


	1	2	3	4	5	6	7
Text	Jack and the Beanstalk Talk 4 Writing 3x weeks			Bean Diary X 2 weeks		Plants DK	'Hands' Julia Donaldson
Written Outcomes	WALT: identify key features of traditional tales WALT: create a story map including a variety of adverbials of time. Retell the story using the map and story making actions Sequence a simple narrative with a beginning, middle and end	WALT: Create an innovated story including a new character and the language of traditional tales; start sentences in different ways sentences and a variety of ways to start sentences to form a simple narrative	WALT: create an invented traditional tale including a variety of ways to start sentences to form a simple narrative	WALT: write a set of instructions to grow a broad bean WALT: create a broad bean diary	WALT: continue to create a Broad Bean Diary	WALT: create a simple information book about plants (TAP's science)	WALT: read and perform a rhyming poem WALT: innovate a poem 'Kind Hands'
Literacy Theme	Fiction Traditional tales	Fiction Traditional tales	Fiction Traditional tales Traditional story language	Non-fiction Instructions	Non-fiction Non-chronological report Non-fiction devices and features How to title ,numbers, imperative verbs, short and clear instructions	Non-fiction Non-chronological report Non-fiction devices and features Labels, diagrams, captions, lists and arrows	Poetry Rhyming poem Performance poetry

<p>Programming 2 BeeBot</p> 	<p>Lesson 1 What can the Bee-Bot do? How did you make that happen? Can it do any other things? Did anyone's Bee-Bot not follow instructions? WALT: to explore a new device.</p>	<p>Lesson 3 What cone did you aim for? Did the Bee-Bot reach it successfully? Did the Bee-Bot turn correctly? WALT: plan and follow a precise set of instructions.</p>	<p>Lesson 4 How many buttons do you need to press to get there? Do you think you need to turn? Where will that code get you to? WALT: program a device.</p>	<p>Lesson 5 What does 'program' mean? (A series of instructions that are written for the Bee-Bot to follow.) What steps should you take when programming the Bee-Bot? (Identify where the Bee-Bot needs to go, figure out how it will get there and program the Bee-Bot accordingly using basic instructions.) What should you not do when the Bee-Bot is moving?(Pick it up) WALT: create a program that tells a story</p>	<p>Assessment focus/questions Time for observational assessment: Take note of who takes several steps to reach their target. Who can get to their target straight away? Who 'panics' and loses confidence when they make a mistake? Who can 'fix' a mistake? WALT: apply and showcase our programming skills</p>	
<p>Art and DT</p>  <p>Cooking and nutrition: Fruit and vegetables</p>	<p>Key Question: Is it a fruit or a vegetable? How do I know and how do they taste?</p>					
	<p>Is it a fruit or a vegetable? How do you know? WALT: identify if a food is a fruit or a vegetable</p>	<p>Where do fruits and vegetables grow and which parts can we eat? WALT: identify where plants grow and which parts we eat</p>	<p>Can I taste and describe these fruits and vegetables? WALT: taste and compare fruit and vegetables</p>	<p>How can I make a fruit and vegetable smoothie? WALT: make a fruit and vegetable smoothie</p>	<p>What did I like about my smoothie and what could I improve? WALT: evaluate my smoothie</p>	

Music 	Key Question: How can I listen, describe and respond to the 'story' of the music?					
Timbre and rhythmic patterns (Theme: Fairytale)	WALT: use voices expressively to speak and chant	WALT: select suitable instrumental sounds to represent a character	WALT: compose and play a rhythm	WALT: recognise how timbre is used to represent characters in a piece of music	WALT: keep the pulse using untuned instruments	
RE Colour key: Making sense Understanding impact Making connections <u>Our Friend Jewish celebrations:</u> <u>Passover</u> <u>Begins sunset of Mon, 22 Apr 2024 Ends nightfall of Tue, 30 Apr 2024</u> <u>Shavuot</u> <u>Begins sunset of Tue, 11 Jun 2024 - Ends nightfall of Thu, 13 Jun 2024</u>	Key Question: 1.10 What does it mean to belong to a faith community? (Referenced to Gloucestershire Agreed Syllabus)					
	Do we all belong to something? WALT: recognise that loving others is important in lots of communities. • Say simply what Jesus and one other religious leader taught about loving other people.	How do Christians/ Muslims/Jewish people show they belong? WALT: give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.	Is every person valuable? • WALT: give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)	How do Christians welcome a new baby? How do Muslims welcome a new baby? • WALT: give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.	How do some people show they belong to one another? WALT: • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).	What matters about being in a community? WALT: Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their choices.


