



<p><b>What happened on your jungle adventure?</b></p> 	<p><b>Derry Hill C of E Primary School</b></p>	<p><b>Year 1: Term 5: Summer 2025</b></p>	
<p><b>National Curriculum Subject</b></p>	<p><b>Key Vocabulary</b></p>	<p><b>Key Skills and Knowledge</b></p>	<p><b>Learning Intention and Implementation</b></p>
<p><b>Science</b></p> <p><b>Plants</b></p> 	<p>Tree Flower Plant Grow Seed Root Petal Leaf Stem Dandelion Weed Wild Daisy Buttercup Seasons Deciduous Evergreen Bush Branch Fruit vegetable Farm</p>	<p><b>Enquiry Skills and Approach's:</b></p> <p>Grouping and classifying</p> <p>Asking questions to develop scientific understanding</p> <p>Use simple scientific language (including key vocab)</p> <p>Observe changes that occur over a period of time.</p> <p>Using observations, data and findings to name, label and organise items in a variety of ways.</p> <p>Using information, results and data to present findings, including oral and written explanations.</p> <p><b>Key Knowledge:</b></p> <p>I can Identify and name a variety of common wild and garden plants, including some evergreen and deciduous trees.</p>	<p>We will explore a range of plants, understanding that they come in many different sizes and colours. We will look at plants that grow all around the world, in different climates. We will make some predictions, looking at different seeds (noticing the similarities and differences between them) and thinking about how they will change. We will also be planting a variety of seeds to observe throughout the term.</p> <p>We will be looking at variety of real plants/flowers – identifying the roots, stems, leaves and flowers of each plant. Understanding that every plant has the same features. We will demonstrate our knowledge by labelling a plant</p> <p>We will begin to identify wildflowers, thinking about what this means and how we know if a flower is wild. We will go on a wild flower hunt outside. We will then sort and classify a variety of plants, explaining how we know that they are wild or not.</p>

	<p>Tractor Seedling Growth Adult plant Life cycle change</p>	<p>I can Identify and describe the basic structure of a variety of common flowering plants</p> <p>I understand how plants change over time.</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>We will learn about evergreen and deciduous trees, learning about the difference between them and what happens to them throughout the year (in each season). We will go outside and classify the different trees we have in our school grounds.</p> <p>We will learn about plants as food. Understanding how important plants are to us. Identify different fruit and vegetable plants and having a go at matching the seed to the fruit or vegetable.</p> <p>We will look at how much our plants, which we planted in week 1, have grown and draw and label our plants, thinking about any missing parts (not grown yet). We will learn about the stages a plant goes through when it grows and create our own life cycles of a plant.</p>
<p><b>Geography</b></p>	<p>Human features Physical features Town City Road Village Factory Port Farm Shop</p>	<p><b>Key Skills:</b></p> <p>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</p> <p>Use basic geographical vocabulary to refer to key human features, including city,</p>	<p>We will begin by learning about physical and human features; what the difference between the two is and identifying some. Firstly around the school area and then, using photographs, books and videos.</p> <p>We will bring some creativity into our learning and undertake some art work based around both physical and human features.</p>

	<p>House Forest Coast Beach Cliff Mountain Volcano River Valley Hill Weather World Countries Continents United Kingdom Europe Asia Africa South America North America Antarctica Australasia Map Key Atlas</p>	<p>town, village, factory, farm, house, office, port, harbour and shop</p> <p>Create a map including a key</p> <p>Locate continents on a world map</p> <p><b>Key Knowledge:</b></p> <p>I know that human features are made/put on earth by humans</p> <p>I know that physical features are natural and would be here on earth even if humans were not</p> <p>I know there are seven continents</p> <p>I know where the United Kingdom is on a world map</p> <p>I know the names of some of the continents</p> <p>I know what a map/atlas is used for</p> <p>I know the purpose of a key on a map</p>	<p>We will revisit maps, looking at variety of different maps and talking about why we need maps and what they are used for. We will identify the different human and physical features on a map, thinking about why they are there. We will create our own maps, beginning with a map of the classroom, then moving on to the playground and final having a go at making a simple map of Derry Hill village.</p> <p>We will revisit our learning about of the world and the 7 continents, we will undertake this through games and puzzles. We will link our geography learning to our science learning and find out about the climates in some of the continents, and how that affects the plants that grow there.</p>
<p><b>Art</b></p>	<p>Pencil Line Patter Texture Shade</p>	<p><b>Key Skills:</b></p> <p>To develop a wide range of art and design techniques in using pattern, texture, line, and shape</p>	<p>We will be combining our science learning with our art. Beginning by undertaking some observation drawing of plants. Before we begin our drawings we will focus on lines, and how we can</p>



