



Class: Jackson (Year 1)

Term: Summer 1

Topic: What is the weather like today?

Launch Day:

Trips/Visitors:

Literacy topics/Guided Reading Book/Texts:

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<u>Early Learning Goal: Understanding the World:</u> The natural world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	N/A	<u>Early Learning Goal: Understanding the World:</u> The natural world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. People and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Year 1) - Know where Constantine is located on a map of the UK. - Use a simple map to locate their home and school.	N/A	Relate back to prior learning on Mechanisms: Wheels and axles In Autumn 2.	(Year 1) - What a computer is and its main parts - How to use a mouse in different ways - How to use a keyboard to type on a computer - How to use the keyboard to edit text	See music curriculum map	(EYFS) - Say how and when Christians like to thank their Creator	
Knowledge	Key Question: What differences do you notice about the seasons? The children will know:		Key Question: The children will know: Use world maps, atlases and globes to		Key Question: The children will know: <u>Mechanisms: Sliders and levers</u>	Key Question: The children will know: Creating media – Digital writing	See music curriculum map Key Question: The children will know:	Christianity - God Key Question: 1.2 Who do Christians say made the world? The children will know:	https://peplanning.org.uk/

	• The names of all four seasons • Different types of weather • How to observe and describe weather associated with the seasons and observe changes across the four seasons • How day length varies (using vocabulary like longer and shorter, mid-summer and mid-winter)		identify the UK and its countries. • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		• Potential project idea – Moving picture/weather chart inspired by weather topic	• How to use a computer to write • How to add and remove text on a computer • That the look of text can be changed on a computer • To make careful choices when changing text		Make sense of belief: • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world Understand the impact: • Give at least one example of what Christians do to say ‘thank you’ to God for Creation Make connections: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live	
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Skills	Children will be able to: • Ask simple questions and recognise that they can be answered in different ways • Observe closely using different equipment • Use their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions		Children will be able to: • Locate the UK on a globe • Find the equator on a globe and world map • Identify hot and cold countries in relation to the equator • Locate the north and south poles on a world map • Ask questions surrounding the local weather in relation to the seasons		The children will be able to: • Design • Pupils begin to draw on their own experience to help generate ideas and conduct research based on criteria. • Pupils begin to understand the development of existing products: explain what they are for, how they work, what materials have been used. • Pupils start to suggest ideas and explain what they are going to do. • Pupils understand how to identify a target group for what they intend to design and make based on a design criteria. • Pupils begin to develop their ideas through talk and simple drawings. • Pupils consider how to make products functional and appealing, using existing products for inspiration. • Pupils communicate with others about how they want to construct their product. • Make • Pupils begin to make their design using appropriate techniques. • With help pupils measure, mark out, cut and shape a range of materials. • Pupils explore using tools e.g. scissors and a hole punch safely. • Pupils begin to assemble, join and combine materials	Children will be able to: • Log onto their Office365 accounts • Open a word processor document • Recognise keys on a keyboard • Identify and find keys on a keyboard • Use letter, number, and space keys • Use backspace to remove text • Type capital letters • Identify the toolbar and use bold, italic, and underline • Select a word by double-clicking • Select all of the text by clicking and dragging • Change the font	Children will be able to: •	Children will be able to: •	Children will be able to: •
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					and components together using a variety of temporary methods e.g. glues or masking tape. • Pupils begin to use simple finishing techniques to improve the appearance of their product. Evaluate • When looking at existing products, pupils explain what they like and dislike about existing products and why. • Pupils begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time. • Pupils start to evaluate their product by discussing how well it works in relation to the purpose and against a given criteria.				
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Components (teaching sequence)	• I can name all four seasons and their months of the year • I can discuss different types of weather • I can discuss some of the weathers associated with the different seasons • <i>I can observe changes across the four seasons</i> • I understand how the day length can vary (longer, shorter, mid-summer, mid-winter) Topic outcome:		• I can identify daily weather patterns in the UK Topic outcome:		• I can Topic outcome/product brief:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:
Key Vocabulary	longer and shorter, mid-summer and mid-winter winter summer spring autumn rain sun cloud wind – gale storm thunder and lightning mist fog		England, N Ireland, Scotland Wales Atlantic, Pacific, Indian, Southern, Arctic Atlas globe map Hot cold dessert polar See Science for weather and seasonal						