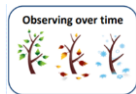




Year 1 Autumn Term

	AUTUMN 1 st Half	Autumn 2 nd Half
Theme	Dinosaur Planet	Polar Bears and Icecaps
British Key Question	Were there any dinosaurs in Great Britain?	What's the weather like in the Arctic?
Enhancements	Finding a dinosaur egg/fossil.	Can you build a shelter out of ice?
Books	Harry and his bucketful of dinosaurs, The dinosaur who lost his roar, dinosaurs love underpants, non-fiction dinosaur books.	Non-fiction books about life, animals and people who live in the Arctic
Addressing Stereotypes	Mary Anning- Female palaeontologist and fossil hunter	Ann Bancroft? First woman to go to The North Pole
British Values	Democracy – Big and small, is bigger better? Rule of Law – Is it kind to keep reptiles in tanks? Individual Liberty – Which dinosaur is your favourite? Mutual Respect & Tolerance – Children to understand how others in the class may have different opinions/beliefs to their own and respect others.	Democracy – Would you rather live in a hot country or a cold country? Rule of Law – Do we have to come to school when it snows? Individual Liberty – Which is your favourite arctic animal? Mutual Respect & Tolerance – Children to understand how others in the class may have different opinions/beliefs to their own and respect others.
Science (All NC subject content covered)	<p>Seasonal Changes (Autumn) Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons. observe and describe weather associated with the seasons and how day length varies. <p>Working Scientifically (WS):</p> <p>During year 1, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	<p>Animals including humans, Part 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. identify and name a variety of common animals that are carnivores, herbivores and omnivores. <p>Working Scientifically (WS):</p> <p>During year 1, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.
		<p>Everyday Materials, Part 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials; compare and group together a variety of everyday materials because of their simple physical properties <p>Working Scientifically (WS):</p> <p>During year 1, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.

WS opportunities



How does our class vista change over time?



What do lions eat and how/why is it different to zebras?



What materials are the objects made from and why?



Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled

1. What I know now: Seasons Pictures

Children create a picture for each season – what can they write about each season. How are they similar/different?

The Four Seasons



2. Children know and can spell the months for each of the four seasons:

The Four Seasons

Autumn	Winter
September	December
October	January
November	February
Spring	Summer
March	June
April	July
May	August

Children list and/or draw events that happen in each of the autumn months, **September, October, and November**, including the start of the school year, Halloween, Bonfire Night and add any relevant details of autumn to these images/lists.

3. I can describe how the weather changes from summer to autumn; focus on autumn - I can describe day length in autumn.



Kids raking leaves.avi

<https://www.bbc.co.uk/bitesize/articles/zbxxh47h>

Children watch a video(s) of leaves falling from trees and are shown the BBC weblink above that explains autumn changes. Children explain that this is a result of the shortening day – less sunlight and cooler temperatures mean that trees start to lose their leaves so that they are protected during winter and new buds can grow in spring.

Leaves change colour as the sunlight lessens because the trees absorb the remaining nutrients to store for food over winter.

Class choose one 'vista' in the school grounds (with a tree) to photograph each month and refer back to during each

1. What I know now:

Draw three animals and label them. What makes them all an animal? What is similar? What makes them different? Identify any common misconceptions in this introductory lesson. **As an extension**, children can try to group animals drawn by themselves and friends and use the reasoning sheet below to identify what animals they would expect to see in certain habitats and why. This can be supported by a walk around the school grounds and discussion on different habitats, including the local beach. Why are some animals found in both locations (birds, gulls) and some in one or the other (adders)?



2. Different types of animals

Children can name a selection of common animals in the different animal groups: They explain the differences using vocabulary related to the animal group, habitat, movement, and others. **For example**, children can explain that a dog and cat are both mammals because they give birth to live young, but are different for a variety of reasons, including size. They also know that dogs and cats are pets or domesticated animals that come from wild animals.

Animal Groups Key



Different Types of Animals

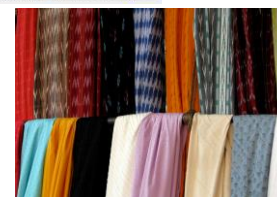


1. What I know now:

Children to draw simple labelled pictures for a range of objects, naming the material(s) in them. Some will be able to give simple reasons for the choice of material. At this stage, spellings may not be correct.

For example: glass – window/mirror, plastic – bottle, metal – table leg, wood – tabletop, rock – brick, water – ice cubes.

2. Children learn spellings for key materials including glass, plastic, metal, wood, rock, and water. They learn the uses for these materials and can give basic properties of each, such as glass is see-through, and plastic is durable.



