



Summer 1 Overview 2024

Cycle A KS1

Week	1	2	3	4	5	6
	15.04.24	22.04.24	29.04.24	06.05.24 (06.05.24 May Day Bank Holiday)	13.05.24	20.05.24
Geography Animals and their habitats: Where do our favourite animals live?	<p>WALT: name and locate the seven continents and five oceans.</p> <p>WILF: name and locate the 7 continents; know which continent we live on; name and locate the 5 oceans; use an atlas to locate and name the continents that some animals live on.</p> <p>Resources: Usbourne picture atlases</p>	<p>WALT: locate Antarctica and describe the physical geographical features.</p> <p>WILF: Understand what the equator is and know where it is; Know where the North and South Poles are; Understand how the weather in Antarctica is different to the UK due to its location; locate Antarctica on a map; Describe how we would travel to Antarctica from the UK; Describe the physical geography/weather of the landscape; know that Emperor penguins live on this continent.</p> <p>Resources: atlases, world map</p>	<p>WALT: locate Asia and describe the geographical features of the landscape where Asian Pandas live.</p> <p>WILF: locate Asia using a map/atlas; name some countries that are part of Asia; describe how Asia is different to Antarctica; understand why the weather can be so different across regions of Asia; describe city and rural region of China using geographical vocabulary; know where pandas live</p>	<p>WALT: Use an atlas to locate Namibia and name the continent it is on and describe the landscape of the African Elephant's habitat.</p> <p>WILF: Use an atlas to locate Namibia; Name the continent Namibia is in; Understand the position of Africa in relation to the Equator; Understand how the physical geography of Africa differs across the continent; describe the landscape of the African Elephant's habitat using key vocabulary.</p>	<p>WALT: understand an animal's yearly movements, and describe the countries it passes over.</p> <p>WILF: know what a swallow is, and understand animal migration; give reasons why animals travel huge distances; can explain the continents and landscapes that a swallow passes over in its yearly migration.</p> <p>Resources: atlases</p>	<p>WALT: name and locate the 7 continents and 5 oceans and describe some of the different landscapes within them.</p> <p>WILF: Create a world map by placing continent outlines in the correct positions and naming them; label the oceans; add animals to the correct continent that they live in; describe the landscapes of the animal habitats using key geographical vocabulary.</p> <p>Resources: plastic animals</p>



