

The Big Question: How have holidays changed?		Main Subject Focus: Geography		Year Group: 1	Term: Summer 2
Science: Area of Study	Geography: Area of Study	History: Area of Study	Computing: Area of Study	RE: Area of Study	Writing Opportunities: Genres
Earth and Space Observe changes across the four seasons.	Place Knowledge I understand Geographical similarities and differences through studying human and physical geography of a small contrasting European country Human and physical geography I can identify seasonal and daily weather patterns in the U.K –throughout year/season changes. The location of hot areas of the world. Use basic geographical vocabulary to refer to key physical features Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather. Human features; city, town, village, farm, house, office, harbour, shop. I know which clothes I would wear in hot places. I know how the weather changes throughout the year and name the seasons	Local and national History I know what life might have been like in Britain for my grandparents. Historical Concepts and abstract terms. I can describe the changes over the last 100 years in one area including technology, transport or healthcare. Historical Enquiry I can ask and answer questions verbally about old objects. I can use pictures or photographs to help me identify something about the past.	Digital Literacy: Excel I can collect simple data. I can present data in a simple chart and pictogram. Information Technology I can retrieve digital content from an iPad or on a laptop including use of teams in Microsoft office 365	Know and Understand Religious and World Views Suggest a meaning for a symbol, song or artefact from Judaism. Recall and name key objects from a synagogue. Ask questions about what happens and why in holy buildings. (synagogue.)	Postcards Story writing – Flotsam Information Leaflets – seasons.
		Novel/Books: Flotsam Visit/Enrichment Experience: Making Clay Seaside tile with Ceramist.			Reflect Ed Apply reflections into other subjects.

RSHE Area of Study	Art: Area of Study	PE: Area of Study	DT: Area of Study	Music: Area of Study	Reading Opportunities
<p>Relationships That family is one of the groups they belong to, as well as, for example school, friends, clubs About the different people in their family/those that love and care for them What their family members, or people that are special to them, do to make them feel loved and cared for How families are all different but share common features – what is the same and different about them About different features of family life, including what families do/enjoy together That it is important to tell someone if something about their family make them feel unhappy or worried How people grow and change and how people’s needs change as they grow from young to old Know how to manage change when moving to a new class/year group.</p>	<p>Drawing I can draw seaside buildings on a postcard from first-hand experiences.</p> <p>Painting I can experiment with water colours to create a postcard.</p> <p>Sculpture I can roll clay to make a tile and pinch and pull clay to add seaside objects (shells/creatures) to my tile.</p> <p>I can use recycled boxes and experiment with form and function to make Beach Huts.</p>	<p>Athletics I can copy actions. I can repeat actions. I can move with control and care. I can use equipment safely. I can stop safely.</p> <p>Games I can throw underarm. I can move and stop safely. I can throw in different ways.</p>	<p>I make a simple plan before making. I use my own ideas to make something. I can join 2 materials using a running stitch I can say something that I like about my product and something I would improve. I explain why I have chosen specific textiles</p>	<p>History of Music I can listen to popular songs about summer and make comments on the mood. I can listen to Four Seasons by Vivaldi and make comments on speed and volume.</p> <p>Evaluation I can say whether I like or dislike songs about the seasons. I can explain how songs about summer make me feel.</p> <p>Performance I can copy a pitch that is sung to me. I can use my voice to speak, chant and sing. I can follow instructions about when to play and when to sing.</p>	<p>Books based around the topic, borrowed from the ELS, eg: story books, non-fiction/fiction books.</p>