Children complete an activity sheet matching materials to the correct name and some add adjectives to describe their material using words such as: Make a class list of adjectives that can be used to describe the objects/materials, including:

Hard soft see-through (transparent) Stretchy durable stiff Shiny dull Rough smooth Bendy Not bendy Waterproof Not waterproof Absorbent

'season's science learning – what is the same? What is different?

Day Length

Bonfire Night happens in autumn, on the 5th November.

Why do you think it is a good idea to watch fireworks in the autumn? Could we watch fireworks in the summer?

Look at the number of hours of sunlight we have during the autumn. Have you spotted any patterns?

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Hours of sunlight	13	11	9	8	8	10	12	14	15	16	16	14

Changes around Us

Have you noticed any changes around you in the autumn? Draw a picture of a change you have noticed.

Name: _____

Where: _____

Group: _____

Changes around Us

Have you noticed any changes around you in the autumn? Draw a picture of a change you have noticed.

Name: _____

Where: _____

Group: _____

Changes around Us

Have you noticed any changes around you in the autumn? Draw a picture of a change you have noticed.

Name: _____

Where: _____

Group: _____

Real World Context – Autumn Harvest

The word 'harvest' comes from the Old English word hærfest meaning 'autumn', aptly the season for gathering the food of the land. This was a vital time of year when success was a genuine matter of life or death. A prosperous harvest ensured that a community would be fed throughout the potentially barren winter months.

Different Types of Animals

Do you know the names of these animals? Do you know what type of animal they are?

goldfish

shark

These animals are fish.

Observing Animals

To identify and name some common animals.

Draw a picture or write the name of each animal you see and where you see it (in the sky, in a tree). Use the Animal Groups Key to help you to identify which group it is from.

Animal Group	Name	Where	Group
mammals	sheep	in a field	mammal
birds			
reptiles			
amphibians			

Children can explain that all animals within a group are similar but not identical. They can reference this to each animal group, using the sheets below.

Comparing Animals

To describe and compare the structure of a variety of common animals.

Animal Group	Things That Are the Same	Things That Are Different
birds	feathers	colour
mammals		
fish		
reptiles		
amphibians		

3. Carnivores, Herbivores and Omnivores

Remember it!

Children can explain key differences between birds, mammals, amphibians, reptiles, and fish as learnt in the last session.

hard

soft

stretchy

stiff

shiny

dull

rough

smooth

bendy

not bendy

waterproof

not waterproof

absorbent

not absorbent

opaque

transparent

Match the label to the same material.

plastic

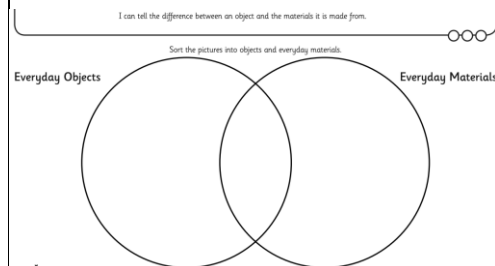
metal

glass

wood

rock

- Children identify the difference between objects and the materials they are made from. They use a simple Venn diagram to do this as shown below:



The children then complete simple sentences (and drawings) for a range of everyday objects detailing what they are called and what they are made from – they reflect on their initial ideas in lesson one at this point.:

The scissors are made from metal and plastic. The glass is made from glass. The table is made from wood and metal. The lunch box is made from fabric and plastic.

Objects and Materials





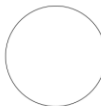
I can tell the difference between an object and the materials it is made from.

Look at the pictures and read the sentences. Choose the right words from the word bank at the bottom of the page to make the sentences make sense.

	The _____ are made from _____ and _____.
	The _____ is made from _____.
	The _____ is made from _____ and _____.

metal	scissors	wood	table
glass	wood	plastic	rock

- Children create a poster to describe the properties of one (or more) of the materials discussed in the unit so far (glass, wood, metal, etc.).

