

Details With Same Value Exist



JOHN HELLINS PRIMARY SCHOOL

Being the best we can be

**Year Group**

Year 1



**Term**

Summer



**Project  
Title/Theme**

Into the Jungle



**Subject**

Select Subject



**Notes**

Our summer topic in Newton is 'Into The Jungle'. The classroom will be decorated in green fabric, brown vines, flowers and plants to immerse the children in the jungle experience. Within the room the continuous provision will be used to spark the children's imagination curiosity and to deepen their learning further. Our first text will be Giraffes Can't Dance. Our 'Superb Starter' will involve the children finding different leaves from the forest school area and print these onto different paper and fabrics. Our 'mix it up in the middle' will involve the children creating and performing their own music based on different animals. Finally, our 'enthraling ending' will involve the children designing and making finger puppets based on animals found in the jungle. We will of course, be reading a range of books such as: Giraffes Can't Dance, Superworm, One Day on Our Planet and much more!. In geography, we will be learning about the seven continents and five oceans as well as the water cycle and how the length of daylight changes. In art, we will be learning about photography, different art movements and some famous artists. In history, we will be learning about people who have had a significant impact on nature and animals such as David Attenborough and Dr Livingstone and so many more!

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Summer	Into the Jungle	Art	<p>To know that pattern (lines, basic shapes, curves) can create art (can be linked to maths) (pattern and printing) To know that pattern can be repeated or placed in a specific way to create art (decreasing/increasing size) (pattern and printing)</p> <p>To know that artists use shape to create artwork. (pattern and printing)</p> <p>To know 2 types of art movement (Modern art and Pop art).</p> <p>To know that Henri Matisse or Jackson Pollock are part of the Modern art movement.</p> <p>To know that Andy Warhol is part of the pop art movement.</p> <p>To know how the printing process works (creating an impression to be able to make multiples of an artwork). (Pattern and printing)</p> <p>To know artwork can come in the form of photographs. (digital art)</p>	<p>To be able to create artwork using basic shapes, lines and curves.</p> <p>To be able to re-create a piece of art in the style of one of the above movements (Pop art or Modern art). To be able to explore and describe the shapes they see in artwork.</p> <p>To be able to create an impression to create a piece of artwork print by rolling, stamping (stamps to create wrapping paper, rolling in clay/dough).</p> <p>To be able to mimic print from the environment and/or artists (wallpaper, famous artwork from artists from art movements above).</p> <p>To be able to use ipads to take photographs of the environment.</p> <p>To be able to appreciate digital artwork and comment (Edward Henry Weston – photos of natural objects with light and dark shadows).</p> <p>To be able to create own digital art – combining photographs using picollage .</p>	<p>Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, card, equipment, glue, masking tape, newspaper, paper, safely, scissors, Sellotape, stencil, tools, control, crayon, draw, felt tip, line, pen, pencil, wax crayon, colour mixing, consistency, darkening, lightening, easel, paint</p> <p>paintbrush, painting palette, sponge, cardboard, impress, pattern, print, printing, printmaker, repeated pattern, rubbing, sponge, string, surfaces, 3D, attach, clay, dough, junk modelling, join, mould, quill.</p> <p>Sculpt, sculptures, collage, cut, join, overlap, scrunch, tear, catalogue</p>

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Year 1	Summer	Into the Jungle	Computing	<p>To know how to create and evaluate a code or program.</p> <p>To know what an algorithm is.</p> <p>To know how to predict the behaviour of simple programs.</p> <p>To know how to use technology safely and respectfully.</p>	<p>To be able to create a code and evaluate how successful it was, through speaking or writing.</p> <p>To be able to explain what an algorithm (instructions) is.</p> <p>To be able to predict whether a code or program will be successful or unsuccessful.</p> <p>To be able to use technology safely at all times.</p>	<p>Debug, code, program, algorithm, instructions, create, predict, problem solve, device, online safety, website, online.</p>
Year 1	Summer	Into the Jungle	DT and Cooking and Nutrition	<p>To know where food comes from - plant, animal, different parts of the world (Food)</p> <p>To know which tools and resources to use for joining, cutting, shaping and finishing (Making and Technical knowledge)</p> <p>To know how to design a purposeful, functional and appealing product based on design criteria (Designing)</p>	<p>To be able to identify where particular foods have come from - animal or plant.</p> <p>To be able to name food in the 5 main food groups.</p>	<p>mix, bake, sieve, cook, stir, recipe, taste, farm, field, vegetable, fruit, fat, carbohydrate, protein</p>