<p>Science On Safari (everyday materials, plants, animals)</p>	<p>WALT: identify and name a variety of common animals.</p> <p>WILF: name a variety of different animals; name different animal families; identify which animal family different animals belong to; justify your choices</p> <p>Resources: Sorting cards and animal group titles.</p>	<p>WALT: identify and name a variety of birds and mammals and describe the structure of their bodies.</p> <p>WILF: name a variety of birds and mammals; describe and compare the body structure of birds and mammals; identify and classify animals; know if an animal is carnivore, herbivore or omnivore based on their diet.</p> <p>Resources: Videos https://school-learningzone.co.uk/key_stage_one/ks1_science/animals_and_plants/types_of_animals/types_of_animals.html and https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zfm84xs</p>	<p>WALT: identify and name a variety of fish and describe the structure of their bodies.</p> <p>WILF: name a variety of fish; describe and compare the body structure of fish; identify and classify animals; know if an animal is carnivore herbivore or omnivore based on their diet; label the body parts of a fish</p> <p>Resources: Video of different fish at an aquarium/nature video about fish</p>	<p>WALT: identify and name a variety of reptiles and describe the structure of their bodies.</p> <p>WILF: name a variety of reptiles; describe and compare the body structure of reptiles; identify and classify animals; know if an animal is carnivore herbivore or omnivore based on their diet; label the body parts of a lizard</p> <p>Resources: Nature video about reptiles</p>	<p>WALT: identify and name a variety of amphibians and describe the structure of their bodies.</p> <p>WILF: name a variety of amphibians; describe and compare the body structure of amphibians; identify and classify animals; know if an animal is carnivore herbivore or omnivore based on their diet; label the body parts of a frog</p> <p>Resources: Nature video about amphibians.</p>	<p>WALT compare, name and classify a variety of common animals.</p> <p>WILF: name a variety of different animals; name different animal families; describe and compare different animals' body structures; identify which animal family different animals belong to; justify your choices</p> <p>Resources: photos of animals</p>
<p>Design and Technology Food- fruit and vegetables</p>	<p>WALT: identify fruits.</p> <p>WILF is for you to: - name fruits and vegetables. -identify seeds. -sort fruits and non-fruits. Resources: Presentation: What food is this? Presentation: Finding seeds. Plates of pre-cut fruits and non-fruits . Large pieces of coloured paper split into two sections labelled 'fruit' and 'not a fruit' Sticky notes (one or two each) Two hoops (see Wrapping up). Link: Assessment – Design and technology Y1: Cooking and nutrition – Smoothies (optional – see Attention grabber).</p>	<p>WALT: describe where fruits and vegetables grow</p> <p>WILF is for you to: - name places where fruits and vegetables grow. -decide whether a fruit or vegetable will grow aboveground or underground. -make predictions about where edible parts of plants will grow.</p> <p>Resources: 3 potatoes (with soil on); 3 carrots (with soil on); 3 apples; 1 knife; 1 green chopping board; 1 brown chopping board. glue sticks scissors</p>	<p>WALT: practise food preparation skills.</p> <p>WILF is for you to: -use a fork to hold foods I am cutting. -use a table knife to cut soft foods. -use a juicer to get juice from fruits. -work safely and follow instructions.</p> <p>Resources: 5 table knives; 5 forks; 5 green chopping boards; foods to cut, such as strawberries, tinned pineapple chunks, banana and avocado flesh. Equipment to practise juicing skills (see Main event):</p>	<p>WALT: select ingredients for a recipe.</p> <p>WILF is for you to: - choose fruits and vegetables to taste. - suggest fruits to put together based on taste. -describe a food's taste. -decide on three ingredients to create a recipe.</p> <p>Resources: Presentation: Range of answers. Presentation: Design brief. Presentation: Food reactions. The head of the parents' association (optional – see Attention grabber). Example shop-bought smoothies (a small sample per child – see Attention grabber).</p>	<p>WALT: apply food preparation skills to a recipe.</p> <p>WILF is for you to - gather the ingredients for a simple recipe. - cut and juice fruits as part of a recipe. - use my senses to compare my smoothie with my partner's.</p> <p>Resources: Presentation: Explain the answer. Presentation: Design brief. Presentation: Visual reminders. An electric blender (see Attention grabber). Water (see Teacher knowledge). Equipment to prepare smoothies (one for each child</p>	<p>WALT: evaluate against the design brief</p> <p>WILF is for you: -colour a template to create a carton design. -choose my favourite recipe. -talk to the class about the design brief.</p> <p>Resources: Presentation: 3, 2, 1. Presentation: Smoothie packaging designs. Presentation: Design brief. The head of the parents' association (optional – see Wrapping up). Link: Assessment – Design and technology Y1: Cooking and nutrition: Smoothies (optional – see Wrapping up).</p>