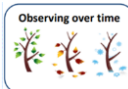
		<div><div><div><div><div>Remember It</div><div>Match the description the right group. Talk to you partner about which group you think each is.</div></div><div><div><div>Amphibians</div><div>Mammals</div><div>Birds</div><div>Fish</div><div>Reptiles</div></div><div><div><div>Birds ... have a beak, two legs, feathers and wings.</div><div>Fish ... live in water. They have scaly skin, fins to help them swim and breathe through gills.</div><div>Mammals are animals that breathe air, grow hair, or fur and feed on mother's milk as a baby.</div><div>Reptiles ... breathe air. They have scales on their skin.</div><div>Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.</div></div></div></div></div><div>Children know that all living things need to eat and that what animals eat is called their diet. Animal diets can be sorted into three groups: Carnivore: Meat eaters Herbivore: Plant eaters Omnivore: Eat meat and plants</div><div><div><div>Diets</div><div>Animals can be sorted into three groups of diets:</div><div><div><div>carnivore</div><div>Carnivores mostly eat meat. This is the flesh from animals.</div></div><div><div>herbivore</div><div>Herbivores eat plants. This includes the leaves, fruit and seeds.</div></div><div><div>omnivore</div><div>Omnivores eat both plants and meat.</div></div></div></div></div><div>Children learn that humans are naturally omnivores, but that they can choose to be vegetarian (herbivore) if they find the right nutrients in other food types. Some humans also choose to be Vegan, so do not eat any animal product.</div><div>Children research two (or more) different animals and identify the food they eat. They place the animals in the correct diet group and compare the two, making links to the animal type as well. Children produce an information page on the animals and their diets, which is then made into a reference book for the class library.</div></div></div>	<div><div><div>Description</div><div>Now have a go at describing these materials yourself!</div><div><div><div></div><div></div><div></div><div></div></div><div><div>Wood _____</div><div>Paper _____</div><div>Metal _____</div><div>Plastic _____</div></div></div><div><div>Properties Poster</div><div>Make a poster which describes one of these materials: wood, plastic, glass, metal, water or rock. Write the word in the middle, and then add the properties and some examples of objects which are made from your material around the outside.</div><div></div></div></div></div>
	<div><div><div>5. What have we learnt? Share the following video clip as a stimulus: https://www.bbc.co.uk/bitesize/clips/zm2imp3 What materials are shown? How are they being used? Why? Could another material be used in the same way?</div><div>Children refer to their initial drawings and diagrams from lesson 1 – what have we learnt and what do we now know? Children create a mini presentation in small groups to share with other groups and/or the whole class. Presentation should include reference to objects, materials, and properties and why objects are made from certain materials and not others. For example, scissors are made from metal because it is durable and sharp. Clothes are made from fabric because it is soft and easy to cut. Cardboard would not make a good building because it is not strong or waterproof.</div></div></div>		
<div>Vocabulary</div>	<div><div><div><div>Seasons</div><div>Autumn Winter Spring Summer</div><div>Day Daytime Night Night-time</div><div>January, February, March, April, May, June, July, August, September, October, November, December</div><div>similar, different, change, trees, nutrients, protection, harvest, deciduous, evergreen</div><div>Weather</div><div>Wind rain snow hail sleet</div><div>fog Sun hot Warm cold</div></div></div><div><div><div>Common animals</div><div>Fish Amphibians Reptiles Birds</div><div>Mammals Pets</div><div>Diet</div><div>Carnivores: Meat Cat Dog Lion Tiger Shark Killer Whale Eagle Hawk Snake Tyrannosaurus Rex</div><div>Herbivores: Plants Cow Horse Mice Elephant Deer</div><div>Omnivores: Meat and Plants Badger Human Bear Chicken</div></div></div></div>		

			Not absorbent
Outdoor Learning	Looking for dinosaur clues		Snow play (weather dependent)

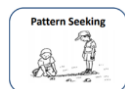
Year 1 Spring Term

	Spring 1 st Half	Spring 2 nd Half
Theme	Paws, Claws and Whiskers	Where is Cornwall?
British Key Question	How can we save endangered animals in Britain? (Hedgehog, red squirrel)	Why do people like to visit Cornwall?
Enhancements	Animal experiences in school/visit to Paradise Park animal sanctuary	Visit the lost church and the Cornish cross in the dunes. Walk through the town and onto the beach.
Books	The tiger who came to tea, Dear Zoo, the ugly five, Just so stories- How the leopard got his spots, How the elephant got his trunk, Jolly Tall	‘Soggy’ adventure stories, the mermaid of Zennor, the mousehole cat
Addressing Stereotypes	Female vets/zookeepers	Male chefs in restaurants?
British Values	Democracy – Children to vote on which endangered animal to find out about/support. Rule of Law – Children to explore the laws about keeping animals as pets in Britain. Individual Liberty – Children to explore their favourite animals. (Freedom to decide which animals they like and dislike) Mutual Respect & Tolerance – Children to understand how others in the class have different opinions about animals.	Democracy – Can everyone use the beach? Rule of Law – Should we allow people to visit Cornwall? Individual Liberty – Would you like to live on the coast or in the country? Mutual Respect & Tolerance – Children to understand how others in the class may have different opinions/beliefs to their own and respect others.
Science (All NC subject content covered)	<div><div>Seasonal changes (Winter) Pupils should be taught to:<ul style="list-style-type: none">observe changes across the four seasons.observe and describe weather associated with the seasons and how day length varies.Working Scientifically (WS): During year 1, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:<ul style="list-style-type: none">asking simple questions and recognising that they can be answered in different waysobserving closely, using simple equipmentperforming simple testsidentifying and classifyingusing their observations and ideas to suggest answers to questionsgathering and recording data to help in answering questions.</div><div>Animals including humans, Part 2 Pupils should be taught to:<ul style="list-style-type: none">describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.Working Scientifically (WS): During year 1, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:<ul style="list-style-type: none">asking simple questions and recognising that they can be answered in different waysobserving closely, using simple equipmentperforming simple testsidentifying and classifyingusing their observations and ideas to suggest answers to questionsgathering and recording data to help in answering questions.</div></div>	<div><div>Plants Pupils should be taught to:<ul style="list-style-type: none">identify and name a variety of common wild and garden plants, including deciduous and evergreen treesidentify and describe the basic structure of a variety of common flowering plants, including trees.Working Scientifically (WS): During year 1, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:<ul style="list-style-type: none">asking simple questions and recognising that they can be answered in different waysobserving closely, using simple equipmentperforming simple testsidentifying and classifyingusing their observations and ideas to suggest answers to questionsgathering and recording data to help in answering questions.</div></div>