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Year 1	Summer	Into the Jungle	Geography	<p>To know the seven continents of the world (Africa, Antarctica, Asia, Australasia, Europe, North America South America.)</p> <p>To know the five oceans of the world (Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, and Indian Ocean)</p> <p>To know Vostok, Antarctica is a cold location and Brazil is a hot location, (Equator, South Pole)</p> <p>To know water evaporates and forms into clouds. (When the clouds are heavy, the water falls from the cloud as precipitation).</p>	<p>To be able to locate the seven continents and five oceans of the world, using a globe and a world map.</p> <p>To be able to locate hot and cold areas of the world in relation to the Equator and the North and South Poles, using a world map.</p> <p>To be able to locate countries, using a world map, including Russia, Brazil, UK, Egypt, Australia, Greece, Canada, and Thailand.</p> <p>To be able to identify the basic process of the water cycle.</p>	<p>World, continents, Oceans, North Pole, South Pole, Equator, Africa, Europe, Antarctica, North America, South America, Asia, Australasia, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Indian Ocean, hot, cold, Water cycle, sea, sun, evaporation, precipitation, rain, snow, hail, sleet, cloud.</p>

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Year 1	Summer	Into the Jungle	History	<p>To know key information about significant people who have contributed to national and international achievements from different periods of time. Charles Darwin, and Dr Livingstone. (Monarchy and sig figures)</p> <p>To know that we get information from books that people have written about history called Secondary sources - called facts.</p>	<p>To be able to sequence events in their own life.</p> <p>To be able to sequence artefacts that are from obviously different eras.</p> <p>To be able to match objects with people of different ages.</p> <p>To be able to recognise the difference between past and present in their own life.</p> <p>To be able to recount stories from the past. Be able to tell the difference between fact and fiction. Be able to decide if adults talking about the past is reliable.</p> <p>To be able to find answers to simple questions about the past from various sources such as artefacts.</p>	<p>Memory, life, year, baby, adult, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1960s, toys, materials, wood, plastic, simple mechanical inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact</p>
Year 1	Summer	Into the Jungle	Music	<p>To know about a piece of classical music, e.g. Le Carnaval des animaux or the Flight of the Bumblebee.</p> <p>To know a song or a rhyme about animals.</p> <p>To know how to create a beat with an untuned instrument(s).</p>	<p>To be able to listen to a piece of classical music and appreciate it.</p> <p>To be able to share a song or rhyme about animals.</p> <p>To be able to use an untuned instrument to create a fast or slow beat, attempting to keep in time (this could be to accompany their rhyme).</p>	<p>Sing, song, structure: beginning/middle/end, rhythm, beat, dynamics (loud, soft), beat, pace (tempo), rhyme, rhyming couplet.</p>

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Year 1	Summer	Into the Jungle	PE	<p>To know how to send and receive in different ways in a game. (Games)</p> <p>To know the basic roles of an attacker in a game.</p> <p>To know the basic roles of a defender in a game.</p> <p>To know what space looks like in the context of PE.</p> <p>To know what multisports is. (MultiSports)</p> <p>To know how to correctly throw a range of balls in different sports</p> <p>To know how to correctly dribble a range of balls in different sports.</p> <p>To know what a target is and when this would be used in a game session.</p> <p>To know basic rules of specific games and how to apply them.</p> <p>To know how to hold a hockey stick.</p> <p>To know the different basic disciplines in athletics (Running, Jumping and Throwing). (Athletics Activities)</p> <p>To know how to change pace and direction.</p>	<p>To participate in a fun game</p> <p>To follow rules within the game</p> <p>To be able to send and receive a balls in a game.</p> <p>To be able to identify an attack and defender in a game.</p> <p>To be able to begin to move around a space effectively and safely.</p> <p>To be able to dribble and throw a basketball.</p> <p>To be able to throw a netball.</p> <p>To be able to kick and dribble a football.</p> <p>To be able to throw a rugby ball.</p> <p>To be able to throw a dodgeball towards a target with some accuracy.</p> <p>To be able to hold a hockey stick and attempt to control ball.</p> <p>Running:</p> <p>To be able to show good posture and balance.</p> <p>To be able to jog in a straight line.</p> <p>To be able to vary pace and speed when running.</p> <p>To be able to change direction when jogging.</p> <p>To be able to sprint in a straight line.</p> <p>To be able to change direction when sprinting.</p> <p>Jumping:</p>	<p>Attacker, Defender, Rules, Sending, Receiving, Space</p> <p>Basketball, Football, Dodgeball, Accurate, Dribble, Rules</p> <p>Pace, Sprint, Jog, Distance, Sequence</p> <p>Racket, Bat, Strike, Swing</p>

