

## Context for Learning Topic Web

Include: Launch activity / Lead subject – main learning points / Subsidiary (linked) subjects – main learning points / Links to English and (if applicable) Maths

### Literacy

- **Main outcome – Write simple non-fiction texts**
- **Phonics 4,5,6 (group dependant)**

#### SPAG

- Sentence Structure – Use interesting and relevant adjectives & adverbs in sentences
- Punctuation – Use question marks (?) and exclamation marks appropriately (!)
- Handwriting – Writing letters/words correctly from similar families (formed similarly)

#### Reading

- Listen to a range of texts, discussing books, listening to traditional tales, and reading with fluency
- Learn a poem by heart
- Use the school library
- Use other words than 'went'

#### Writing

- Write simple diaries (recounts) instructions, poetry-nonfiction writing. Write so others can understand the meaning of sentences
- Sequencing sentences to form short narratives
- Re-reading work to check it makes sense

### History

- Understanding ways to find out about the past and ways it is represented
- Using correct terms when discussing the past e.g. yesterday, old, nowadays, past
- Identify on a timeline when things were invented
- Identify a few similarities / differences & changes between early & modern transport
- Consider reasons why specific inventors were important
- Understand how the changes in transport have impacted on modern life

### P.E

- **Games – Acquiring & Developing new skills**
- Move fluently, changing direction and speed easily and avoiding collisions
- Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking
- Understand the concept of tracking, and get in line with the ball to receive it
- **Selecting & applying skills**
- Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming
- Use skills in a different ways in different games, and try to win by changing the way they use skills in response to their opponents actions

### Computing

- **We are TV chefs – Filming the steps of a recipe**
- Break down a process into simple, clear steps, as in an algorithm
- Use different features of a video camera
- Use a video camera to capture moving images
- Develop collaboration skills
- Discuss work and think about how it could be improved

### Creative Development

- Art
- Use ideas as the inspiration for other works (illustrators)
- Share ideas using drawing and painting
- Explore painting, and collage techniques, using pattern
- DT
- Practice constructing, gluing and strengthening products
- Design a product with a purpose (Hansel and Gretel house)
- Cut materials safely

### Knowledge and Understanding (Science, Geography)

- **Plants**
- **Identify and name a variety of common wild and garden plants, including deciduous & evergreen trees**
- **Identify & describe the basic structure of a variety of common flowering plants including trees**
- **SRE**
- **Understand how to be a good friend**
- **Understand how to have a positive relationship**
- **Understand how to stop germs spreading**
- **Know when it is appropriate to kiss and cuddle**
- **Geography**
- **Locate the countries on a world map where fairy tales originated**
- **Identify how transport influenced modern day world travel**

## Year 1 Summer 1 Fairy tales

### French

- Attempt greetings in French
- Count to 1-10 in French



### Mathematics

- **Number – Place value (Week 1-3)**
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers from 1-100 in numerals and words
- Identify and represent numbers using objects and pictorial representations including a number line, and use the language of: equal to, more than, less than, most, least
- Given a number, identify one more and one less
- **Number – Addition and subtraction (Week 4-6)**
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one digit and two digit numbers to 100, including zero
- Add and subtract numbers using concrete objects, pictorial representations, and mentally including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers
- Read, Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

### R.E

- **Judaism**
- **Is Shabbat important to Jewish children?**
- Use the right names for things that are special to Jewish people during Shabbat
- Start to make connections between being Jewish and decisions about behaviour
- Talk about some of the things that Jewish people do to celebrate Shabbat
- Start to explain how certain beliefs affect decision making
- Start to explain why Shabbat is important to Jewish children
- Explain how being a member of a religion influences peoples behaviour

### Music

- Samba – Brazil rhythms- music from around the world, pulse, rhythm and percussion

## Creative Development (DT & Art)

- Take inspiration from design throughout history
- Design purposeful, functional and appealing products
- Explore & use mechanisms
- **Food**
- Understand where food comes from
- Prepare dishes using principles of a healthy diet
- Select from and use a range of tools and materials
- Use a range of materials creatively – pencil, observational drawing collage
- **DT – Textiles**
- Colour and decorate textiles using a number of techniques (such as dying and adding print)
- **Art – Sculpture**
- Use a wide range of materials creatively to make a product – clay
- Use drawings, paintings and sculpture to develop ideas & imagination
- Understand the work of an artist

## Mathematics 2

- **Measurement – Money (Week 7-8)**
- Recognise and know the value of different denominations of coins and notes
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
- **Measurement – Weight & volume (Week 9-10)**
- Compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Measure and begin to record mass/weight, capacity and volume
- **Consolidation (Week 11-12)**

## P.E

- Recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents
- **Understanding of fitness and health**
- Describe what it feels like when they breathe faster during exercise
- Explain why running and playing games is good for them
- **Evaluating performance**
- Watch others' movements carefully
- Describe what they have done or seen others doing
- Copy what they see and say why it is good

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### Writing

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## Computing

- **We are treasure hunters – Using programmable toys**
- Understand that a programmable toy can be controlled by Inputting a sequence of instructions
- Develop and record sequences of instructions as an algorithm
- Program the toy to follow their algorithm
- Debug their programs
- Predict how their programs will work

## French

- Attempt greetings in French
- Count to 1-10 in French

## Music

- **ZOO TIME**- 6 week project ending in performance- singing, games, listening and appraising

# Year 1 Summer 2 - Nature



## Knowledge and Understanding (Science)

- **Plants**
- Identify and name a variety of common wild and garden plants, including deciduous & evergreen trees
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- **SRE**
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- Understand how to have a positive relationship
- Understand how to stop germs spreading
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## History

- Understanding ways to find out about the past and ways it is represented
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- Consider reasons why specific inventors were important
- Understand how the changes in transport have impacted on modern life

## RE

- **Judaism**
- **Judaism – Does celebrating Chanukah make Jewish children feel closer to God?**
- Recognise some of the symbols used at Chanukah
- Talk about how a Jewish child might feel about taking part in a Chanukah activity
- Say what some Chanukah symbols mean
- Begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to god
- Start to describe some of the ways in which Jewish children feel close to God during Chanukah
- Explain why some Chanukah activities would help a Jewish child feel closer to God than other activities