WS opportunities



How does our class vista change over time?



How does my bean change over time?



Which wild plant is most common?



What does a bean need to grow? What happens to the bean if I take away sunlight/Water/Soil?



Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled

- What I know now: Seasons Pictures**
Children recreate a picture for each season – what can they write about each season. How are they similar/different? What can they remember from their learning in Autumn 1?

The Four Seasons



- Children know and can spell the months for each of the four seasons:

The Four Seasons

Autumn	Winter
September	December
October	January
November	February
Spring	Summer
March	June
April	July
May	August

Children list and/or draw events that happen in each of the winter months, **December, January, and February**, including the Christmas, New Year's Eve, Shrove Tuesday, Valentines' Day and add any relevant details of winter to these images/lists.

- I can describe how the weather changes from autumn to winter; focus on winter - I can describe day length in winter.**



SnowScene1.mov

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-winter-weather-behaviour-british-animals-plants/zbcg92p>

Children watch a video(s) of snow falling and are shown the BBC weblink above that explains winter changes. Children know that the day shortens, and temperatures decrease, meaning that some animals hibernate, and many find it hard to find food. Sometimes humans provide food for animals during the winter. Garden birds are given nuts and sheep are given straw.

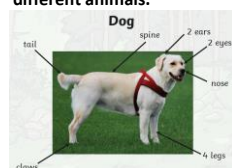
- What I know now: Draw, label and compare human and dog/cat.**

Children draw a picture of a human and label the parts.

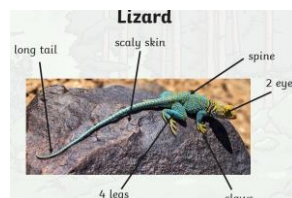
Children draw a dog or cat and label the parts.

Children explain the similarities and differences between the two. **Can they remember any learning from Autumn 1?**

- I can compare the body parts of different animals.**



Children discuss the labelled diagram of a dog and then identify animals that have similar body structures, building on their first session in week 1. They may articulate that a cat and fox has four legs, two eyes, a tail, etc... Explain that they are also difference because of size, shape, colour, etc...



Teacher to emphasize this point by sharing an image of an animal that has similar characteristics but also clear differences, such as the lizard shown above.

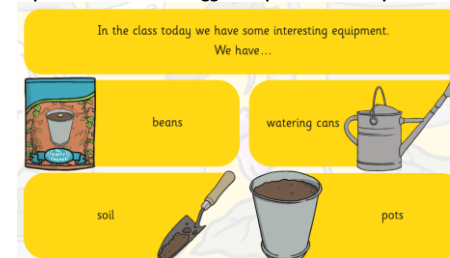
Children label two similar animals with a key difference as well, such as the lizard and dog shown. How do the different parts of each animal help them survive?

Shift focus to animals that do not have four legs:

- What I know now: Draw and label a tree and flowering plant. Can you name any flowering plants? Children could be given art resources to 'make' their image:**



- I can describe how to plant a bean. I can suggest a question about plants and a way we could answer it.**



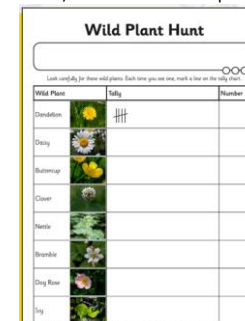
What could we do with this equipment? What questions could we ask and answer using the equipment we have in class today? What could we find out?

Articulate that we want our beans to grow big and strong, so what do they need? **Soil, water, sunlight (warmth).**

Children plant their beans and write simple instructions for each stage:



Some animals must hibernate during winter to preserve energy and survive the cold months. They eat before winter arrives and store fat, which allows them to go into a deep sleep during winter. In the UK, hedgehogs, bats and dormice hibernate. **Create a poster sharing this and explaining why they hibernate.**



Claws

- A claw is a curved and pointed nail attached to the end of a toe or finger, in most mammals, reptiles and birds.
- Claws are used to catch and hold prey but they may also be used for digging, climbing trees, self-defence and grooming.
- Can you think of some other animals that have claws?

