

# Stanbridge Lower School



Teacher: Mrs Forbes and Mrs Ashpole

Year Group: 1

Summer 1 Academic Year: 2021-22



## Wonderful Weather

**Simmering Starter:** The children will make a weather station.

### **Music**

#### **Pitch and tempo (Superhero theme)**

Children will learn how to identify high and low notes and compose a simple tune.

Children investigate how tempo changes help tell a story and make music more exciting.

### **Art and Design Technology**

- To design, make and evaluate a kite.
- To make a sun catcher using natural materials (Forest school activity).
- To use wax resist technique to create a rainy day painting.

### **PE**

- Use different bats and racquets to control, push and strike a ball.
- Use bats and racquets to aim a ball at a specific target.
- To dribble, kick, turn with and stop a football.
- Net and wall games.
- Fundamental movement skills.

### **Geography**

To understand what the weather is like in our country. To look at the weather where we live.

To understand what weather forecasts show. To use key words to describe the weather.

To understand the dangers of weather. To understand what hot and cold countries are like.

To understand what a cold area of the world is like. To use map skills to locate hot and cold places.

### **PSHCE**

- Discuss as a class what rules are and why we need them.
- Discuss the difference between rules and responsibilities, and what responsibilities different people have.
- Learn about what needs are, and how different people have different needs and who helps to fulfil our needs.
- Discuss and explore some of the wider communities we belong to.
- Use role play to explore how we can look after the wider environment we live in.

### **Science**

- Use prediction and observation skills to explore objects that float and sink.
- Plant beans and observe their growth.
- Find and identify different wild and garden flowers and deciduous and evergreen trees around our school.
- Make and label a collage to show the structure of some plants.
- Ask questions, and use different scientific skills including observation, data collection and classifying to answer them.

### **Computing**

- Use cameras to take pictures of flowers and plants linked to science topic.
- Create a graph to show data on rainfall we collect with our weather station.

### **RE**

#### **What makes some places significant? What makes some places sacred to believers?**

Children will recognise that there are special places where people go to worship, and talk about what people do there

Children will identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean

Children will learn about stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe

Children will give simple examples of how people worship at a church, mosque or synagogue talk about why some people like to belong to a sacred building or a community.

Children will think, talk and ask good questions about what happens in a church, synagogue or mosque.

Children will talk about what makes some places special to people, and what the difference is between religious and non-religious special places