

# REDESDALE PRIMARY SCHOOL

CURRICULUM PLANNING WEB

Y1 SUMMER



## LEARNING HOOK

Train to the Seaside - What can we find?

## THE SEASIDE



### SCIENCE

Investigate what plants need in order to grow and survive, name and describe the parts of plants including trees. Name and describe different common plants and trees.

Seasonal Change

Observe changes across the four seasons.

Observe and describe weather associated with the seasons.

### COMPUTING

Exploring Digital Art. Creating Art using computer software.

Programming and Direction.

Understand and use algorithms.

### PSHE

Relationships and Changes

### PE

To develop basic movements, balance and co-ordination.

To participate in football training developing teamwork and simple attacking and defending tactics.

### FRENCH

Alphabet

Revise numbers, colours, and classroom commands. Learn topic related words, sing songs and read the story 'L'ho pain d'epice.' (Gingerbread man)

### RE

- Introduction to the Bible through stories.
- Teaching through stories.

### MUSIC

Round and Round and Reflect, Rewind and Replay.

Looking at different styles of music from different countries and cultures.

### HISTORY

Identify how the seaside has changed over time, comparing how people dress, activities they participate in and how they travel to their holiday destinations.

Investigate the life of Grace Darling.

Discover the lives of real life pirates including Blackbeard and Anne Bonny.

### DESIGN TECHNOLOGY

Explore, design and make Seaside related crafts including clay fossils and shells and sand art bottles. Investigate, design and create sea creatures using a variety of materials. Make paper cup models of St. Mary's Lighthouse following our visit.

### ART

Researching and reproducing Seaside artwork including the work of LS Lowry, Thomas Moran and Paul Klee using a variety of media. Participate in a sand art activity during the visit to St. Mary's Lighthouse.

### GEOGRAPHY

Explore the coastal environment and compare to that of a city and town. Identify key characteristics of the seaside exploring natural and man-made features. Investigate various seaside locations in the UK including a visit to St. Mary's Lighthouse, Whitley Bay. Use positional language to identify seaside towns. Compare the UK seaside to that of Bondi Beach, Australia.

## SCIENCE

### Plants

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.

### Seasonal Change

Observe changes across the four seasons.  
Observe and describe weather associated with the seasons and how day length varies

## HISTORY

Develop an awareness of changes within living memory. Acknowledge the lives of significant individuals in the past and identify where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

## GEOGRAPHY

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  
Comprehend basic geographical vocabulary. Employ simple compass directions and locational and directional language to describe locations on a map. Use simple fieldwork and observational skills.

## DESIGN TECHNOLOGY

Use a range of materials creatively to design and make products  
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

## COMPUTING

Use technology purposefully to create, organise, store, manipulate and retrieve digital content  
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

## 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  
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.

## MUSIC

Use their voices expressively and creatively by singing songs and speaking chants and rhymes  
Play untuned instruments musically  
Listen with concentration and understanding to a range of high-quality live and recorded music  
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## FRENCH

Alphabet  
Revise numbers, colours, and classroom commands.  
Learn topic related words, sing songs and read the story 'L'homme en pain d'épice.'  
(Gingerbread man)

## PE

Master basic movements including running as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.  
Participate in team games, developing simple tactics for attacking and defending

## PSHE

Growing and changing.  
Independence/  
understanding the changes.  
Relationships and responsibility. Exercise, hygiene and healthy eating.