Fins

- Fins are on the outside of aquatic animals bodies.
- They are used to help the aquatic animals swim faster through the water.
- Some aquatic animals have fins that are used to make them look more attractive to other aquatic animals.
- Aquatic animals live in the water and depend on it for survival. There are various groups of aquatic animals including fish and mammals.

Gills

Some animals have gills so they can breathe underwater.

Do humans have gills?

What do animals that live on land use to breathe?

Shells

- Shells helps to shield animals from predators.
- The shell protects their internal organs.

Tentacles

- Most tentacles are used for grasping and feeling.
- Tentacles have sensors that can be used for touch, sight and to smell or taste particular foods or threats.
- Can you find out which animal's tentacles contain venom to paralyse and kill its prey?

Feathers

- Feathers insulate birds from water and cold temperatures.
- They may also be plucked to line the nest and provide insulation to the eggs and young.
- The individual feathers in the wings and tail play important roles in controlling flight.
- Some species have a crest of feathers on their heads.
- Coloured patterns can serve as camouflage against predators.
- Can you think of when it may be useful for a predator to have a coloured pattern?

Tails

- Animal tails are used in a lot of ways.
- Fish use them to swim faster and steer.
- Many land animals use their tails to break away from.
- Kangaroos use their tails for balance.
- Monkeys swing from branches.
- Tails are also used for signalling.
- Some deer swing their tails outside of their tails to warn other nearby deer of possible danger. Some animals show how they are feeling through the movement of their tails.
- Some birds control speed.
- Some species of lizard can detach their tails from their bodies. This can help them to escape from predators.
- The tails of most birds and in long feathers.
- These feathers are used to help the bird to steer in flight, they also help the bird to balance while it is perched.

- A. Children choose an animal from a selection of photos provided by teacher. Draw the animal and label its body parts. **Extension:** write a sentence(s) explaining how its body parts help it survive.



animal photos.pdf

- B. Children choose one key feature from, draw a picture of animal with it and write a sentence(s) explaining how it helps the animal. **Example:** a kangaroo uses its tail to balance. A fish uses its gills to breathe...

4. **WS: WEEKLY BEAN PLANT CHECK – OBSERVE, MEASURE AND DRAW PLANTS AT THIS MOMENT USING DIARY BOOKLET.** I can identify and name some garden plants.

Gardens are places where people grow plants. Some people grow plants because they are nice to look at. Some people use their gardens for growing things to eat. You can plant your bean plant in a garden when you take it home. Eventually it will grow tasty beans!

Grass: Grass is a special kind of plant that looks good and is comfortable to walk on and sit on.
Other garden plants:

Here are some garden plants that people grow to look at. Do you recognise any of these plants?

You can grow lots of fruit and vegetables in the garden too! Do you recognise either of these plants?

Children create their own garden drawing and label some plants they would like to have in it.

5. **WS: WEEKLY BEAN PLANT CHECK – OBSERVE, MEASURE AND DRAW PLANTS AT THIS MOMENT USING DIARY BOOKLET.** I can identify trees by their leaves. I can sort deciduous and evergreen leaves.

There are two types of trees, deciduous and evergreen. An evergreen tree keeps its green leaves all year round, even in the winter. A deciduous tree loses its leaves each year in autumn and winter.

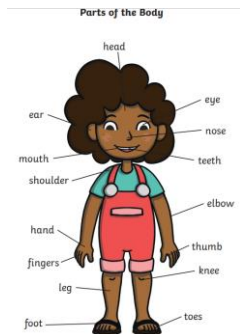
In autumn, the leaves on deciduous trees usually change colour and fall off. If they have fruit, it will be ready to eat.

In winter, deciduous trees usually have no leaves on their branches.

In spring, deciduous trees grow new blossoms and leaves and in summer deciduous trees have many leaves and some begin to grow fruit or flowers.

3. I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Children label the basic parts of the body as shown on the diagram below. Children articulate how each body part is useful to humans (**comparing this to previous learning an animal body parts**).



Children can use this labelled diagram to explain how the human body allows humans to explore the five senses shown below:

For example, my eyes allow me to see. My nose helps me to smell. The skin allows me to feel touch...

Key Vocabulary	
sight	Your eyes let you see all the things around you.
hearing	Your ears let you listen to all the things around you. Your brain is able to tell what different sounds are.
touch	Your skin gives you the sense of touch. You can tell if something is warm, cold, smooth or rough without even looking at it!
taste	Your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet. You might have some tastes you like and some you don't.
smell	You smell using your nose. Your nose can tell if things smell nice or not nice.



