

## History

### Why is the iPad more fun than Grandma and Grandad's old toys?

Pupils will learn about popular toys through the 20th century and the early 21st century. They will think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children

#### In their lessons, they will learn the following:

- Comparing toys that they play with and their parents/grandparents played with.
- Understanding that technology is a new concept and that their parents/grandparents would not have had what they have.
- Look at different toys in different countries

**Reflection:** Would you choose your toys before your grandparents' toys?

## DT

### How design and make a puppet?

#### In DT pupils will design and create a hand puppet

- Look at the history of puppets
- Plan and design their own hand puppet
- make their own hand puppets
- Perform a puppet show using their own hand puppets
- Review evaluate their end result .

## Year 1

### Summer 1 Curriculum Map

Big Learning Question (Theme)

### Why is the iPad more fun than Grandma and Grandad's old toys?

#### Links to Our School Values & The British Values?



Pupils will continue to understand the process of **democracy by learning about the houses of parliament and the importance of democracy.**

They will also learn about **showing mutual respect and tolerance** of those with different faiths and beliefs by discussing the rules and beliefs of different faiths in RE and during circle time.

They will be reminded of **the rule of law** when learning & embedding the school rules.

#### Save The Dates!



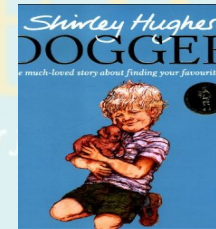
**day:** 7th May 2019  
Childhood Museum Trip



**Finish:** Teddy Bears Picnic  
22nd May 2019

## English

Learning will be based on our Main Text:



**Dogger by Shirley Hughes**

Linked to our big Learning question/ theme, pupils will follow the story about a little boy called Dave, who loses his favourite toy, Dogger.

#### Writing outcomes:

- **Story Mountain**– Pupils will read the text of Dogger, identifying new words and exploring to gain a deep comprehension of the text. They will use key parts of the story and complete their own story map for Dogger.
- **To deepen understanding of Dogger.**–Pupils will 'box up' their story map, identifying and beginning, problem, solution and end. They will begin to explore different adjectives and verbs for their own writing and change their own story map to create a new tale.

#### Reading:

As well as reading Dogger pupils will enjoy daily class reader time and increase familiarity with a range of books;

- Discuss the sequence of events in books; Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done; Express views and opinions about reading
- Writing outcomes will include
- Express views and opinions about reading
- Sequence sentences to form short narratives; narrative create settings, characters and plot.

### Maths Time

**Pupils will be learning to:**

- Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later].
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
- Measure and begin to record the following: time (hours, minutes, seconds)
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- **Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.**

Pease note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 1 standards**. Therefore, it is important that any home learning should work on consolidating these.

### Science Everyday materials

Pupils will explore different materials and sort them into groups based on their properties! They will consider what it would be like if the tables were made of jelly or the chairs were chocolate! Then recreate the story of the three little pigs and predict what will happen to their houses.

- What materials can we find?
- Match materials!
- Play with magnets and explore their properties
- Choose materials to build house for the Three little pigs.

### Religious Education Special places

Pupils will understand that people feel differently about places they consider special, and that they expect other people to behave in a respectful way in these places; think about the places that are special to them—how these places make them feel and how they behave there.

### Computing

### Sequenced Core Teaching & Learning

Pupils will re-cap on the concepts of movement and problem solving (discuss previous work on Unit 3) and the basic commands required to move an object (on-screen or robotic device) in a meaningful way (Left/Right/Up/Down). Pupils will also revise the concept of e-safety and ways of communicating online: **What is e-Safety?** How can we be safe when using technology to communicate? Why might the language we use be important?

- Communicating Online
- Problem Solving (Collecting Knowledge 1)
- Debugging (Picking Up the Pieces 1)
- Movement (Further Steps 1)
- Movement (Further Steps 2)
- Debugging (Back on Track 1)
- Debugging (Back on Track 2)

## PSHE

### Relationships

#### Overarching aims of this terms theme:

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

#### During their lessons, pupils will be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to recognise and manage emotions within a range of relationships
- How to respond to risky or negative relationships and ask for help

## PE indoors

This unit based on the seasons, which will provide pupils with varied dance experiences. During the unit, they will work individually, in pairs and in groups and will develop their understanding of dance terminology such as mirroring, improvisation, canon and unison. Throughout the unit, there are many opportunities for children to evaluate their own work and provide feedback to others.

### PE outdoors

In Multi-Skills, pupils will take part in a variety of activities which are designed to teach them the skills they will need to participate in a range of sports day events. The children will learn the key skills needed for traditional running, jumping and throwing activities and they will practise these in a range of fun activities. They will also learn how to travel with equipment in the egg and spoon race and football race and across equipment in the obstacle race.

## Music

### 'Going on a bear hunt'

#### Pupils will:

- Learn to speak the story of the 'Bear Hunt' from memory
- Speak the story in time, following a steady beat.
- Use their voices to create appropriate sounds to accompany the story.
- Select and play appropriate percussion instruments to accompany the story.
- Use and understand key subject vocabulary including; beat, rhythm, accompaniment, dynamics.

## Home Learning

**Please see your child's Home Learning Project for this half-term. A copy will be sent home & you can also find it under the Homework section on our website.**

**Weekly homework will be sent out online via DB Primary, Bug Club, Mathletics & Spellodrome.**



Remember that **Reading should be taking place EVERY DAY**. Reading Records will be checked daily. Please listen to your child read and write a comment/ sign in their reading record. If they are able to, pupils can read & write their own reflection comment about what they have read.

PE kits must be in school on **Mondays** and will be sent home on **Fridays**.



