

Y1 Summer THEME: Island Adventures



Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- People who look after them, family networks, who to go to if they are worried. Helping people look after you.
- Beginning to take responsibility for keeping yourself and others safe e.g. when to say 'yes', 'no', 'I'll ask' and 'I'll tell'

RE: Whilst considering different places we will look at how different religions express their belief (Christians - symbols/prayer/Bible: Judaism: Shabbat/Mezuzah: Sikhism: 5 K's/Clothes) (RQ10)

RQ7: How do people make sense of suffering and hardship? What makes me happy/sad?

Physical Development:

Multi-skills

- Bat and ball skills through skills practice and games (working as a team)

Athletics

- developing our athletic skills (running, jumping, throwing).

Swimming

- Highley Swimming Pool to develop our water confidence and begin to learn swimming skills.

Role Play Focus:

- Welcome to the Travel Agents
- Post office
- Weather map

Construction outside:

dens, houses, structures

Knowledge and understanding of the world:

- **GEOGRAPHY:** Islands as a Home - Katie Morag and Struay (based on Scottish Island of Coll) Britain as an island.
- identify seasonal and daily weather patterns in the United Kingdom
- consider the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea
- Study and compare the geography of their local area to Struay including the key human and physical features.
- Consider a contrasting Island locality: Indonesia. Consider differences in lifestyle, language, culture, climate etc. Understand geographical similarities and differences (human and physical) of small area of UK and small area of contrasting non-European country.
- Around our school - study the geography around the school - use maps
- **HISTORY:** Learn about Rowland Hill and the significance of his invention of the stamp - this will link to letter writing work in Literacy

Creative development:

- **DT:** Look at a range of shelters and homes (stilt, castles, bungalows, flats etc.) Design, make and evaluate our own shelter.
- **ART:** Revisit colour mixing and shading in paints. Look at a variety of media (charcoal, drawing pencils, watercolour, pastels, paint etc) with a focus of extending pictures in the Katie Morag stories.
- **MUSIC:** We will continue to develop our understanding and control of pitch (high/low U5). We will also consider the different musical styles from around the world, singing and performing lots of songs.

As experts in Computing we will:

- Explore Emailing each other (using learning gateway)- pretending to be Katie Morag emailing Granny Mainland! We will help everyone become increasingly familiar with the keyboard and get quicker at finding the letters.
- Reception will continue to use computers to develop their control when drawing pictures in Revelation Natural Art or 2paint.
- Y1 will learn to Save, retrieve and print in word (ready for Y2)
- Y1 - 1.5 We are storytellers. We will all practice being storytellers and using technology to record this and add sounds to interactive stories in powerpoint.
- Y1 - 1.2: We are TV chefs - We will all also have a go at being TV chefs; make a healthy snack and producing video instructions in movie maker! (EYFS: 24 We are film producers)

Communication, language and literacy:

- As appropriate to pupil progress - see expectations for year group
- Our letters and sounds progression will continue.



- Stories by the same author: Katie Morag by Mairi Hedderwick. Retelling stories and creating a Katie Morag adventure.

- Character and place descriptions for people and locations in the books.
- Writing letters and postcards from the places we visit (or imagine visiting!)
- Recounts of our visit to Eginuity (Science work).
- Instructions for making our Healthy Snack (ICT project)
- Information Texts on Struay or other Island locations
- Explanation texts e.g. How does it float or sink (linked to Forces and Movement Science work)
- Rhyming poems

Mathematical development:

- As appropriate to pupil progress - see expectations for year group
- Foundation Stage Curriculum

As scientists we will focus on Pushes and Pulls/ Forces and movement

- Observe, describe and compare movement: speed; direction; changing shapes etc (push, pull, twist)
- Explore cars on ramps and what affects the speed/distance. **Does the height of the ramp make the car go further? Gathers and records data to help in answering questions.**
- Carry out fair tests to see which cars travel the furthest and why.
- To explore floating and sinking and how forces might be working here. *Which materials float? Does changing the shape of the material make it float? Asks simple questions and recognises that they can be answered in different ways. Children develop their own questions.*
- To question what will happen, predict, record results and talk about what we might be finding out.
- We will also be going to Eginuity in Telford to help us explore the ideas of forces as well as participate in a workshop on parachutes.

