



<p>Topic Name – Seasons Disposition Developing Contemplation: Being Curious and Valuing Knowledge.</p>	<p>Curriculum Coverage Science Topic Purpose – Observe and talk about the changes in the weather and the season so this encourages curiosity and asking questions about what they notice. They should answer their own scientific enquiry by answering questions which should include observing changes over a period of</p>	<p>Year Group - Year 1 Summer 1 Topic Purpose Question – Why are the days shorter in the Autumn and longer in the Summer?</p>	<p>Class Novel: Fantastic Mr Fox Purpose- Reading a novel by a classic author to extend vocabulary.</p>
<p>Links to previous topics. EYFS Weather</p> <p>Links to future topics. Year 1 To the Moon and Back Year 2 Explores Year 4 Mountain and Rivers Year 5 Space Year 5 Amazon Rainforest</p>	<p>Science Seasonal changes Pupils should observe and talk about changes in the weather and the seasons. Pupils might work scientifically by making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p> <p>Observe changes across the four seasons. Activity: Explore suitcases packed with clothes for different seasons. Match the suitcase to the season and suggest other things to include in each case.</p>		<p>Geography Physical Features Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Activities: Lesson One: Weather watcher (Curriculum Maestro) Lesson Two: Extreme weather (Curriculum Maestro) Lesson Three: The equator (Curriculum Maestro)</p>
<p>Engage Stage</p> <p>Take a nature’s treasures walk to search for seasonal signs. Ask children to make observations of trees, responding to questions such as ‘Can you see leaves? What colour are they?’ Investigate what the weather is like, looking upwards to the clouds to look at their shapes, sizes and colours. (Link back to Woodlands).</p> <p>Collect items to talk about back in the classroom, such as buds, dried leaves, wildflowers, sticks, leaf litter, acorns, pine cones and other natural objects.</p>	<p>Observe and describe weather associated with the seasons and how day length varies. Activity: Discuss the rotation of earth and how it affects day length. Purpose Question: Why can I play outside in the summer till 7 but in the Winter I have to go straight in the house?</p> <p>Everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Activity: Look at suitable materials for clothing in different seasons. Purpose question: Why do we choose certain clothing for different seasons?</p> <p>Key Vocabulary: weather, season, autumn, winter, summer, spring, change,seasonal</p>		<p>Locational Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Lesson Four: Locating the Poles (Curriculum Maestro)</p> <p>Key Vocabulary: Climate., Equator, Environment, Atlas, Globe, Poles, Season, Weather</p>
<p>DT Structure – Free-standing windmill – see Kapow planning.</p> <p>Making a windmill with some set design criteria.</p> <p>Skill: Free standing robust shelter.</p> <p>Key Vocabulary: Client, Design, Evaluation, Net, Stable, Strong, Test, Weak, Windmill</p>	<p>Computing Creating media – digital writing</p> <ul style="list-style-type: none"> To use letter, number, and Space keys to enter text into a computer To use punctuation and use special characters To select text To use the Backspace key to remove text To position the text cursor in a chosen location To use Undo To choose options to achieve a desired effect To change the appearance of text on a computer <p>Key Vocabulary: Word processor, keyboard, keys, letters, type, space, backspace, toolbar, bold, italic, underline, font, typing.</p>	<p>PE Games (Send and Return) – PE Hub Planning – Teacher Led</p> <p>Send a ball over a net to a partner. Track and stop a moving objects with two hands. Send balls accurately from different positions. Spot space in a play area and play a ball there. To play a game with a partner.</p> <p>Games (Hit, Catch, Run) – Sport Coach Led during PPA. Catching from short throws. Decide where to hit and hit with power. Apply different body positions to interpret the path of the ball. Fielding balls to a base. Start to catch a ball which is in the air.</p>	<p>Music Music is delivered by Junior Jam Song writing with Glockenspiels. Lite Level 1</p>
<p>Oracy Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> I think... I know... I believe... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> Also... And... Building onto what ___ said... 	<p>PSHE Relationships. Families- This is our house Making Friends Being My Own Best Friend</p> <p>Key Vocabulary: Family, Belong, Different, Same, Friends, Friendship, Qualities, Caring, Sharing, Kind, Confidence, Praise, Qualities, Skills, Self-belief, Incredible, Proud.</p>	<p>RE Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p> <p>Disposition: Cultivating inclusion, identity and belonging</p> <p>Key Vocabulary: Synagogue, Torah, Kippah, Shabbat, Challah, Sabbath</p>	