**What is the Commotion in the Ocean? Penhallow Y1: Summer 2.**

**PE:**

**Get Set 4 PE. Year 1 Swimming:**

* Develop confidence when entering and moving in the water.
* Safely enter and exit the pool and develop confidence in the water.
* Develop confidence when travelling in the water and begin to develop floating.
* Develop confidence to submerge in the water.
* Develop floating on front and back.
* Develop the kicking action and introduce breathing.

**Get set 4 PE. Year 1 Athletics:**

* To move at different speeds over varying distances.
* Develop balance.
* Develop changing direction quickly.
* Explore hopping, jumping, and leaping for distance.
* Develop throwing for distance.
* Develop throwing for accuracy.

**Geography:**

**Geographical skills and fieldwork:**

* Carry out a small survey of the local area/school, drawing simple features
* Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on a map
* Carry out a small traffic survey, understanding how we can be more ‘green’
* Know some ways we can look after our world

**Science:**

**Materials:**

* Know some materials can change – simple melting and evaporating.
* Explain how solid shapes can be changed by squashing, bending, twisting and stretching

**Animals:**

* 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
* Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

**Seasonal Changes:**

* Observe changes across the four seasons.
* Observe and describe weather associated with the seasons and how day length varies.

**RE:**

**FAITH: (Unit F5)** What places are special and why?

* Talk about somewhere that is special to themselves, saying why.
* Recognise that some religious people have places which have special meaning for them.
* Talk about things that are special and valued in a place of worship.
* Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.
* Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (virtually).
* Express a personal response to the natural world.

**Key Vocab:**

Data, fieldwork, human feature, local area, observe, physical feature, record, pollution, climate change.

History:

**Historical Enquiry:**

* Ask and begin to answer questions about events e.g. When? What happened? What was it like…? Why…?
* Understand some ways we find out about the past e.g. using artefacts, pictures, storied and websites
* Explore events, look at pictures, objects and artefacts and ask questions to compare
* Look at books, videos, photographs, pictures and artefacts to build a picture about the past
* Ask and answer questions about old and new objects

**Key Vocab:**

**F**ish, amphibians, reptiles, birds and mammals, carnivores, herbivores and omnivores, object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy,

stiff, bendy, floppy,

waterproof,

absorbent,

breaks/tears, rough,

smooth, shiny, dull,

see through, not see

through.

**Key Vocab:**

Religion, worship, Christian, Christianity, Muslim, Jew, Belief, God, Church.

**Key Vocab:**

Back, blow, breath, bubbles, enter, exit, float, front, glide, kick, pull, pulling, rules, safely, splash, travel, under.

Balance, bend, control, direction, further, hop, jog, jump, leap, overarm, quickly, safely, target, time, underarm, walk.

**ART:**

* Recognise and name primary and secondary colours
* Know how to mix primary colours to make secondary colours
* Draw lines of different shapes and thicknesses, using different grades of pencil
* Work on different types and colours of paper and surfaces
* Know how to use a range of drawing media in different ways – hatching, scribble, blending
* Explore different ways of applying paint (sponges, blowing, bubbles, wax relief etc).
* Know when to use a thick and when to use a thin brush.
* Categorise a range fabrics and threads by colour and texture

Use a range of fabrics to weave a pattern

* Identify and discuss when patterns are used in textile design & what patterns they can see
* Use a paint program to create a picture
* Recognise the different tools and how to use them
* Make changes to their picture

**Music:**

Sing songs showing increasing vocal control (more in tune, breathing deeply, singing words clearly)

Sing songs in different styles, conveying different moods and with a sense of enjoyment

Coordinate actions to go with a song

Sing in time to a steady beat

Perform an action or sound (clapping, stamping) on a steady beat whilst singing.

Play loudly, quietly, fast, slow

Follow simple hand signals indicating: loud/ quiet and start/ stop.

Make different sounds using their bodies, found objects, voices and conventional instruments (timbre).

Make different sounds such as high/ low (pitch), long/ short (duration), loud/ quiet (dynamics), fast/ slow (tempo).

Add chosen sound to appropriate movements in narrative.

Move in time to a steady beat; respond through movement to different characteristics and mood of music .

**Computing**

Perform simple functions using a mouse and keyboard

Select and use an educational app on a tablet

-Use a keyboard to write their name using a capital letter

-Take a digital photo and edit it

* Create a simple series of instructions to understand that algorithms are a sequence of instructions in everyday contexts
* Put two instructions together to control a programmable toy- Understand forwards, backwards, up and down
* Begin to plan and test a Bee-bot journey to implement an algorithm
* Record their routes
* Capture images with a camera
* Record a sound/ video and play it back

**Key Vocab:**

Timeline, past, present, now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, old, new, then, same, different, after, future, museum, historian.

**Key Vocab:**

Primary colour, secondary colour, mix, loom, weave, warp, weft.

**Key Vocab:**

sound, beat, beater, cymbal, drum, high (sound), listen, loud, quiet, low (sound), fast, slow, perform, shaker, steady beat, tambourine , tempo, triangle, tune, voice, chant, ‘in time’.

**Key Vocab:**

Algorithm, instructions, sequence, programmable, Bee-Bot, implement, software, print, internet, computer science, information technology.

**Key Vocab:**

Changes, lifecycle, baby, adult, adulthood, grown up, mature, change, male, female, vagina, penis, testicles, anus, learn, new, grow, feelings, anxious, worried, excited, coping.

**PSHE:**

**Changing Me**

* Life Cycles
* Changing Me
* My changing body
* Boys and girls bodies
* Learning and growing
* Coping with changes