In spring, the trees grow beautiful blossoms and new leaves.













In summer, deciduous trees have many leaves and some begin to grow fruit.



Children complete a tree hunt in the school grounds, using a magnifying glass to examine and tick off leaves for each tree they encounter.

Tree Hunt

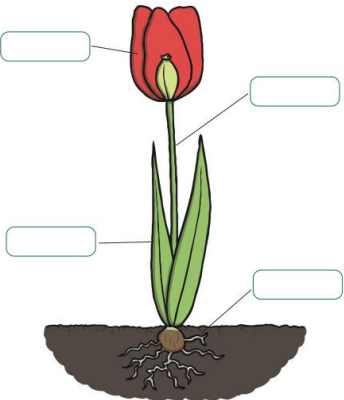
Look carefully for these trees. Check each tree off when you spot it.

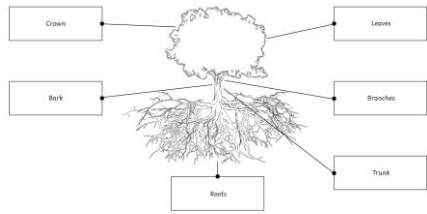
		
<input type="checkbox"/> oak	<input type="checkbox"/> holly	<input type="checkbox"/> hawthorn
		
<input type="checkbox"/> silver birch	<input type="checkbox"/> elder	<input type="checkbox"/> rowan
		
<input type="checkbox"/> ash	<input type="checkbox"/> horse chestnut	<input type="checkbox"/> lime
		
<input type="checkbox"/> beech	<input type="checkbox"/> yew	<input type="checkbox"/> sycamore

6. **WS: WEEKLY BEAN PLANT CHECK – OBSERVE, MEASURE AND DRAW PLANTS AT THIS MOMENT USING DIARY BOOKLET.** I can label the parts of a plant. I can say the names of parts of trees.






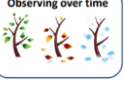




Children know and can label the roots, stem, leaves and flower on a simple plant diagram.









Parts of a Plant



			<p>Children can label the parts of a tree:</p>  <p>7. WS: WEEKLY BEAN PLANT CHECK – FINAL CONCLUSION - OBSERVE, MEASURE AND DRAW PLANTS AT THIS MOMENT USING DIARY BOOKLET. I can talk about how my bean plant has grown. I can say what plants need to grow well and give reasons for my answers.</p>
Vocabulary	<p>Seasons</p> <p>Autumn Winter Spring Summer</p> <p>Day Daytime Night Night-time</p> <p>January, February, March, April, May, June, July, August, September, October, November, December</p> <p>similar, different, change, trees, nutrients, protection, harvest, deciduous evergreen hibernate adapt migrate</p> <p>Weather</p> <p>Wind rain snow hail</p> <p>sleet</p> <p>fog Sun hot Warm</p> <p>cold</p>	<p>Compare</p> <p>Head Leg</p> <p>Eyes</p> <p>Neck</p> <p>Knees Hair</p> <p>Arms Face</p> <p>Mouth Elbows</p> <p>Ears</p> <p>Teeth</p> <p>Senses</p> <p>Tongue taste</p> <p>Nose smell</p> <p>Eyes vision</p> <p>Skin touch</p> <p>Ears hearing</p>	<p>Common</p> <p>Wild plants</p> <p>Garden plants</p> <p>Deciduous</p> <p>Evergreen</p> <p>Tree</p> <p>Deciduous</p> <p>Evergreen</p> <p>Trunk</p> <p>Branches</p> <p>Leaf</p> <p>Root</p> <p>Plant</p> <p>Leaf leaves</p> <p>Root bud</p> <p>Flowers blossom</p> <p>Petals root</p> <p>Stem</p>
Outdoor Learning	Visit to Paradise Park or Newquay Zoo		Lost church, Geevor tin mine

