

# Local Area

## Year 1 Summer 2023



### Science

Intent: To understand and sort different groups of animals based on their features.

#### SEQUENCE OF LESSONS

1. To identify different types of animals and their features.
2. To understand the difference between carnivores, herbivores and omnivores.
3. To label the parts of the human body.
4. To understand the senses: eyesight and hearing.
5. To understand the senses: touch and smell.

**Key Vocabulary:** carnivore, herbivore, omnivore, vertebrates, invertebrates, mammals, fish, birds, amphibians, reptiles, smell, taste, touch, see, hear.

Impact: Children can sort animals into groups based on their features.

### Geography

Intent: To understand the differences between urban areas and rural areas as well as understanding our local area.

#### SEQUENCE OF LESSONS

1. Spot the differences between rural and urban areas and know what type of settlement I live in.
2. Explore and record the features of our school grounds.
3. Explore and record the features of our local area.
4. Recount the journey through my local area.
5. Recognise the symbols used on an Ordnance Survey map.
6. Create a map of my local area.

**Key Vocabulary:** settlement, county, neighbourhood, town, building, map, office, route, street, symbol, east, local, north, south, west

Impact: Children can understand the differences between urban areas and rural areas.

### DT

Intent:

1. To make a healthy smoothie.
2. To construct a windmill.

#### SEQUENCE OF LESSONS

1. To identify if a food is a fruit or a vegetable.
2. To identify where plants grow and which parts we eat.
3. To taste and compare fruit and vegetables.
4. To make a fruit and vegetable smoothie.

**Key Vocabulary:** blender, recipe, ingredients

#### SEQUENCE OF LESSONS

1. To include individual preferences and requirements in my design.
2. To make a stable structure.
3. To assemble the components of a structure.
4. To evaluate a project and adapt the design.

**Key Vocabulary:** structure, axle, turbine

Impact: Children can create a healthy smoothie. Children can construct a windmill.

### RE

Intent: To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.

#### SEQUENCE OF LESSONS

1. To understand days of the week and which days of the week are special.
2. To understand why a Saturday is special to a Jewish child.
3. To understand aspects of the Shabbat meal and understand worship in the synagogue.
4. To understand things that are special to Jewish people during Shabbat and explain why.
5. To discuss prayers which are an important part of Shabbat and write our own prayer.

**Key Vocabulary:** Shabbat, Judaism, Jewish, Kippah, synagogue, empathy

Impact: Children can understand Shabbat and why it is important to Jewish children.

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### PSHE

Intent: To explain special relationships and how these relationships help me feel safe and good about myself.

#### SEQUENCE OF LESSONS

1. To identify family members and understand that there are lots of different types of families.
2. To identify what being a good friend means.
3. To know appropriate ways of physical contact to greet my friends and know which ways I prefer.
4. To know who can help me in my school community.
5. To recognise my qualities as a person and a friend.
6. To be able to tell you why I appreciate someone who is special to me.

**Key Vocabulary:** belong, different, same, friendship, qualities, greeting, community, feelings, confidence, praise, self-belief, celebrate, appreciate

Impact: Children can explain special relationships and qualities that help these.

### Computing

Intent: To use code to make a computer program.

#### SEQUENCE OF LESSONS

1. To understand that computer programs work by following instructions called code.
2. To use code to make a computer program.
3. To use an event to control an object.
4. To begin to understand how code executes when a program is run.
5. To edit a scene by adding, deleting and moving objects.
6. To make a computer program.

**Key Vocabulary:** instructions, properties, object, scene, sound, output, run, scale

Impact: Children can use code to make a computer program.

### PE

Intent:

1. To create a seasons dance.
2. To run and jump in different ways.

#### SEQUENCE OF LESSONS

1. To move in response to a video stimulus.
2. To improvise and create movements with a partner.
3. To understand mirroring and use this with a partner.
4. To keep in time with a steady beat to perform a traditional style of dance.
5. To vary the shape and speed of movements to represent an object

#### SEQUENCE OF LESSONS

1. To move at different speeds.
2. To move along different pathways.
3. To jump for height.
4. To jump for distance.
5. To jump in different ways and perform a sequence.

Impact: Children can create a seasons dance.  
Children can run and jump in different ways.

### Music

Intent: To create a class performance - with singing and playing.

#### SEQUENCE OF LESSONS

1. Listen to the music and find the pulse.
2. Find the rhythm - copy and clap back rhythms.
3. Play instruments using one or two notes: C or C + G.
4. Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E.
5. Perform and share 'Your Imagination' - with singing and playing.

**Key Vocabulary:** Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination

Impact: Children can create a class performance with singing and playing.