

<b>Science:</b> Plants
Learning objectives (inc <b>key vocab</b> ): EY: Talk about things they have seen; start to use classifications such as plant, animal; draw pictures of plants. Y1: Know and name a variety of common wild and garden plants. Know and name the petals, stem, leaves and root of a plant. Know and name the roots, trunk, branches and leaves of a tree.
Learning activities (inc. <b>assessment</b> ): Daily calendar, Y1 weather chart Sorting, classifying games and in provision. Spring and summer plant scavenger hunts, forest school tree activities (bark rubbing, label parts of tree, identify leaves), planting potatoes and other seeds, looking after plants, harvesting crops, investigate growing conditions (eg does a seed grow without light/water/soil?) <b>Assess in discussions and in provision: can children name plants and trees, can children label parts of plant and tree, sorting activity. End of unit quiz</b>

<b>Religious Education:</b> EY: Where do we belong? What is special about our world? Y1: What does it mean to belong to a faith community?
Learning objectives (inc <b>key vocab</b> ): EY: Know there are similarities and differences between religious beliefs and practices. Y1: Notice similarities between different religious and non-religious world views. Vocab: <b>religion, belief, similarity, difference</b>
Learning activities (inc. <b>assessment</b> ): EY stories about Creation Y1: videos about Christian and Muslim beliefs and practices, discussions using photo pack. <b>Ongoing quiz and discussion.</b>

<b>PSHE:</b> Jigsaw
<b>Learning objectives:</b> Relationships: EY: My family and me, Make friends, Falling out and bullying, Being the best friends we can be Y1: Families, Making friends, Greetings, People who help us, Being my own best friend, Celebrating my special relationships Changing Me: EY: My body, Respecting my body, Growing up, Fun and Fears, Celebration Y1: Life cycles, Changing Me, My changing body, Girls' and boys' bodies, Learning and growing, Coping with change
Learning activities (inc. <b>assessment</b> ): Jigsaw circle and discussions Conversations in provision Oracy: Discussion and debate: What changes as we get older? Does it matter if we do things differently as we get older? Do our ideas about things stay the same or change as we grow up?

<b>Geography:</b> Geographical skills and fieldwork/Use world maps, atlases and globes to identify the UK and its countries
Learning objectives (inc <b>key vocab</b> ): Identify the 4 countries of the UK and their capitals ( <b>England, Scotland, Northern Ireland, Wales, London, Edinburgh, Belfast, Cardiff</b> ). Identify the 3 seas that surround the UK (Irish Sea, North Sea, English Channel). Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the <b>Equator</b> and the <b>North and South Poles</b> . <b>Winter, spring, summer, autumn weather</b> words. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ( <b>river, lake, soil, valley, vegetation, city, town, village, farm, house, office, shop</b> ); use simple fieldwork and observational skills to study the geography of our school and grounds.
Learning activities (inc. <b>assessment</b> ): EY weather chart, Y1 keep own weather chart (incl temperature). Go Jettors (Big Ben, Caernarfon Castle, Stonehenge, Giant's Causeway, Loch Ness). Oracy: Discussion and debate: Which UK country/city would you like to travel to? Explain and justify your choice. <b>Ongoing quiz and recap meanings when vocabulary is used in stories, sorting activity.</b>

<b>Music:</b> Exploring sounds, pitch and beat
Learning objectives (inc <b>key vocab</b> ): Start and stop Keep a steady beat Y1: Follow instructions on when to play/sing
Learning activities (inc. <b>assessment</b> ): Saint-Saens: Carnival of the Animals Move to music, learn call and response songs Y1 Use tuned and untuned percussion to accompany songs Make instruments to create an orchestra to accompany songs Enrichment: Djembe drumming <b>Observation of children's performance in class sessions</b>

<b>History:</b> Changes since they were born/Old and new objects/Generational differences
Learning objectives (inc <b>key vocab</b> ): EY: Know about old and can name some of the changes that have happened since they were born. Describe what they notice about old and new objects. Know and label whether something is old or new. Know about someone from the past, personal and famous. Y1: Know why there is a <b>statue to George Leeman</b> in York. Know about and can name many of the changes that have happened since they were born. Give examples of things that were different when their grandparents were children. Use words and phrases like <b>before, after, past, present, then, now</b> . Spot old and new things in a picture. Know how to ask and answer questions about old and new objects.
Learning activities (inc. <b>assessment</b> ): Stories about the past (Grandad's Camper, Peepo, Coming to England, Grace Darling). Handling collection – old and new objects to compare. Photos of old and new objects for discussion. Old postcards and newspapers in provision. Compare photos of Elizabeth II and Charles III coronations. Y1 Florence Nightingale at Lotherton. Oracy: Discussion and debate: Which famous person should have a new statue in York? Explain and justify choice. <b>Ongoing quiz, sorting activity</b>