			<p>manual juicer; foods to juice, such as oranges, lemons and limes (cut in half). 2 large bowls (one for each skills table). Modelling dough (one handful each – see Main event). Plastic knives (one each – see Main event).</p>	<p>Plates of mixed pre-cut fruit samples (at least one sample of each fruit per child): avocado; strawberries; banana; tinned pineapple. Small samples of freshly squeezed juice on a supervised tasting table (one sample of each juice per child): orange juice; lemon juice; lime juice. A device to take photographs (one for teacher). Cocktail sticks or forks (one each). Scissors (one each). Glue sticks (one each).</p>	<p>in a small group – see Main event): table knife; fork; green chopping board; bowl; manual juicer. Fruits to cut and juice: strawberries; tinned pineapple chunks; banana; avocado flesh; oranges (cut in half); lemons (cut in half); limes (cut in half). Smoothie cups with a lid (one each – see Main event). Printed photos of each child's food reactions from Lesson 4: Testing ingredients. Straws (two for each child – see Wrapping up). A device to take photographs (one for the teacher).</p>	
<p>Music Tempo (Snail and Mouse)</p>	<p>WALT: explore using voices and bodies expressively.</p> <p>WILF: I can move my body in different ways when music is played. I can use my voice to start to reflect different music speeds. I can use my body to start to reflect different music speeds.</p> <p>Resources:</p>	<p>WALT: practice a rhyme using fast and slow beats on instruments.</p> <p>WILF: I can use my voice to say a rhyme. I can say "Ready, steady, off we go," using slow and fast beats. I can use fast and slow beats when saying a rhyme. I can use an instrument to demonstrate fast and slow beats.</p> <p>Resources: Un-tuned percussion instruments (one for each child – small drums, claves, tambourines or shakers). An audio recording device. A small drum or claves (one for each adult).</p>	<p>WALT: use voices to perform a song with a fast and slow beat.</p> <p>WILF: I can explore fast and slow beats. I can use a singing voice. I can perform a song showing fast and slow beats.</p> <p>Resources: Audio recording device.</p>	<p>WALT: use singing voices and an instrument to perform a song with a fast and slow beat.</p> <p>WILF: I can use my singing voice to sing fast and slow beats. I can use my instrument and voice to perform a song with fast and slow beats.</p> <p>Resources: Un-tuned percussion instruments, for example, shakers and claves (one per child). Small drum (one per adult). Audio recording device (one needed).</p>	<p>WALT: demonstrate fast and slow beats within the context of a story.</p> <p>WILF: I can use my singing voice to play fast and slow beats. I can use my body to play fast and slow beats. I can use my instrument to play fast and slow beats. I can sing and play at the correct time in a story.</p> <p>Resources: Audio recording device (one needed). Un-tuned percussion instruments (one for each child – small drums, claves, tambourines or shakers). Small drum (one per adult).</p>	



<p>P.S.H.E Healthy lifestyles- food, teeth and hygiene R.S.E.- who loves and cares for me?; similarities and differences between people</p>	<p>WALT: learn that plants are grown for food and that eating fruit and vegetables can help us to stay healthy.</p> <p>WILF: Recognise that some of the food we eat can be grown at home or on farms; Know that fruit and vegetables are healthy choices; Explain the '5 a day' health message.</p> <p>Resources: slides</p>	<p>WALT: learn how to look after our teeth.</p> <p>WILF: Describe how to look after my teeth; Recognise that not keeping my teeth clean can cause holes to form called cavities; Explain why sugary snacks and drinks are bad for my teeth.</p> <p>Resources: slides</p>	<p>WALT: learn about the importance of washing our hands after using the toilet and before eating.</p> <p>WILF: Explain that germs on my hands are easily spread and are so tiny that I can't see them; Recognise that I can become poorly if I don't wash my hands, especially after going to the toilet and before eating; Demonstrate how to wash my hands properly.</p> <p>Resources: slides, hand soap, water</p>	<p>WALT: learn about the people in my life that care for me and love me.</p> <p>WILF: Identify the important relationships in my life and those that provide love; Describe a family and understand that all families are special and different; Recognise the different ways our special people care for us and how we can care for them in return.</p> <p>Resources: slides</p>	<p>WALT: learn about the similarities and differences between themselves and other people.</p> <p>WILF: Identify similarities and differences in people; Recognise that we are all equal and that it is acceptable to be different; Respect and value difference.</p> <p>Resources: slides</p>	<p>WALT: learn about the similarities between boys and girls.</p> <p>WILF: Describe similarities and differences between ourselves and others; Name the main parts of the body; Name body parts including male and female genitalia.</p> <p>Resources: slides</p>
<p>P.E Fitness (hall)</p>	<p>WALT: develop knowledge of how exercise can make you feel.</p> <p>WILF: Think carefully about how exercise makes you feel. Social: To share my ideas and listen to others. Emotional: To use kind words in my feedback. Thinking: To consider ways of improving my mood.</p> <p>Resources: 15 cones 15 team bands</p>	<p>WALT: develop knowledge about how exercise can make you strong and healthy.</p> <p>WILF: Notice carefully how your heart beat changes during exercise. Social: To talk to a partner about my ideas. Emotional: To continue to try my hardest even when I find things hard. Thinking: To create ideas for my partner to copy.</p> <p>Resources: 30 cones 1 dice</p>	<p>WALT: develop knowledge about how exercise relates to breathing.</p> <p>WILF: Notice carefully how exercise changes your breathing. Social: To work well with a partner. Emotional: To share my ideas and contribute to class discussion. Thinking: To suggest ideas to solve a problem.</p> <p>Resources: 30 cones 8 hoops 15 tennis balls Lungs video</p>	<p>WALT: develop my understanding of how exercise helps my brain.</p> <p>WILF: Consider skills/activities which can be improved by exercise. Social: To make safe decisions when working with others. Emotional: To tell the truth about what I have achieved. Thinking: To understand how to score points.</p> <p>Resources: 10 base stations (floor circles) 10 beanbags 35 cones 10 hoops number pattern document chalks (optional)</p>	<p>WALT: develop my understanding of how exercise helps my muscles.</p> <p>WILF: Consider carefully how your muscles feel after exercise. Social: To encourage others to keep trying. Emotional: To explore skills before asking for help. Thinking: To know when and why I succeed.</p> <p>Resources: 8 base stations (floor circles) 30 cones 8 hurdles</p>	<p>WALT: begin to understand the importance of daily exercise.</p> <p>WILF: Try your best in the challenges you are set. Social: To use kind words. Emotional: To want to complete the challenges and tasks set for me. Thinking: To use keywords to give people feedback.</p> <p>Resources: 15 cones 15 hoops energy cards document</p>



