



# Wildlife Garden

## Year 1

### Summer 2



#### Wildlife Garden

##### Science

WS skills and revision

(Seasonal changes)

##### History

Changes over time

##### Geography

Local environment study

##### Art and Design

Observational drawing

##### PE

Athletics

##### Music

Your imagination

##### RE

Judaism: Rosh Hashanah and Yom Kippur

##### Computing

Handling Data: Counting my information/present my weather information

##### PSHE

Changing Me

[Science](#)

<b>Continuation of units, working scientifically skills and revision</b>	<b>Term: 6</b>	<b>Year: 1/2</b>
<b>Unit Learning</b>		
<b>NC Objective – Coverage Working Scientifically skills.</b>		<b>Vocabulary</b>
Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment ☒ performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.	During Summer 2 year groups will be continuing any of their units that are unfinished. If all are complete then they will focus on the working scientifically skills and complete work linked to those.	See previous units.

## History

Changes over time	Topic: Wildlife Garden	Term: Summer 2	Year: 1
<p><b>Foundations of previous learning:</b>            Vocabulary associated with the passing of time            An early understanding of how to use different sources to answer simple questions about the past.            An understanding of sequencing events/photos/people</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To know significant historical events, people and places in their own locality	<p><b><u>Chronological understanding</u></b>            Sequence some events or 2 related objects in order.            Uses words and phrases: old, new, young, days and months.            Remembers parts of stories and memories about the past.</p> <p><b><u>Knowledge and understanding</u></b>            Tell the difference between past and present in own and other people's lives.</p> <p><b><u>Historical interpretation</u></b>            Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p><b><u>Historical enquiry</u></b>            Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p>	<p>To understand that the local area has changed over time            To interview others about changes over time            To ask and answer questions about the past            To use the language associated with changes over time            To listen to remember parts of stories from memories about the past            To know Prince Charles visited Hemlington Lake.            To explain to other about changes in the past in the local area</p>	Changes Local area Over time Locality Lake Prince Charles Historical Memories Past Recount Old New Young Day and months Years Past Present Sources
	Assessment of Skills	Assessment of Knowledge	
	<p>I can find answers to simple questions about the past from sources of information.</p> <p>I can show my knowledge and understanding of the past in different ways (role play, drawing, verbally, writing).</p>	<p>Can you ask others questions about the past?            Can you use this information to explain changes over time?            Can you find information for the past using a range or resources?</p>	

## Geography

The Local Environment – A Study		Topic: Wild Life Garden	Term: Summer 2	Year: 1
<p><b>Foundations of previous learning:</b>            Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.            Year1: children should know the countries that make up the UK as this has linked to Dinosaurs and An Island Home. Their vocabulary will have been further developed through An island Home with children being very confident with vocabulary relating to coast lines. Through looking at coastal regions relating to fossils the children have compared their local environment to one other place and identified similarities and differences. The children have developed their use of simple locational language by using maps included in the stories of Katie Morag and other related resources. Children have developed their map work by drawing simple maps during the Animals Around the World Topic. They have also been able to explain what changes are taking place in the local environment by linking their work to habitats and changes in the physical school grounds.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p><b>Human and physical geography</b>            To use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b>            To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p><b>Knowledge &amp; Understanding</b>            Explain what changes are taking place in the local environment.            Ask and respond to questions about places/environment.            Use the correct terms for simple geographical features in the local environment.</p> <p><b>Practical</b>            Draw a simple map, labelling particular features.            Name, describe and group features of the home/school environment from first hand observation, responding to simple questions.            Use basic geographical vocabulary to name physical and human features of familiar places.            Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the fieldwork.</p>	<p>To use a map and key to locate things in the local area            To explain changes in the local area            To ask and answer questions about the local area            To use the correct geographical vocabulary            To use compass directions to locate features on a map</p>	<p>Landmarks            Map            Atlas            Globe            Front behind            Next to far away            Near to            Geographical features            Location            Similarities            Differences            Local environment            Compass directions            North            South            East            West            Changes            Over time            Geographical Environment</p>	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>Draw a simple map (e.g. of an imaginary place from a story), labelling particular features.            Explain what changes are taking place in the local environment.</p>	<p>Can you use a map to find different features?            Can you use a key on a map to find different features?            Can you explain changes that have happened in the local are over time?            Can you use the correct geographical vocabulary to explain locations on a map?            Can you use a map/atlas to locate geographical features/landmarks?</p>		

