



Barnet Hill Academy Termly Overview

Year 1

Term: Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing	<p>Traditional and Fairy Tales</p> <p>Immersion: Children will look at various examples of alternative versions of traditional tales including 'The True Story of the Three Little Pigs', 'Snow White and the Silly Aliens' and 'Mr Wolf and the Three Bears'. They will explore how characters and their story has been adapted from the traditional version.</p> <p>Children will then create a story map and will put actions to words to learn and retell the story of 'Goldilocks and Just the One Bear'.</p>	<p>Traditional and Fairy Tales</p> <p>Children will adapt the story of 'Goldilocks and Just the One Bear' by changing the bear to another animal. They will write a character description to describe the character's thoughts and feelings.</p> <p>Children will further innovate the plot of the story as they change the setting from a city to the coast, countryside or a forest.</p>	<p>Traditional and Fairy Tales</p> <p>Children will create a story map to plan their new version of the story before orally retelling, writing and publishing their final story.</p>	<p>Contemporary Stories Key texts: The Lonely Beast Beegu That rabbit belongs to Emily Brown</p> <p>Children will listen to various contemporary stories with unfamiliar settings, and will role-play the build-up, problem and resolution for each story.</p>	<p>Contemporary Stories</p> <p>Children will explore the language features that authors use to describe characters. They will begin to understand that authors describe characters so that they develop into characters who the reader will care about.</p> <p>Children will discuss and role-play the key events and action scenes within adventure texts that we have read. They will explore using powerful, evocative vocabulary and strong, varied verbs to describe action scenes.</p>	<p>Contemporary Stories</p> <p>Children will listen to the story, 'The Lonely Beast'. They will explore the use of dialogue within adventure stories and consider how it is used to advance action</p> <p>Planning and drafting: Children will plan and draft an innovated version of the story 'The Lonely Beast', including a character and event description, and use of dialogue.</p>	<p>SPAG Consolidation</p> <p>Children will consolidate what they've learnt over the year about punctuation and grammar including prefixes, suffixes such as -s, -es, -ed and -ing.</p>
Maths	<p>Place Value (within 100)</p> <p>Key skills: Count to and across 100, forwards and</p>	<p>Place Value (within 100)</p> <p>Identify and represent numbers using objects and</p>	<p>Money</p> <p><i>Key skills: Recognise and know the value of different</i></p>	<p>Money</p> <p><i>Key skills: Recognise and know the value of different</i></p>	<p>Time</p> <p><i>Key skills: Use language to describe the passing of time</i></p>	<p>Time</p> <p><i>Key skills: Tell the time to the hour and half past</i></p>	<p>Consolidation</p>

	<p>backwards, beginning with zero or 1, or from any given number</p> <p>Children will develop their understanding of numbers to 100, extending their knowledge of multiples to 10.</p>	<p>pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Children will compare numbers within 100, using terms such as 'greater than', 'less than', 'equal to', 'fewer and less'.</p>	<p>denominations of coins and notes</p> <p>Children will <i>identify denominations of coins and amounts.</i></p>	<p>denominations of coins and notes</p> <p>Children will <i>use a variety of coins to make given amounts.</i></p>	<p>Children will recognise and use language relating to dates, including days of the week, weeks, months and years.</p>	<p>Children will tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	
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<p>Science</p>	<p>Growing and Cooking What happens to seeds over time?</p> <p>Enquiry Skill: Observe</p> <p>Chn will have a chance to grow their own vegetables which they will monitor and take care of.</p> <p>Key vocabulary: Seed, crops, vegetable, farmer and fruit</p>	<p>Growing and Cooking Where does my food come from?</p> <p>Enquiry Skill: Grouping and classifying</p> <p>Chn will look at how some plants can be grown and eaten for food. They will learn about how farms are where crops are grown on a large scale.</p> <p>Key vocabulary: Seed, crops, vegetable, farmer and fruit</p>	<p>Growing and Cooking</p> <p>What have I planted and grown this year?</p> <p>Enquiry Skill: Grouping and classifying</p> <p>Chn will have the opportunity to explore different plants by creating a simple meal from different fruit and vegetables.</p> <p>Key Vocabulary Seed, crops, cook, vegetable, farmer and fruit</p>	<p>Seasonal Changes What are the changes in summer?</p> <p>Enquiry Skill: Observe</p> <p>Children will explore seasonal changes in summer. They will use their observations of the local environment to identify the changes and compare these with the other seasons</p> <p>Key vocabulary: Summer, daylight, weather, night, season</p>	<p>Seasonal Changes</p> <p>What changes can observe in the summer?</p> <p>Enquiry Skill: Pattern seeking</p> <p>Children will gather summer data and compare similarities and differences between the seasons including number of daylight hours and temperatures.</p> <p>Key vocabulary: Rainy, windy, cloudy, sunny, daylight, record</p>	<p>Seasonal Changes</p> <p><i>What are the main changes in each season?</i></p> <p>Enquiry Skill: Pattern seeking</p> <p>The children will recall factual statements about the seasonal changes that take place every year.</p> <p>Key vocabulary: Winter, autumn, spring, summer, season</p>	<p>Final Assessment Assessment</p>
<p>Computing</p> <p>Programming Animations</p>	<p>Comparing Tools</p> <p>LO: I can choose a command for a given purpose.</p> <p>The children will become accustomed to the ScratchJr</p>	<p>Joining Blocks</p> <p>LO: I can show that a series of commands can be joined together.</p> <p>The children will discover that blocks can be joined together in ScratchJr.</p>	<p>Make a change</p> <p>LO: I can identify the effect of changing a value.</p> <p>The children will discover that some blocks in ScratchJr have numbers</p>	<p>Adding Sprites</p> <p>LO: I can explain that each sprite has its own instruction.</p> <p>The children will be taught how to add and delete sprites in ScratchJr. They will discover that each</p>	<p>Project Design</p> <p>LO: I can design the parts of a project.</p> <p>The children will choose appropriate backgrounds and sprites for a 'Space race' project. They will</p>	<p>Following My Design</p> <p>LO: I can use my algorithm to create a program.</p> <p>The children will use their project design from the previous lesson to make programs for each of their rocket sprites and will test</p>	<p>Final Assessment</p>