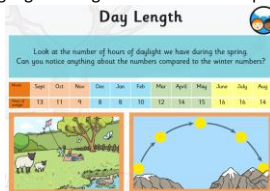
Year 1 Summer Term

	Summer 1 st Half					Summer 2 nd Half				
Theme	Bright Lights Big City					Rio de Vida				
British Key Question	How can the British community work together to prevent a disaster?					Where do British people go on holiday?				
Enhancements	Samuel Pepys - Hot seating and using the diary extracts to tell the children about him. Visit from a female firefighter.					Samba band visit.				
Books	Toby and the Great Fire of London, 3 go to London, The Queen's knickers, The Royal Nappy, This is London					Books about Brazil, South America.				
Addressing Stereotypes	Role of women in today's fire-fighting community					Can women play football?				
British Values	Democracy – Can you start a fire wherever you like? Rule of Law – Are you allowed to burn anything? Individual Liberty – Which keeps you warmer a blanket or a fire? Mutual Respect & Tolerance – Children to understand how others in the class may have different opinions/beliefs to their own and respect others.					Democracy – Do you enjoy watching a carnival? Rule of Law – Are you allowed to travel to any country? Individual Liberty – Would you be in a carnival? Mutual Respect & Tolerance – Children to understand how others in the class may have different opinions/beliefs to their own and respect others.				
Science (All NC subject content covered)	<p>Seasonal Changes (Spring)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons. observe and describe weather associated with the seasons and how day length varies. <p>Working Scientifically (WS):</p> <p>During year 1, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 					<p>Seasonal Changes (Summer)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons. observe and describe weather associated with the seasons and how day length varies. <p>Working Scientifically (WS):</p> <p>During year 1, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 				
WS opportunities										

	How does our class vista change over time?				What can I find out about: Ole Kirk Christiansen, Mae Jemison, George Mottershead, George Symons and Linda Brown Buck?	How does our class vista change over time?			How much water for the perfect sandcastle?																													
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>1. What I know now: Seasons Pictures Children recreate a picture for each season – what can they write about each season. How are they similar/different? What can they remember from their learning in Autumn 1 and Spring 1?</p> <p>The Four Seasons</p> 	<p>2. Children know and can spell the months for each of the four seasons:</p> <p>The Four Seasons</p> <table><tr><th>Autumn</th><th>Winter</th></tr><tr><td>September</td><td>December</td></tr><tr><td>October</td><td>January</td></tr><tr><td>November</td><td>February</td></tr><tr><th>Spring</th><th>Summer</th></tr><tr><td>March</td><td>June</td></tr><tr><td>April</td><td>July</td></tr><tr><td>May</td><td>August</td></tr></table> <p>Children list and/or draw events that happen in each of the spring months, March, April, and May, including Easter, and add any relevant details of spring to these images/lists.</p> <p>3. I can describe how the weather changes from winter to spring; focus on spring - I can describe day length in spring.</p> <p><u>Winter to spring timelapse</u></p> <p>Children watch a video(s) of spring timelapse above that shows the dramatic changes from winter to spring. Children explain that this is a result of the lengthening day – more sunlight and warmer temperatures mean that new buds can start to grow on trees and plants. Spring is the start of new life, with many animals beginning to nest and/or give birth to young, including lambs and chicks.</p>	Autumn	Winter	September	December	October	January	November	February	Spring	Summer	March	June	April	July	May	August	<p>1. Initial thoughts – present children with a photograph of each scientist. Children to make notes on who they think the people are and what they may do. Elicit that each is a scientist and explain their links to our science learning.</p> <p>2. (a) Scientist 1</p>  <p>Ole Kirk Christiansen (Everyday Materials) was born in 1891 in the village of Filskovand, Denmark and invented Lego in 1949. He was a carpenter by trade. Lego is made from plastic and can be used to make lots of amazing objects. There is even a Lego Theme Park in the United Kingdom. The name Lego was chosen from the Danish words “LEg GOdt” that mean “play well”.</p> <p>2. (b) Scientist 2</p>  <p>Mae Carol Jemison (born October 17, 1956) is an American engineer, physician, and former NASA astronaut. She became the first African American woman to travel into space when she served as a mission specialist aboard the Space Shuttle Endeavour, during which she orbited the Earth for nearly eight days in 1992.</p> <p>2. (c) Scientist 3</p>  <p>George Mottershead (Animals including Humans/Plants) was born in 1894 and died in 1978. He founded Chester Zoo in 1931. This zoo was unusual at the time as the animals did not live in cages. They lived in larger enclosures.</p> <p>2. (d) Scientist 4</p>  <p>George James Symons (Seasonal Changes) was born on 6 August 1838 and died on 10 March 1900. He invented his own version of the rain gauge that is still used by meteorologists today.</p> <p>2. (d) Scientist 5</p>	<p>1. What I know now: Seasons Pictures Children recreate a picture for each season – what can they write about each season. How are they similar/different? What can they remember from their learning in Autumn 1, Spring 1, and Summer 1?</p> <p>The Four Seasons</p> 	<p>2. Children know and can spell the months for each of the four seasons:</p> <p>The Four Seasons</p> <table><tr><th>Autumn</th><th>Winter</th></tr><tr><td>September</td><td>December</td></tr><tr><td>October</td><td>January</td></tr><tr><td>November</td><td>February</td></tr><tr><th>Spring</th><th>Summer</th></tr><tr><td>March</td><td>June</td></tr><tr><td>April</td><td>July</td></tr><tr><td>May</td><td>August</td></tr></table> <p>Children list and/or draw events that happen in each of the summer months, June, July, and August, including Sports’ Day, the end of the school year, and summer holidays, and add any relevant details of summer to these images/lists.</p> <p>3. I can describe how the weather changes from spring to summer; focus on summer - I can describe day length in summer.</p> <p><u>Cornwall summer timelapse</u></p> <p>Children watch a video(s) of Cornwall summer timelapse above. Children explain the changes in summer after discussing the video and relating it to their experiences; that in summer, the days lengthen and temperatures rise, meaning that humans enjoy the sunshine and warmth (although weather can change!). Plants flower and fruits grow, and food is plentiful for animals. Lighter evenings mean we may go to bed in the light.</p>	Autumn	Winter	September	December	October	January	November	February	Spring	Summer	March	June	April	July	May	August	<p>1. What can I remember: Children to complete a simple mind-map of what they remember from studying materials in Autumn 2.</p> <p>2. WS – Beach visit. Children investigate the best mixture of sand and water to make a sandcastle.</p> <p>https://www.kiwico.com/blog/the-science-behind/the-science-behind-sandcastle-building</p>  <p>Children to work in small teams to investigate the best water to sand mixture for a sand-castle – children will need access to water, measuring jugs and buckets. Once they find the best consistency, challenge the children to make a sand castle village, town or city in their groups.</p> <p>3. WS – Which material makes the best tent? Children investigate a range of materials to see if they would make a good tent material. Identify need for material to be waterproof, but also lightweight and easy to manipulate.</p> 
	Autumn	Winter																																				
September	December																																					
October	January																																					
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Days lengthen and more sunlight hours allow for life to begin growth again after the winter pause.



