the weather.</p> <p><b>LI: I can Identify and name a variety of deciduous and evergreen trees</b></p> <p><b>Lesson 3:</b> Today we will be looking at deciduous and evergreen trees. We will</p>

		<p>I know that a plant needs sunlight, water, nutrients/soil, space and time in order to grow</p> <p>I know that a flower consists of a root, a seed, a stem, a leaf, and a flower/bud.</p> <p>I know that a deciduous tree loses its leaves in the autumn, and they grow back in the spring.</p> <p>I know that an evergreen tree doesn't lose its leaves during seasonal change.</p> <p>I know that a deciduous and evergreen trees leaves are different depending on the type of tree.</p> <p>I know that plants grow in different areas across the world.</p> <p>I know that some plants have thin spine like leaves in order to retain more water and to protect themselves.</p> <p>I know that some plants have wide leaves in order for them to capture more sunlight.</p>	<p>look at a variety of common deciduous and evergreen trees, thinking about their properties and how we may determine whether or not they are evergreen or deciduous. We will play the evergreen game to help us remember that evergreen trees keep their leaves all year round and that deciduous trees lose them in the autumn before growing back during spring.</p> <p><b>LI: I can talk about seasonal change and the impact this has on plants</b></p> <p><b>Lesson 4:</b> We will discuss seasonal change today and what we know about this affecting plants. We will collect flowers outside using a colour chart to help us. We will think about what this might tell us about flowers and how this can help us determine in which season this flower is likely to grow.</p> <p><b>LI: I can gather and record information</b></p> <p><b>Lesson 5:</b> Today we will complete a plant diary using the beans we planted in lesson one. We will think about what has happened across the term to our plant and will record this. We will compare this to others in the class and consider why some of them may look different to others. We will think about what we could do differently next time in order to get different results.</p>
<b>Geography</b>	Human features	<b>Key Skills:</b>	<b>LI: I can recognise various human and physical features</b>



## Human/Physical features Maps (local and the world map)

### Physical features

Town  
Harbour  
City  
Road  
Village  
Factory  
Port  
Farm  
Shop  
House  
Forest  
Coast  
Beach  
Cliff  
Mountain  
Volcano  
River  
Valley  
Hill  
Weather  
World  
Countries  
Continents  
United Kingdom  
Europe  
Asia  
Africa  
South America  
North America

Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

Create a map including a key

Locate continents on a world map

### Key Knowledge:

I know that human features are made/put on earth by humans

I know that physical features are natural and would be here on earth even if humans were not

I know there are 7 continents

I know where the United Kingdom is on a world map

I know the names of all 7 continents

I know what a map/atlas is used for

I know the purpose of a key on a map

**Lesson 1:** Re-cap what we already know about human and physical features. We will then sort human and physical features in groups, considering how we know each picture is a human/physical feature and why. Finally, we will be sorting independently various human and physical features into a table and using our peers to check our understanding.

### LI: I can create a map with a key

**Lesson 2:** The imagination fairy has left us a letter and we need to create a map to direct everyone to the jungle (the forest garden), however on the way there are various human and physical features that the fairy does not recognise. Today we will make maps of the school in preparation for our hunt next week.

### LI: I can recognise and name human and physical features

**Lesson 3:** Today we will be going on a hunt to find all of the human/physical features the fairy is talking about. Then we will add these to our maps created last week.

### LI: I can recognise and name human and physical features

**Lesson 4:** Today we will be describing human and physical features. We will first identify lots of different human

	<p>Antarctica</p> <p>Oceania</p> <p>Map</p> <p>Key</p> <p>Atlas</p>		<p>and physical features before describing their properties.</p> <p><b>LI: I can locate the seven continents on a world map</b></p> <p><b>LI: I can identify and name a variety of common wild and garden plants (science link) using a world map</b></p> <p><b>Lesson 5:</b> Today we will re-cap all we know about the world and it's seven continents. We will locate these on a world map of our own and discuss their properties, including the weather. We will discuss how this might impact plants and in preparation for our next lesson will touch upon some plants that live in certain areas and why.</p> <p><b>Lesson 6:</b> Today we will locate plants from around the world on a world map. We will think about the seven continents on a world map and re-cap what we know about them. We will then use all our information about plants so far and how/what they need to survive to help us locate them on the world map.</p>
<b>Art</b>		<p><b>Key Skills:</b></p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>This term the children will draw flowers. They will then divide their drawings up into sections, creating a mosaic like pattern before colouring in. They will watch a tutorial and use pictures to help them create their drawing.</p>



Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

### Key Knowledge:

I know that I can use different materials to develop my ideas

I know that I can use pictures/video clips to support shape my ideas and express my creativity

I know that I can use pencils in different ways to create a different effect when drawing

They will also explore printing. The children will need to collect leaves, considering their different shapes and patterns and then will print using ink and paint to express their creativity.

The children will explore sketching pencils for the first time to draw some leaves as well as landscapes around the school. We will think about how changing the way we use a pencil can create a different effect on paper.