## Art and Design

Observational Drawing		Topic: Wildlife Garden	Term: Summer 2	Year 1
<b>Foundations of previous learning:</b> Children will have safely used and explored a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Begin to collect ideas in sketch books Work from observations and known objects. Use thick felt-tip pens/chalks/charcoal/wax crayon/pastel Recognise and name primary and secondary colours Share colour charts to compare variations of the same colour Investigate a range of textures through rubbings Finger print, sponge print and block print to form patterns, experiment with amounts of paint and develop control.	To use sketch books to create some observational drawings To use lines and colour to create the desired effect To mix colours to get the desired colour To blend colours together To investigate a range of textures through rubbings To understand the importance of texture To be able to describe different textures To use rubbings to create a piece of art work	Blend Mix Observational Effect Chalks Pastels Crayons Line Form Space Pattern Colour Sketch Texture Rubbings Texture Patterns	
	Assessment of Skills	Assessment of Knowledge		
	Develop collages based on simple drawing, using papers and other materials. Investigate a range of textures through rubbings	Can you do an observational drawing? Can you add detail to your observational drawing? Can you mix colours to match those observed? Can you blend colours together? Can you use a range of rubbings to create a piece of art work? What is the texture like? How would you describe this texture?		

Physical Education

<b>Athletics</b>		<b>Term: Summer 2</b>	<b>Year: 1</b>
<p><b>Foundations of previous learning:</b>  <b>ELGS that feed into PE:</b>            Physical Development: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.            Physical Development - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.            Expressive arts and design: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>	<b>Vocabulary</b>	
<p>To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform simple movement patterns.</p>	<p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling.            Take part in activities and work with others to complete a task.            Demonstrate the five basic jumps on their own, e.g a series of hops, and in combination, e.g hop, one two, two two, showing control at take-off and landing.            Run continuously for about one minute and, when required, show the difference between running at speed and jogging.            Throw with increasing accuracy and co-ordination into targets set at different distances.            Use different techniques, speed and effort to meet challenges set for running, jumping and throwing.            Describe what happens to their heart, breathing and temperature during different types of athletic activity.            Identify and describe different running, jumping and throwing actions.            Explain what is successful and what they have to do to perform better.            To identify and show their understanding.            To perform as an individual and as part of a team.</p>	<p>Jump            Athletic            Stretch            Climb            Run            Balance            Speed            Jog            Technique            Effort            Challenge</p>	
	<b>Assessment</b>		
	<p>Control speed of running, strength of throws and jumping technique in athletics.</p>		

## Music

Your Imagination		Year: 1	Summer 1
<p><b>Foundations of previous learning:</b> The children are able to find the pulse by copying an adult. The children know the very basic style indicators of Latin music and understand how pulse, rhythm and pitch work together.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Performing (singing/playing):</b> To be able to sing simple songs, speak chants and rhymes. I can sing and share them with others. I can sing in a variety of different styles.</p> <p>To begin to find the pulse by copying an adult.</p> <p><b>Improvising and composing:</b> To explore and create simple musical sounds using instruments and voices. To create own lyrics</p> <p><b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song.</p>	<p>To begin to recognise the very basic style indicators for different styles of music.</p> <p>To begin to name and recognise common instruments in songs. (Such as drums, piano, guitar).</p>	<p>Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap Flim Music</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I am able to sing simple songs, speak chants and rhymes. I can sing and perform for others. I can sing in a variety of different styles.</p> <p>I am beginning to find the pulse by copying an adult.</p> <p style="background-color: yellow;">I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices.</p> <p style="background-color: yellow;">I can create my own lyrics.</p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>I know the basic style indicators for different styles of music I know and understand basic musical language I am beginning to understand how pulse, rhythm and pitch work together.</p>	

