

YEAR: 1

AUTUMN 1	SPRING 1 & 2	SUMMER 1 & 2
<p><b>UNIT:</b> Who is the King of the Jungle?  <b>DRIVER:</b> Science/Geography  <b>Wow beginning:</b> Visit from different pet animals  <b>Wow ending:</b> Visit to Liverpool Museum</p>	<p><b>UNIT:</b> What makes a prince or princess?  <b>DRIVER:</b> English  <b>Wow beginning:</b> Fairy Tale Characters meet and greet  <b>Wow ending:</b> Ball in the hall!</p>	<p><b>UNIT:</b> Would you like to be beside the seaside?  <b>DRIVER:</b> History/Art  <b>Wow beginning:</b> Trip to the seaside  <b>Wow ending:</b> Art gallery for parents</p>
<p><b>Possible Written Outcomes</b>  <u>Science</u> – to explore jungle animals and living things. Identify common animals and sort animals which live in different places. Compare animal’s body structures and consider how they survive. To learn about how animals grow.  <u>Geography</u> – To use simple statistics to describe jungles Children find out facts about the jungle and seasonal changes across jungle areas and in the UK.  <u>Art</u> – Create jungle animal masks. Children use a variety of materials to create simple patterns. They use tactile materials to create textures.  <u>Computing</u> – To use a beebots and a computer to explore algorithms. To know how to stay safe on the internet  <u>DT</u> – To sculpt a 3D model of a jungle animal. Children will mould, sculpt and manipulate clay to create jungle animals  <u>Music</u> – Jungle sounds and animal noises. Children will enjoy listening to different jungle sounds. They will create their own instruments to create sounds of their own. Children will access Charanga to develop musical skills  <u>Maths Links</u>            Measurement different animals comparing height and length  <u>English Links</u>            Using jungle masks to act out scenes from the jungle book story in role. Writing linked to books set in the jungle / with jungle animals  <u>Skills for learning</u> – Create a shelter using a variety of materials</p>	<p><b>Possible Written Outcomes</b>  <u>DT</u> – Design a crown, design and make food for the ball and evaluate. Design and make party food/sandwich for the ball. To explore with different mechanisms by making carts, cars and carriages for the ball.  <u>Computing</u> – Poster advertising the ball. Algorithms – understanding them and how to get from one place to another. Send a message/invitation to a friend inviting them to the ball safely.  <u>History</u> – Own family tree, Royal family tree – the wedding of William and Kate. Look at pictures of other royal weddings in history.  <u>Geography</u> – London, where the Queen lives, William, etc. Looking at other capital cities and looking at links to our local area  <u>Music</u> – Ipad to design and make music to come into the ball to – including looking at different composers of the music. Charange to support skills.  <u>Science</u> – Materials – what they are made from, what could we use to make a crown.            Experiments linked to properties and materials of objects.  <u>Art</u> – Artists who draw royalty  <u>PE</u> – Dance for the ball, performing simple dance moves and moving with rhythm.  <u>Maths Links</u>            O’clock, half past, etc. Problem solving – what time does Cinderella need to leave? Weight and fractions making food for the ball.  <u>English Links</u>            Cinderella and a retell. Invitations to the ball  <u>Skills for learning</u> - Creating a fort for protection</p>	<p><b>Possible Written Outcomes</b>  <u>History</u> – describing and comparing artefacts – from beach. Recognising changes. Sorting artefacts. Making timelines linked to seaside history. Answering questions. Drawing and sorting into groups (then and now)  <u>Geography</u> – Identifying seas surrounding UK. Use maps and atlases to identify. Understand geographies of human and physical features (beach, coast, etc.)  <u>Art</u> – To create a transient art picture with resources from the beach. Water paint pictures. Exploring 3D materials. Exploring painting tools – I can discuss what I have created  <u>DT</u> – Designing and making boats – building structures and recognising some are better than others. Making structures e.g. Blackpool Tower recognising some structures are stronger than others.  <u>Music</u> – Learning and singing traditional seaside songs  <u>RE</u>- Christianity and the Bible linked to Noah’s ark  <u>Maths Links</u>            Capacity and volume – referral to boats and water. Map coordinates  <u>English Links</u>            Retell of trip, compare settings, messages in a bottle. Reading – fiction and non-fiction seaside books  <u>Skills for learning</u> – Water transportation with minimal resources</p>