

Topic Overview Year One Summer Term 2022

Green Fingers and Sandy Toes

Purpose and Aims

- Children will develop an understanding of human and animal life in different localities.
- Children will ask questions and suggest and find the answers through exploration, research and teaching input.

Oracy Outcomes:

- Suggest words or phrases appropriate to the topic being discussed;
- When retelling, ensure stories have a setting, plot and a sequence.
- Recount experiences with interesting detail.
- Take turns when working with others.
- Speak in a way that is easy and clear to understand
- Use eye contact

Writing opportunities

- Recount, poem, lists, instructions, labels, stories, postcards, leaflets, posters, fact-file

Sequence of learning

- Exploring plants and animals in the local area
- Exploring the sea and related features and issues

English/Text type/writing outcomes

List of features they saw on their walk;
Worm Facts
Label parts of a plant
Instruction writing about planting seeds;
Jack and the Jellybean Stalk sentence stacking.
(3 weeks)

Day 1 – Local Area Walk (28th April)

1. Learn about their own locality and draw maps
2. Look at maps of the local area
3. Investigating worms
4. Name common plants and trees in the area
5. Plant some seeds, discuss and observe growth.
6. Search for mini-beasts
7. Study the work of Yvonne Coomber

Trips/visitors

Local area walk (28th April)
Worms at Work (26th April)

NC requirements

Science:

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common animals
Describe and compare the structure of a variety of common animals.

	8. Digital photos		<p>Geography: 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; Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Art: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, craft makers and designers</p>
<p>Recount about the trip Sentence stacking Poems Sea themed stories to share at story-time or use for sentence stacking:</p> <p>Captain Green and the Plastic Scene Sally and the Limpet Tiddler Sharing a Shell Snail and the Whale Rainbow Fish</p>	<p>Bristol Aquarium Visit (Mon 16th May)</p> <ol style="list-style-type: none"> 1. Sea creature facts 2. Stories about sea-life 3. Learn songs about the sea 4. Create sea-life setting (DT) 5. Sea pollution 6. Create sea pollution news report using iPads and props 7. Make sea-life biscuits 8. Digital Art and photos/videos 	Visit to Bristol Aquarium	<p>Science: identify and name a variety of common animals including fish, identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals</p> <p>DT: design purposeful, functional, appealing products for themselves and other users based on design criteria</p>

<p>Dolphin Boy Commotion in the Ocean The Lighthouse Keeper's Lunch</p>			<p>select from and use a range of tools and equipment select from and use a wide range of materials</p> <p>Computing: create and debug simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private;</p>
<p>Instruction writing Sentence stacking about seaside stories Posters Leaflets Labelling The Lighthouse Keeper's Lunch</p>	<p>2nd hook- Seaside Day in School OR Trip to the seaside (Weds 22nd June)</p> <ol style="list-style-type: none"> 1. Look at maps, pictures and video clips of seaside towns nowadays. Make beach huts, pebble decorating, shell drawings, make ice-lollies. 2. Features of seaside holidays in the past (Victorian): transport (Brunel) clothing, entertainment, food. Make puppets and bathing machines 3. Investigate materials used for spades, buckets, clothing etc 4. Safety at sea: Lighthouses, shipwrecks, Grace Darling, Lifeboats, RNLI fundraising event. 5. Weather and safety in the sun and water. 	<p>Visit to the seaside?</p>	<p>Science: distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.</p> <p>Art: 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;</p>

			<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; 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>
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