<b>Computing:</b> Digital literacy Information technology Computer science: coding
Learning objectives (inc <b>key vocab</b> ): EY: Give an instruction to a programmable toy and explore what the toy does. Use a camera to take pictures and videos and look at them. Record sound and play back. Explore using different types of technology including toys, cameras, recording equipment, tablets etc. Y1: Create a series of instructions. Plan a journey for a programmable toy. Create digital content. Store digital content. Retrieve digital content. Use a website. Use a camera. Record sound and play back. Use technology safely. Keep information private. Vocab: <b>Email Choices, Internet, Website, Rules, Online, Private information, Password Equipment, Computer, camera, laptop, tablet, phone, Buttons, Movement, Instructions, Buttons, Robots, Patterns, Program, Beebot, Botley, Control Screen, Mouse, Images, Keyboard, Paint, Videos, Camera stills, Sounds, Image bank, Word bank, Space bar Technology, Share, Create, Internet, Purpose, Online tools, Communicate Collect, Set of photos, Count, Organise, Photographs, Video, Data, Pictogram, Digitally</b>
Learning activities (inc. <b>assessment</b> ): Use Purple Mash website Y1: Use 2Animate to create a simple animation (link to history, geography, science). Bee Bots – make our own map mats linked to geography map of UK, Lego train set. <b>Assess by observation: can children program 3 simple moves/turns? Can they use Purple Mash to complete activity successfully/independently?</b>

<b>Art &amp; Design:</b> Drawing
Learning objectives (inc <b>key vocab</b> ): Explore a variety of different media. Name primary and secondary colours and how to make them. Create simple representations of people (EY) and show how people feel by including mouth and facial expressions (Y1). Talk about pictures they have made. Talk about what they can see in the work of artists (EY). Describe what they see in a piece of art and ask questions about it (Y1). Use pencils to create lines of different thickness. Know that the use of different lines and colour creates moods in artwork. Choose the media they would like to work in. Create a repeating pattern in print. Use IT to create a picture.
Learning activities (inc. <b>assessment</b> ): Look at work of Paul Klee. Take a line for a walk. Draw along with illustrators eg Steve Antony Experiment with paint and tools – different drawing pencils (B, H, HB etc), different thicknesses of brushes, print using everyday objects, colour mixing in continuous provision. Produce own paintings. Oracy: Discussion and debate: Do you like this painting? Why/why not? Explain and justify your opinion. <b>Observation, photos, discussion</b>

<b>Design &amp; Technology:</b> Food and Nutrition
Learning objectives (inc <b>key vocab</b> ): EY: Talk about what they have made and how they made it. Y1: Know the basic principles of a healthy and varied diet. Know where food comes from. Cut food safely. <b>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet,</b>
Learning activities (inc. <b>assessment</b> ): Workshop in continuous provision. Y1: Make fruit kebab: Investigative task – tasting fruit. Focused task – discuss and decide on design criteria, choose fruit for own kebab, prepare fruit by washing and chopping, evaluate. Oracy: Explain how you made your product to the class, including materials used. Discuss how products could be improved and whether they fulfil the design criteria – why/why not? <b>Assess: observations, can child make fruit kebab which fulfils design criteria? In Y1 can children use their own design criteria in workshop?</b>

<b>Physical Education:</b> EY: Outdoor games, athletics Y1: Striking and fielding, athletics
Learning objectives (inc <b>key vocab</b> ): Develop fundamental movement skills. Engage in co-operative physical activities, in a range of increasingly challenging situations. Basic movements including running, jumping, throwing and catching, develop balance, agility and coordination. Perform gymnastic sequences using simple movement patterns. <b>Ball, bat, run, jump, hop, skip, catch, throw, roll, spine, stretch, climb, direction</b>
Learning activities (inc. <b>assessment</b> ): Discrete adult-led PE sessions Continuous provision: outdoors, monkey bars, tyre, bikes <b>Observations</b>

Key vocabulary	Big Concepts	Reading across the Curriculum	Writing across the Curriculum	Enrichment Opportunities
Before, after, past, present, then, now. Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Map, key, symbol, east, west, north, south, left, right	Time, change and chronology – when, what order, how have things changed? (old/new, similarities/differences) Place – what makes up a place? (immediate locality) Space – the impact of humans on space and why things are in a certain area Environment – the importance of area (local area observations)	EY: The Enormous Turnip, Little Red Riding Hood, Each Peach Pear Plum, Handa's Surprise, The Very Hungry Caterpillar Y1: Katie in London, Katie in Scotland (James Mayhew) The Queen's Hat, The Queen's Handbag (Steve Antony) The River (Tom Percival) Jack and the Beanstalk (Barbara Vagnossi) EY and Y1: Farmer Duck, Oliver's Vegetables, Jasper's Beanstalk Big (Sav Akyuz), We're Going on Safari, Bringing the Rain to Kapiti Plain, Katie Morag, Grandad's Camper, Peepo, Coming to England, Tadpole's Promise	Labels, lists, captions, sentences (Y1 independent books) Narrative Record science investigations in provision, DT evaluation Shared and independent writing eg Grace Darling	Railway Museum Lotherton Learn how to respond in an emergency Djembe drumming Teddy bears' picnic Build a den in the forest Make musical instruments and make an orchestra

# Phase I

## Summer Term (Year B)

### Our World