	<p>Programming environment. They will discover that they can move characters on-screen using commands and compare ScratchJr to Bee-Bots used in the previous unit.</p> <p>Key Vocabulary: ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area</p>	<p>They will use a Start block to run their programs. Th chn will also learn additional skills such as adding backgrounds and deleting sprites and will follow given algorithms to create simple programs.</p> <p>Key Vocabulary: Block, joining, Start block, run, program, background, delete, reset, algorithm, predict</p>	<p>underneath them. They will learn how to change these values and identify the effect on a block changing a value.</p> <p>Key Vocabulary: Effect, change, value, block</p>	<p>sprite has its own programming area and learn how to add programming blocks to give instructions to each of the sprites.</p> <p>Key Vocabulary: Instructions, sprite, delete, program, algorithm</p>	<p>decide how each sprite will move, and create an algorithm based on the blocks available in ScratchJr that reflects this.</p> <p>Key Vocabulary: Sprite, background, appropriate, algorithm</p>	<p>whether their algorithms are effective when their programs are run.</p> <p>Key Vocabulary: Sprite, design, programming blocks, algorithm, programs</p>	
<p>Geography</p> <p>What is it like to live in Shanghai?</p>	<p>What can we see in our local area?</p> <p>LO: I can recognise physical and human features.</p> <p>The children will learn to recognise physical and human features in our local area.</p> <p>The chn will go on a walk around the local area to see what physical and human features surround the school.</p> <p>Key Vocabulary:</p>	<p>Can we map our local area?</p> <p>LO: I can draw a sketch map.</p> <p>Chn will draw a simple sketch map of physical and human features using an aerial photograph.</p> <p>Key Vocabulary Human features, map, town, compass, north, symbol, village, key</p>	<p>Where in the world is China?</p> <p>LO: I can name and locate some continents on a world map.</p> <p>The children will name the continent we live in and will use an atlas to locate Europe, Asia and China.</p> <p>Key Vocabulary: Atlas, country, map, continent, land and ocean</p>	<p>What can you see in China?</p> <p>LO: I can identify physical and human features of a non-European country.</p> <p>The children will imagine they are visiting their favourite feature in China. They will write a postcard to send home, explaining what they have seen and describing what the features looked like.</p> <p>Key Vocabulary:</p>	<p>What is Shanghai like?</p> <p>LO: I can describe what it is like in Shanghai.</p> <p>Chn will focus on finding out about Shanghai, China. They will be given images of different features of Shanghai and will begin to label the physical and human features in the images. They will then compare the similarities and differences between Shanghai and our local area.</p>	<p>How is Shanghai different from our local area?</p> <p>LO: I can compare Shanghai to a small area of the UK.</p> <p>Chn will describe how Shanghai is similar or different from where they live. They will compare the physical and human features of two places.</p> <p>Key Vocabulary City, different, human feature, physical feature and similar</p>	<p>Final Assessment</p>