Critical Path - Other

YEAR 1

Term: Summer 1 2024

	1	2	3	4	5	6	7
Maths	Number Place Value (Within 20)			Number Addition and Subtraction (Within 20)			Number Place Value (Within 50)
Maths - Continuous	Calculation: Addition and Subtraction, Number bonds, place value including: part/whole models						
Science Plants	Key Question: How can we sort plants into different groups?						

	<p>What parts do these plants have?</p> <p>WALT: name and identify the parts of a plant</p> <p>roots stems leaves flowers petals name different same</p>	<p>What parts do all trees have?</p> <p>WALT: identify and name tree parts</p> <p>roots branches leaves</p>	<p>How can we sort plants into different groups?</p> <p>WALT: name and identify common wildflowers and garden plants wildflower daisy garden plant sunflower</p> <p>Which type of plant did you find the most of? Where did you find the most plants?</p> <p>WALT: use our knowledge of common garden and wildflowers to identify plants in our local area local area identify nettle buttercup dandelion species record</p>	<p>What are deciduous trees?</p> <p>WALT: identify deciduous trees as those trees that lose their leaves in autumn</p> <p>deciduous leaf structure horse chestnut oak sycamore trees appearance leaf structure</p>	<p>What are evergreen trees?</p> <p>WALT: identify evergreen trees as those trees that keep their leaves all year round</p> <p>evergreen "needle-like" leaf structure differ from holly trees pine trees</p>
<p>Athletics (Running and Jumping) Pro-stars Sport's coaching</p>	<p>Key Question: How can I link running and jumping skills to a range of games and activities?</p>				
	<p>What is running technique?</p> <p>WALT: consolidate appropriate running technique IAT: jump with control & balance on landing</p>	<p>Can I jump and land with control?</p> <p>WALT: jump whilst travelling IAT: throw towards a stationary target</p>	<p>Why is arm movement important when running?</p> <p>WALT: know what the term 'healthy eating' means IAT: consolidate appropriate running technique</p>	<p>Can I display balance when jumping over objects?</p> <p>WALT: jump with control & balance on landing IAT: jump whilst travelling</p>	<p>Can I throw towards a stationary target?</p> <p>WALT: throw towards a stationary target IAT: show I know what the term 'healthy eating' means</p>

Athletics – FUNdamentals	Key Question: What are fundamental skills?				
<p>IAT: understand how to change direction, levels and speed</p> <p>IAT: develop understanding of how we can use our body to improve performance</p> <p>IAT: develop skills in preparation for Athletic style events</p> <p>IAT: develop range of skills for distance and accuracy</p>	<p>What can influence running speed?</p> <p>WALT: develop a range of skills associated with Athletics</p>	<p>How does running speed change when avoiding obstacles?</p> <p>WALT: develop a range of skills associated with Athletics</p>	<p>How can I throw for distance?</p> <p>WALT: develop a range of skills associated with Athletics</p>	<p>Can I throw with accuracy instead of power?</p> <p>WALT: develop a range of skills associated with Athletics</p>	<p>How can I jump for height not distance?</p> <p>WALT: develop a range of skills associated with Athletics</p>
<p>PSHE</p> 	<p>Key Question(s): Scarf-</p> <p>Why are certain foods are healthy for me and how many should I eat?</p> <p>What I can do if I find something difficult?</p>				

<p>5 Being my Best</p> <p>Includes keeping healthy/Growth mindset /goal setting/achievement</p> <p>Sun Awareness Week 6th – 12th May</p> <p>Mental Health Awareness Week 13th – 20th May</p>	<p>Scarf Lesson Title: I can eat a rainbow What sort of foods do you think are healthy for our body? Are there any foods we need to avoid eating lots of? WALT: recognise the importance of fruit and vegetables in their daily diet;</p> <p>IAT: explain why eating at least five portions of vegetables and fruit a day helps me to maintain health.</p>	<p>Scarf Lesson Title: Eat well Which foods do you like/dislike? Which foods are healthy for us that we need to eat more of? Refer now to the Eatwell plate (IWB slide provided - see Resources needed area). What foods are less healthy that we need to eat fewer of? WALT: recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p>	<p>Scarf Lesson Title: Harold's wash and brush up! Why do you think it so important that we have daily hygiene routines? WALT: recognise the importance of regular hygiene routines;</p> <p>Sequence personal hygiene routines into a logical order.</p>	<p>Scarf Lesson Title: Harold learns to ride his bike What sort of things can you do now that you couldn't do when you were a baby? Was it always easy to learn to do those things? Which of the things that you can do now, which you couldn't when you were younger, were the hardest to learn? What did you have to do in order to make it easier? WALT: recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p>	<p>Scarf Lesson Title: Pass on the praise! Who supports and encourages the children? Who in particular does this at school? How do we feel when we get support and encouragement? Who do they give support and encouragement to? How does it feel to give this as well as to get it? WALT: demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.</p>
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