

Y1 Summer

THEME: Thunder and lightning



Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- Responding to issues and choices as they emerge exploring loss and change in line with the RE.

In our exploration of faith we will:

- KINGDOM OF GOD (UC): When Jesus left, what was the impact of Pentecost? (2a.6)
- RQ12 & 13: How do people make sense of life and death? (Easter). Is there a heaven?
- RQ11: What is truth? What sort of book is the Bible?. Why is it important to Christians? (Y4 unit on SLG).

Physical Development:

- Develop our athletics skills.
- Develop our striking and fielding skills through rounders.
- Swimming at Highley (whole class)

As geographers we will:

- Identify season and daily weather patterns in the UK and hot and cold areas of the world in relation to the equator and north and south poles.
- Begin to describe aspects of physical geography such as climate zones and biomes.

As designers we will:

- Explore, design, create and evaluate pneumatic dragon puppets to retell 'The Thunder Dragon'.

As artists we will:

- Develop landscape drawing skills using detailed observational drawing, pastels, watercolours, sponging and brush stroke movements on the theme of Turner's stormy seas.

As musicians we will:

- Musical contexts unit 2 - weather and seasons - exploring sounds through Vivaldi and Brahms thunder and lightning.

As experts in technology we will:

- Learn about how to send, receive and reply to emails, focusing on how to do this safely. (U2.3)
- Use software to make a weather report (U3.3).

As linguists we will explore the French language through:

- Weather
- Numbers 1 - 30
- Colours
- General conversation (name, age, address)
- See national curriculum page 194.

Literacy:

- As appropriate to pupil progress - see expectations for year group.
- Stories about thunder such as 'Thunder Cake'.
- Myths and legends about lightening, creating play scenes from this.
- Information leaflets - Hazards of electricity.
- Weather reports.
- Figurative poetry based on thunder and lightning music.

Numeracy:

- Appropriate to pupil progress - see expectations for year group..

As Scientists we will:

- Recognise that we need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Which materials will make the best road reflector for Stotty Bear. Use results to draw simple conclusions, make predictions, suggest improvements and raise questions.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object. Investigate how our shadows change through the day. Take accurate measurements of length.
- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear. Investigate how far does sound travel from different instruments. Read and spell appropriate scientific vocabulary
- Recognise that sounds get fainter as the distance from the sound source increases.
- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.