Religious Education

Judaism: Rosh Hashanah and Yom Kippur		Year: 1	Term: Summer 2
<b>Foundations of previous learning:</b> Not previously taught – see EYFS			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>Is Rosh Hashanah and Yom Kippur important to Jewish children?</b> <ul style="list-style-type: none"> <li>To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</li> </ul>	<b>Thinking about religion and belief</b> Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs <b>Enquiring, investigating and interpreting</b> Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression <b>Beliefs and teachings (what people believe)</b> Recount outlines of some religious stories <b>Practices and lifestyles (what people do)</b> Recognise features of religious life and practice <b>Expression and language (How people express themselves)</b> Recognise some religious symbols and words <b>Identity and experience (Making sense of who we are)</b> Identify aspects of own experience and feelings, in religious material studied <b>Meaning and purpose (Making sense of life)</b> Identify things they find interesting or puzzling, in religious materials studied <b>Values and commitments (Making sense of right and wrong)</b> Identify what is of value and concern to themselves, in religious material studied	To understand the purpose of saying sorry and how this makes people feel. To understand what forgiveness means. To understand the role of a Rabbi. To know that Rosh Hashanah is Jewish new year. To know what the family meal consists of on Rosh Hashanah. To understand the symbolism behind the Challah bread and apple dipped in honey. To know that Jewish people have 10 days of repentance to say sorry, between Rosh Hashanah and Yom Kippur. To understand the rituals during the 10 days repentance. To know that the shofar is blown to mark the end of Yom Kippur. To understand that Jews believe they can become a better person with God’s help. To know how Rabbi Salanter’s message can help people develop perseverance.	Rosh Hashannah Yom Kippur Jewish Religious celebration Festival Belief Story Rabbi Salanter Shofar Forgiveness Reflection Sorry Synagogue Pray God Challah bread
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can say how it feels to say sorry and what I have said sorry for. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.	I can tell you something that either Rosh Hashanah or Yom Kippur is about.	



## Computing

Counting my Information/ Present My Weather Information		Topic: Handling Data	Year: 1	Term: Summer 2	
<b>Foundations of previous learning:</b> Children from EYFS are be able to... <ul style="list-style-type: none"> <li>tell you about different kinds of information such as pictures, video, text and sound.</li> </ul>					
<b>Unit Learning</b>					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
To use technology purposefully to create, organise, store, manipulate and retrieve digital content  To recognise common uses of information technology beyond school	<p><b>Basic Skills</b>            Use passcode on a tablet and log in on laptop/PC.            Use home button on a tablet.</p> <p><b>Basic use of devices</b>            Develop coordination and motor skills in operation a mouse or roller pad on a laptop or PC.            Open a document or other file on a laptop or PC.            Open appropriate App or Home screen link on a tablet.            Take a photo and open camera roll on a tablet.            Follow a hyperlinked image to a website using a laptop or PC.</p> <p><b>Keyboard</b>            Use keyboard to find the letters of your name or basic spellings. (Encourage use of left and right hands.)            Use uppercase key for a capital letter.            Use space bar between words.</p> <p><b>Information Technology:</b>            Solve a problem using ICT.            Discuss and share how and when they use ICT in everyday life.            Put data into a program.            Identify different devices that can go online.            To organise, store and retrieve digital content</p>	<p><b>Counting my Information</b>            To talk to you about the different ways in which information can be shown.            To add information to a pictograph and talk to you about what I have found out.            To sort different kinds of information and present it to others.            To use technology to collect information, including photos, video and sound.</p> <p><b>Present My Weather Information</b>  <b>Handling Data</b>            To add information to a pictograph and talk about what I have found out.            To present data in a digital format.  <b>Multimedia</b> (llnked)            To be creative with different technology tools.            To save information in a special place and retrieve it again.</p>	Collect Data Found out Pictograph Questions Record Sort Venn diagram		
	<b>Assessment of Skills/Assessment of Knowledge</b>				
		<p><b>Counting my Information</b>  <b>Can you create a pictograph from information provided and understand what it represents?</b>            Can you sort pictures into groups and be able to discuss them?</p> <p><b>Present My Weather Information</b>            Can you use the viewfinder and LCD screen to find my subject and take a photograph with support?            Can you locate the images stored on the pc?            Can you add a title to your pictograph using the keyboard?            Can you open a file and add weather for the day?  <b>Can you change the size and orientation of an image?</b></p>			

**PSHE**

Changing me		Jigsaw	Year: 1	Term: Summer 2
<p><b>Foundations of previous learning:</b>  <b>ELGS that feed into PSHE:</b>            Understanding the World: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.            Personal, Social, Emotional Development: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.            Personal, Social, Emotional Development: 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. 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.            Personal, Social, Emotional Development: Children play cooperatively, taking turns with other. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.            Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.            Communication and Language: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>				
<b>Unit Learning</b>				
Themes (Puzzle pieces)		Outcomes	Vocabulary	
Life cycles Changing me My changing body Boys and girls bodies Learning and growing Coping with changes		I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private I understand that every time I learn something new I change a little bit I enjoy learning new things I can tell you about changes that have happened in my life I know some ways to cope with changes	Self-belief Incredible Proud Appreciate Changes Life cycle Mature Male Female Vagina Penis Testicles	
		Assessment		
		I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina  I respect my body and understand which parts are private		