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				<p>To know different types of jumps. To know different throwing actions and how to improve the distance the ball travels.</p> <p>To know 4 different types of bats and how to hold them. (Racket and Ball Skills)</p> <p>To know how to strike a ball with a racket or bat.</p> <p>To know how to angle a racket or bat to change direction.</p>	<p>To be able to land safely and with control.</p> <p>To be able to perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high and as far as possible.</p> <p>To be able to work with a partner to develop the control of their jumps.</p> <p>Throwing:</p> <p>To be able to throw underarm and overarm.</p> <p>To be able to throw a ball towards a target area.</p> <p>To improve the distance a ball travels.</p> <p>To be able to hit a range of different balls with a some control.</p> <p>To be able to hit range of different rackets or bats.</p> <p>To be able control a tennis ball with a tennis racket.</p> <p>To be to hit a ball toward a target with a racket or bat.</p>	

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Year 1	Summer	Into the Jungle	RE	<p>To understand what is important to Muslims (EYFS will know story of Crying Camel)- but more details now needed like beliefs. To understand where, how and why praying at regular intervals makes a better Muslim.</p> <p>To understand what themes from Jewish, Christian and other religious stories tell us that are similar like David and Goliath and Prodigal Son. (Stories)</p>	<p>To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions.</p> <p>To be able to use religious keywords and facts to describe the important events in the lives of religious founders.</p> <p>To be able to use religious keywords to describe what the important symbols of each religion are.</p> <p>To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture.</p> <p>To be able to describe what religious people do to show that they are committed to God.</p> <p>To be able to retell a religious story.</p> <p>To be able to recall and name different beliefs and practises about festivals and ways of life.</p> <p>To be able to describe some reasons why people belong to a particular religion.</p> <p>To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God.</p> <p>To be able to compare one aspect of their own experiences in life so far with those of others.</p> <p>To be able to describe what their influences in life are and compare and</p>	<p>Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule,</p> <p>Allah, Islam, Mosque, Muslim, Prophet, Quran.</p>

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					<p>contrast these with the influences that other people have in their lives.</p> <p>To be able to recognise religious symbols.</p> <p>To be able to ask questions about faith communities in their school.</p> <p>To be able to ask questions about puzzling aspects of life.</p> <p>To be able to compare your answers with the answers that a religious person would give.</p> <p>To be able to ask questions about matters of right and wrong and suggest.</p> <p>To be able to answers that show understanding of moral and religious issues.</p> <p>To be able to identify what special things happen to them and others.</p> <p>To be able to identify what is special to them.</p>	

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Year 1	Summer	Into the Jungle	Science	<p>To know the four seasons are Spring, Summer Winter and Autumn.</p> <p>To know the climatic changes across the four seasons, including: hot, cold, warm, mild and cool.</p> <p>To know and describe the different types of weather associated with each season, including discussions about how the same weather types can occur in different seasons in the UK – Rainy, sunny, cloudy).</p> <p>To know how and why day length varies, based on the earth's tilt towards/away from the sun.</p> <p>To know the names of a variety of common wild (Not planted by people) and garden plants (Planted by people) (Including: dandelion, daisy, rose, tulip, daffodil and thistle) deciduous (Oak, beech) and evergreen trees (Pine, holly).</p>	<p>To be able to identify and classify weather types with the specific season, using a table.</p> <p>To be able to observe seasonal changes over time and record temperature using a thermometer.</p> <p>To be able to ask questions about the Earth. Why is it tilted?</p> <p>To be able to observe plants and trees closely in the local, natural environment, using magnifying glasses and photographs.</p> <p>To observe the different parts of a flowering plant using a microscope and magnifying glasses.</p> <p>To be able to draw a diagram to show the different parts of a plant. (Roots, leaves, stem, flower and bud before the flower appears)</p>	<p>weed, evergreen, root, stem, leaf, flower, petal, fruit, seed, bulb, germination, seed dispersal, shoot, temperature, weed, deciduous, evergreen, root, stem, leaf, flower, petal, fruit, seed, bulb, germination, seed dispersal, shoot, temperature, nutrition, blossom, trunk, branches, seasons, spring, summer, autumn, winter, weather, daylight</p>