### PE



Single  
Range  
Backswing  
ready position  
follow through  
steady  
dropped

### Key Skills:

Develop fundamental movement skills to be able to react and move quickly and develop control with a ball, including catching, to prepare for activities and games using equipment.

Develop essential physical skills to be confident moving in different ways and develop control over single skills or movements. Broaden the range of skills learnt and link two or more movements together with some control and consistency.

Develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a

**This term the children will have In2Sports, focussing on the skill: ???**


**LI: I can move confidently in different ways**



**Lesson 1:** Today we will focus on rolling a ball to each other and against a wall, changing the size of the ball to increase difficulty.

**LI: I can perform a single skill or movement with some control.**

**Lesson 2:** We will introduce a bounce to last weeks session as well as attempting to catch the ball. We will introduce throwing and catching with one hand.

		<p>range of activities, individually and with others.</p> <p>Engage in activities in a range of increasingly challenging situations.</p> <p>Engage in competitive (both against self and against others) and cooperative physical activities.</p>	<p><b>LI: I can perform a small range of skills and link two movements together</b></p> <p><b>Lesson 3:</b> We will focus on rolling, throwing, catching and striking with one hand today. We will introduce a bounce once feeling confident.</p> <p><b>LI: I can perform a small range of skills and link two movements together</b></p> <p><b>Lesson 4:</b> Today we will introduce reactions. Our partner will drop a ball from a height, and we will need to try and catch it within two seconds, controlling our movement. We will increase difficulty by moving further away and decreasing the number of bounces allowed before catching.</p> <p><b>LI: I can perform a range of skills with some control and consistency</b></p> <p><b>Lesson 5:</b> Today we will introduce two balls as well as making these smaller. We will then attempt to catch them from a distance once our partner has dropped one, increasing our speed and accuracy throughout.</p> <p><b>LI: I can perform a sequence of movements with some changes in level, direction or speed</b></p> <p><b>Lesson 6:</b> Today we will continue to develop these skills, using two small balls. We will then attempt to catch them from a distance once our partner</p>
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			has dropped one, increasing our speed and accuracy throughout.
<p><b>Computing</b></p> 	<p>Keyboard</p> <p>Mouse</p> <p>Click and drag</p> <p>Music</p> <p>Rhythm</p> <p>Digital sounds</p> <p>Beat</p> <p>Pattern</p> <p>Shape</p> <p>Tempo</p> <p>Adjust</p> <p>Melody</p> <p>Song</p>	<p><b>Key Skills:</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p><b>Key Knowledge:</b></p> <p>I know that a keyboard contains letters</p> <p>I know the mouse helps me control things on the computer screen</p> <p>I know that I can use the click and drag method to help me create</p> <p>I know that I must ask a grown up before doing something new on the computer</p> <p>I know that I can create music on a computer using a simple program</p> <p>I understand the advantages and disadvantages of making music on a computer.</p>	<p>This term the children will be exploring music creation. We will listen to various pieces of music that have been created on a computer and then have a go at creating some ourselves.</p> <p>We will create a rhythm using a pattern of beats. We will create digital sounds using patterns and shapes. We will create a simple melody using patterns and adjust tempo.</p>

		I understand that different instruments make their own sound and that instruments can be divided into groups	
<p><b>PSHE</b></p> 	<p>Kindness</p> <p>Family</p> <p>Belong</p> <p>Similarities</p> <p>Differences</p> <p>Change</p> <p>Special</p> <p>Caring</p> <p>Lending</p> <p>Borrowing</p> <p>Sharing</p>	<p><b>Key skills:</b></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>Pupils can explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves.</p> <p>Pupils can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p>	<p>This term we will be thinking about kindness. We will discuss what this means and give examples of when we have been kind as well as future situations where it will be important to show kindness. We will also think about borrowing and sharing. We will role play different scenarios to strengthen our understanding of this and link sharing to the maths concept: money.</p> <p>We will also be focussing on families. We will think about our own family and what this looks like as well as how this is similar/different to others. We will talk about what it means to be a family and share stories of different families across the world. We will create booklets focussing of a special person to us.</p>
<p><b>Music</b></p> 	<p>Improvising</p> <p>Pitch</p> <p>Tempo</p> <p>Music</p> <p>Songs</p> <p>Emotions</p>	<p><b>Key Skills:</b></p> <p>Demonstrate an understanding and appropriate use of musical language</p>	<p>This term the children will have some fun with improvising. We will listen to and learn songs, experimenting with pitch and tempo with instruments and when singing.</p>



		<p>Demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b>Key Knowledge:</b></p> <p>I know that pitch means when a sound is higher or lower</p> <p>I know that tempo means the speed at which a piece of music is played</p> <p>I know that beat means the rhythm of the music</p>	<p>The children will learn to find and keep a steady beat as well as inventing different actions to move in time with the music. They will describe their thoughts and feelings when listening to music and will describe what they see in their imagination when listening to music.</p> <p>We will discuss what we like/don't like about certain pieces of music and will identify some instruments we can hear. We will think about tempo and pitch.</p>
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