Light  
Dark  
Observational Drawing  
Print  
Paint  
Ink

To use a range of materials creatively to design and make products

Use drawing and printing to develop and share their ideas, experiences and imagination

**Key Knowledge:**

I know that I can create different patterns and textures using line drawings.

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

use lines to create different shapes, textures and patterns. We will then move on to observational drawings of plants and trees.

We will then undertake some printing. Beginning by printing with various objects, such as Lego, and moving on to leaf printing. We will then print using tiles. First by making patterns in the polystyrene and then moving on to drawing leaf and flower images into the tiles. We will consider the different shapes and patterns and use ink and paint to express our creativity.

**PE**



ready position  
follow through  
catch  
throw  
roll  
push  
direction  
balance  
seated  
backwards  
control



**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.

We will be further developing our ball skills, through bouncing and catching, throwing and catching with one hand, and catching and striking. We will increase the difficulty by changing speed and distance, and decreasing the size of the balls used.

We will also spend time working on our balance through developing our co-ordination and control in many different ways.

		<p>Developing balance, in different ways, such as standing, sitting, and walking along a line.</p>	
<p><b>Computing</b></p> 	<p>Keyboard  Mouse  Click and drag  Music  Rhythm  Digital sounds  Beat  Pattern  Shape  Tempo  Adjust  Melody  Song</p>	<p><b>Key Skills:</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b>Key Knowledge:</b></p> <p>I know the mouse helps me control things on the computer screen</p> <p>I know that I can make changes where required.</p> <p>I know that I can create artwork on a computer using a simple program</p> <p>I know that I must ask a grown up before doing something new on the computer</p>	<p>This term the children will be exploring digital art, learning to use all the tools on a computer to add colour, change shape and size, and make changes easily if we make a mistake.</p>
<p><b>PSHE</b></p> 	<p>Kindness  Family  Belong  Similarities  Differences  Change  Special  Caring  Lending  Borrowing  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>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</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>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>Rhythm Tempo Dynamics Pitch Music Songs Emotions Percussion Body Percussion</p>	<p><b>Key Skills:</b></p> <p>Demonstrate an understanding and appropriate use of musical language</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>I know that dynamics means how loudly or softly a piece of music should be played.</p>	<p>We will be going on a jungle adventure in music this term. Making sounds of the jungle with body percussion and our voices, moving on to playing percussion instruments. We will be learning a new song and listening to music from The Jungle Book.</p>
<p><b>R.E</b></p>	<p>Judaism Shabbat The Torah Synagogue</p>	<p><b>Key Skills/Critical Thinking</b></p> <p>I can recognise religious symbols, and other verbal and visual forms of religious expression</p>	<p>We will begin by learning about Jewish people and their faith. We will then compare that to the Christian faith, particularly focusing on the similarities.</p>



Challah Bread  
Candle  
Sabbath  
Blessings  
Prayers  
Holy  
Jewish  
Kiddish Cup

I can identify how religion is expressed in different ways.

I can begin to show awareness of similarities in religions.

**Key Knowledge**

I know the names for things that are special to Jewish people during Shabbat and explain why.

I know what foods Jewish children eat during Shabbat, and why.

I know Jewish children go the synagogue and worship God.

I know that during Shabbat there is no work or school.

I know that reading the Torah is important to Jewish people.

**Personal Development**

I can talk about my own experiences of celebrations and traditions.

We will learn about Shabbat; what happens during Shabbat and why. We will think about children during Shabbat, what they have to do before and during Shabbat and how that might make them feel.

We will use stories, images, videos, art and drama within our learning, and we may even have our own Shabbat meal.