

**YEAR: 1**  
**TERM: Summer 2**  
**TOPIC: Big Splash**



**SIR ROBERT GEFFERY'S SCHOOL**  
*A School for Enthusiasts*

*Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.*

**RE  
INTENT**

To be able to understand what makes some places sacred.

- LQ: Can I identify what a sacred place is by reflecting?
- LQ: Can I consider a sacred place for Christians and the reason why this is sacred?
- LQ: Can I identify a sacred place for Muslims by making connections?
- LQ: Can I consider what makes a place sacred for Muslims?
- LQ: Can I consider how places of worship are similar and different?
- LQ: Can I consider why places of worship are important to our community?

**IMPACT**

Year 1 will be able to identify a sacred place for a Christian, Jewish and Muslim person. They will be able to identify key artefacts within each sacred place and the features which make the place sacred. Year 1 will be able to give two reasons why a place of worship is sacred to believers. Children will use their comparative skills to identify similarities and differences between a religious and non-religious place in the community.

**SCIENCE  
INTENT**

To be able to observe and explain seasonal change.

- LQ: Can I identify and recognise weather symbols and make connections to seasons?
- LQ: Can I identify and categorise the correct months within each season?
- LQ: Can I explain how the number of hours of daylight changes throughout the year?
- LQ: Can I explain and describe the changes across all 4 seasons?
- LQ: Can I use my reasoning skills to explain how to stay safe through each season and the weather conditions?
- LQ: Can I use my investigation skills to collect and represent data about the seasons?
- LQ: Can I use my observational skills to create a chart on the weather over the month of July?

**IMPACT**

Year 1 scientists will be able to observe and talk about seasonal changes. Year 1 will be able to identify weather symbols and categorise them into the according months and season. Year 1 will be able to discuss how the number of hours of daylight changes throughout the year. Year 1 will work scientifically by taking part in investigations using their observation skills recording their findings on bar charts.

**MUSIC  
INTENT**

To be able to explain how music can be used to tell a story.

- LQ: Can I develop my vocal skills whilst considering the use of verses in 'The bear went over the mountain'?
- LQ: Can I consider the use of lyrics in Alice the Camel and make connections to previous pieces?
- LQ: Can I develop instrumental practise whilst comparing and contrasting to songs previously listened to?
- LQ: Can I consider how the lyrics are used within a reggae piece of music, making connections to previous pieces?
- LQ: Can I develop my performance skills by revisiting a piece learnt this half term?

**IMPACT**

Year 1 musicians will be able to identify how lyrics are used within a variety of pieces. They will consider the impact and why a composer may have done it in this way. They will develop their evaluation skills considering if they like a piece and sharing their opinions. Year 1 musicians will continue to solidify their understanding of good singing practice as well as revisiting finding the pulse and playing short rhythms on a Glockenspiel.

**PHSE  
INTENT**

To be able to understand what a positive relationship is and how to contribute to one.

- LQ: can I describe what makes a good friend?
- LQ: Can I identify emotions and consider what do they look like?
- LQ: Can I suggest appropriate ways of physical contact to greet my friends and know which ways I prefer?
- LQ: Can I explain the qualities of a friend?
- LQ: Can I consider how my actions could impact others feelings?

**IMPACT**

Year 1 will be able to distinguish between acceptable forms of physical contact when greeting friends and knowing who they can talk to if they do not agree with a situation. Year 1 children will be able to recognise and explain qualities of a good friend, and how their actions could impact others feelings.

**Computing  
INTENT**

To be able to navigate around a spreadsheet and insert data and images.

- LQ: Can I explain what a spreadsheet is and navigate around one?
- LQ: Can I add Images to a Spreadsheet using the Image Toolbox?
- LQ: Can I use the 'Speak' and 'Count' Tools in 2Calculate to Count Items?
- LQ: Can I explain what technology is?
- LQ: Can I record examples of technology used outside school?

**IMPACT**

Year 1 children will be able to save their work and will understand that this can be retrieved later. They will be able to save and open spreadsheets and understand what spreadsheets are used for. Year 1 will be able to enter data into the cells and manipulate data using the 'move cell' tool and use the image toolbox to add clipart. Year 1 children understand what is meant by technology and can identify a variety of examples both in and out of school.

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## Art



Art was covered in Summer 1 and previously in the Autumn Term

## PE

### INTENT

To be able to have a growing understanding of how to improve the speed of a run, the length and height of a jump and the accuracy and distance of their throwing.

Sessions 1&2 -

#### Running

LQ: Can you walk and run in a coordinated way, at different speeds for short and long distances?

#### Throwing

LQ: Can you throw a range of implements for distance?

Session 3 –

#### Running and jumping

LQ: Can you run and jump over obstacles?

Session 4 -

#### Running

LQ: Can you run short and fast or pace yourself for a longer run?

Session 5 - jumping

LQ: Can you demonstrate a variety of jumps and link them together?

Session 6 – running jumping and throwing

LQ: Can you confidently apply the skills you have learned, to throw, jump and run in a competitive situation?

### IMPACT

Year 1 athletes will have a growing understanding of how they can improve their running, jumping and throwing techniques through opportunities to practice these skills in non-competitive and competitive environments.

## Geography

### INTENT

To be able to use a map  
To spot geographical features on the coastline.

LQ: Can I spot geographical features at the beach?

LQ: Can I explain why we have lighthouses and where they were built?

LQ: Can I identify the location of lighthouses on a map by noticing?

LQ: Can I consolidate my learning by effectively positioning 2 lighthouses to safely guide/warn boats near the island?

### IMPACT

Year 1 Geographers will continue to develop their skills to be able to use globes and maps. They will be able to work collaboratively and independently to identify human and physical features of a map, reasoning the placement of objects. Year 1 Geographers will begin to ask Geographical questions. Year 1 will be able identify and describe what places are like and where they are.

## History



History was covered in Summer 1 and previously in the Autumn Term

## DT

### INTENT

To be able to research, design and create a sandwich.

LQ: Can I write questions to find out someone's likes and dislikes?

LQ: Can I research and sample existing sandwiches to help create ideas of my own?.

LQ: Can I Sampling flavours, using my evaluation and reasoning skills?

LQ: Can I use my previous knowledge to design a sandwich for our pirate party?

LQ: Can I use my plan to create and evaluate my sandwich?

### IMPACT

Year 1 inventors will begin to consider how they use 'market research' to create a product. Children will consider how they feel and the feelings of others when using a product to consider its effectiveness. Children will create an effective design for a sandwich considering, taste, look and materials used. Children will then consider safe practice in the kitchen to create their sandwich for an occasion. Children will then be able to evaluate the effectiveness of their design.