	Directional language, human feature, harbour, physical feature			City, country, continent, desert, village, human and physical features	Key Vocabulary: City, metro, port, transport, human and physical features, skyscraper, weather		
Design and Technology Cooking and Nutrition - smoothies	Children will discuss which foods they eat as part of a nutritious diet. They will create a mood board showcasing the foods they know and eat before deciding what their final masterpiece will look like.	LO: I can identify if a food is a fruit or a vegetable. Attention grabber: Looking at fruits and vegetables cards and naming each, Then, describe with an additional fact/adjective. Play the 'What am I?' game. Main event: Classifying cards into fruit or vegetable categories. Then sorting to show whether they think it has seeds or not. Wrapping up: Playing 'What am I?' game but test pupils for understanding: 'It is a fruit/vegetable'	LO: I can identify where plants grow and which parts we eat. Attention grabber: Recap: Fruit or vegetable cards Explain that fruits and vegetables are grown in three different places: Children to guess where (Trees or vines, above ground, below ground). Children learn that knowing which are fruit/vegetables and which have seeds will help to identify where they are grown. Main event: Children to identify where fruits and vegetables are grown- create a picture of a landscape showing	LO: I can taste and compare fruit and vegetables. Attention grabber: Deciding what ingredients they would like next week. Discuss: Have you ever drunk a smoothie? What did it taste like? What kind of food goes into smoothies? Are smoothies good for your body? (Children may talk about fruit and vegetables being healthy; they may suggest sweet drinks not being good for their teeth.) Main event: Arranged plates with small ingredients for children to taste a variety of foods. Wrapping up:	LO: I can make a fruit and vegetable smoothie. Children prepare and blend chosen fruits and vegetables to make smoothies. They will present their smooth to their peers and discuss how they made it.	LO: I can make an advert for my product Children will create an advertisement to sell a carton of their smoothie. They will think about how they could describe their smooth to a customer, making sure it's intriguing and that it appeals to the customer.	LO: I can evaluate my masterpiece. Children to reflect on their final product. They will explain the ingredients they used, why they were chosen and how their smoothie was made. They will explain what they liked about their smoothie and how they could make it better.

			<p>plants growing on a tree, vine, above ground or below ground.</p> <p>Wrapping up: Food general knowledge quiz. (seeds or seedless, colour, taste, recipes).</p>	<p>Children to describe taste of different ingredients. Make a class tally to calculate quantity of ingredients needed.</p>			
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<p>PSHE</p> <p>Economic Wellbeing</p>	<p>Baseline assessment: Quiz - Multiple choice questions</p> <p>What is money and where does it come from? Chn will learn that coins and notes have different values. Chn will learn that jobs help people to earn money to pay for things and explore different jobs people do within their community.</p> <p>Key Vocabulary: cash, coins</p> <p>FBV: Individual liberty- encouraging children to take responsibility.</p>	<p>How can we keep our money safe?</p> <p>Chn will learn that money needs to be looked after. Chn will explore and discuss the different ways of looking after money.</p> <p>Key Vocabulary: money, money box, safe, security</p> <p>FBV: Individual liberty- encouraging children to take responsibility.</p>	<p>What are the benefits of banks and building societies?</p> <p>Chn will learn that banks are places where we can store our money. Chn will discuss why people choose to store their money in banks.</p> <p>Key Vocabulary: bank, building society</p> <p>FBV: Individual liberty- encouraging children to take responsibility.</p>	<p>What choices do people make when spending and saving?</p> <p>Chn will start to think about the different choices people make about using money Chn will explore and discuss the difference between needs and wants.</p> <p>Key Vocabulary: value, interest, save, spend, wallet, choice, earn</p> <p>FBV: Individual liberty- encouraging children to take responsibility.</p>	<p>What jobs exist in my school?</p> <p>Chn will learn about the jobs that exists in their school.</p> <p>Chn will begin to understand that there are different jobs in school and will explain the skill people need to do different jobs.</p> <p>Key Vocabulary: job, skill, responsibility</p> <p>FBV: Individual liberty- encouraging children to take responsibility.</p>	<p>What jobs exist outside of school?</p> <p>Chn will learn about jobs that exists outside school.</p> <p>Chn will name different jobs that people do. They will discuss what people do in different jobs and discuss what their dream job is.</p> <p>Key Vocabulary: career, dream, enjoyment, remote, responsibility, skills, workplace</p> <p>FBV: Individual liberty- encouraging children to take responsibility.</p>	<p>Final Assessment</p> <p>Chn will design a leaflet on how to keep our money safe and the benefits of saving money.</p>
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<p>PE</p> <p>Athletics</p>	<p><i>Running at different speeds</i></p> <p>To consolidate appropriate running technique</p> <p>Chn will explore running using the opposite leg forward arm technique. they will explore taking bigger strides when running faster and using a slower pace for longer distances.</p>	<p><i>Jumping and landing</i></p> <p>To jump with control and balance on landing</p> <p>Chn will explore jumping and landing with soft knees. They will also gain an understanding of keeping your chest up whilst moving and moving slowly to help maintain their balance.</p>	<p><i>Running techniques</i></p> <p>To develop agility and co-ordination.</p> <p>Chn will explore bending low and pushing off quickly to change direction. They will also explore keeping their chest up whilst moving and keeping their feet shoulder width apart when changing direction.</p>	<p><i>Jumping techniques</i></p> <p>To explore hopping, jumping and leaping for distance.</p> <p>Chn will explore the technique of bending low and pushing off quickly to change direction. They will also explore bending their knees and landing with control. They will gain an understanding of looking forward and swinging their arms forwards when jumping.</p>	<p><i>Throwing for distance</i></p> <p>To develop throwing for distance.</p> <p>Chn will develop their throwing skills by stepping forward with their opposite foot to throwing arm and throwing with a balanced stance. They will also practice using an underarm throw for a short distance and overarm throw for a further distance.</p>	<p><i>Throwing, jumping and running</i></p> <p>To compete in an athletics competition</p> <p>Chn will explore using the techniques they have learnt so far this term in relation to jumping, running and throwing to compete in an athletics competition.</p>	<p>Final Assessment</p>
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