




<p>Topic Name – Seasons Disposition Developing Contemplation: Being Curious and Valuing Knowledge.</p> 	<p>Curriculum Coverage Science 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 Purpose Question – Why are the days shorter in the Autumn and longer in the Summer?</p>	<p>Class Novel: Aesop’s Fables Purpose- These short, engaging stories help children to understand simple morals such as kindness, honesty, and perseverance.</p>
<p>Links to previous topics. EYFS Weather Year 1 To the Moon and Back</p> <p>Links to future topics. 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 Purpose question – why does the weather change throughout the year and around the world? 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. Activities: Lesson One: Weather watcher Lesson Two: Extreme weather Lesson Three: The equator</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</p> <p>Key Vocabulary: Climate., Equator, Environment, Atlas, Globe, Poles, Season, Weather</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>Music Music is delivered by Junior Jam Singing Lite Level 1</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>Oracy Continue to use the sentences stems for instigate, build and challenge.</p> 	<p>PE Games (Send and Return Unit 2) – PE Hub Planning – Teacher Led Send a ball over a net to a partner. Track and stop a moving object with two hands. Why different muscles are important when playing games. 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>Key Vocabulary: Bowl, hit, net, pick up, roll, serve, stop, track, opposition, umpire.</p> <p>Games (Hit, Catch, Run Unit 2) – Sport Coach Led during PPA. To run quickly to stump a base. To begin to hit a ball with accuracy. To move and intercept a ball. To run around bases to score points. To catch a ball to get a batter out. To stop other teams from scoring points.</p> <p>Key Vocabulary: Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</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> 
<p>Computing Delivered through Junior Jam -iJAM</p> <p>iJam - iLoop Lite Level 1</p>	<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>		