Continue with Class Vista Photographs – discuss changes as we have moved winter to spring. Class choose one ‘vista’ in the school grounds (with a tree) to photograph each month and refer back to during each ‘season’s science learning – what is the same? What is different?

Real World Context – Spring is the beginning of new life Use the school birdhouse camera to identify birds nesting and hopefully having eggs to hatch as chicks. If this is empty, use:

[Chick hatching timelapse](#)

Children create a poster sharing the key facts of spring and how it effects animals and humans.



Linda Brown Buck (Animals, including Humans) is an American biologist. She discovered that mammals have odorant receptors in their noses. This means they can smell over 10,000 different smells. She won the Nobel Prize in 2004.

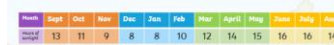
3. (a) Preparing to present - what have we found out? What surprised you? Each pair of children given one of the five scientists to develop their knowledge into an oral presentation.

3. (b) Presenting our findings – children present their research to another pair of children in class.

4. What have we learnt about each scientist? How is their research linked? What do we know now that we didn’t know in lesson 1?

Lighter Evenings

You might notice that the daylight lasts longest during the summer months. It may still be light when you go to bed!



More Signs of Summer

Look around... you might notice these signs of summer around you!



sunflowers



lavender



allium



daisies

More Signs of Summer



lawnmower



ice cream



green leaves



butterflies



picnic

Continue with Class Vista Photographs – discuss changes as we have moved spring to summer. Class choose one ‘vista’ in the school grounds (with a tree) to photograph each month and refer back to during each ‘season’s science learning – what is the same? What is different?

Real World Context – Summer beach visits and BBQs



Children describe the changes in Perran during the summer holidays – more people, warmer weather, swimming in the sea...

Vocabulary	<p>Seasons</p> <p>Autumn Winter Spring Summer</p> <p>Day Daytime Night Night-time</p> <p>January, February, March, April, May, June, July, August, September, October, November, December</p> <p>similar, different, change, trees, nutrients, protection, new life</p> <p>Weather</p> <p>Wind rain snow hail sleet</p> <p>fog Sun hot Warm cold</p>		<p>Seasons</p> <p>Autumn Winter Spring Summer</p> <p>Day Daytime Night Night-time</p> <p>January, February, March, April, May, June, July, August, September, October, November, December</p> <p>similar, different, change, trees, nutrients, protection, beach</p> <p>Weather</p> <p>Wind rain snow hail sleet</p> <p>fog Sun hot Warm cold</p>	<p>Material</p> <p>Wood plastic</p> <p>Glass metal</p> <p>Water rock</p> <p>Brick paper</p> <p>Fabrics elastic</p> <p>Foil</p> <p>Properties Hard soft see-through (transparent)</p> <p>Stretchy durable stiff</p> <p>Shinydull</p> <p>Rough smooth</p> <p>Bendy</p> <p>Not bendy</p> <p>Waterproof</p> <p>Not waterproof</p> <p>Absorbent</p>
Outdoor Learning	Recreating the Great Fire of London		Carnival, outdoor art	