<p>P.E. <i>Striking and fielding</i></p>	<p>WALT: develop underarm throwing and catching.</p> <p>WILF:</p> <ul style="list-style-type: none"> •Point your hand where you want the ball to go. •Step forward with your opposite foot to your throwing arm. •Use two hands to collect the ball. •Watch the ball when it is coming towards you. <p>Resources:</p> <p>10 beanbags 30 cones 10 tennis balls underarm throw video</p>	<p>WALT: develop overarm throwing.</p> <p>WILF:</p> <ul style="list-style-type: none"> •Point your hand where you want the ball to go. •Step forwards with your opposite foot to throwing hand. <p>Resources:</p> <p>15 beanbags 20 cones overarm throw</p>	<p>WALT: develop hitting a ball.</p> <p>WILF:</p> <ul style="list-style-type: none"> •Strike the ball using the centre of the racket. •Watch the ball as it is coming towards you. <p>Resources:</p> <p>16 cones 15 small sponge balls 15 tennis rackets</p>	<p>WALT: develop collecting a ball.</p> <p>WILF:</p> <ul style="list-style-type: none"> •Get in front of the ball. •Use two hands to collect the ball. <p>Resources:</p> <p>30 cones 30 tennis balls 10 tennis rackets retrieve a ball video</p>	<p>WALT: learn how to get a batter out.</p> <p>WILF:</p> <ul style="list-style-type: none"> •When batting, bat away from the fielders. •When fielding, retrieve the ball and send it to the bowler. <p>Resources:</p> <p>15 cones 15 tennis ball 8 tennis rackets</p>	<p>WALT: play games and understand how to score points.</p> <p>WILF:</p> <ul style="list-style-type: none"> •Make decisions about when to run by looking at the ball and fielders. •Run around the outside of the bases after you have hit the ball. <p>Resources:</p> <p>8 beanbags 30 cones 8 hoops 8 tennis ball 8 tennis rackets</p>
<p>Computing <i>Algorithms and debugging</i></p>	<p>WALT: decompose a game to predict the algorithms that are used.</p> <p>WILF: I can understand what the terms decomposition and algorithm mean. I can decompose a game to predict algorithms. I can plan algorithms for a more complex game.</p> <p>Resources: Devices for using scratch; Presentation: Algorithms. Presentation: Dinosaur algorithm. Presentation: Class code. Link: Scratch website.* Link: BBC Bitesize 2nd Level - What are algorithms?.*</p>	<p>WALT: understand that computers can use algorithms to make predictions (machine learning).</p> <p>WILF: I can explain what an algorithm is. I can explain that computers use algorithms to make predictions. I can write a clear and precise algorithm.</p> <p>Resources: Building blocks (a selection per pair). Devices with internet access (optional – one between two, see Attention grabber). A device with camera capabilities (optional – see Main event).</p>	<p>WALT: plan algorithms that will solve problems.</p> <p>WILF: I can devise and create algorithms to solve problems. I can include loops in my algorithms (count controlled). I can visualise directions from a 2D environment.</p> <p>Resources: A small toy, counter or figure (optional – one between two, see Adaptive teaching). Maze building materials, e.g. building bricks, wooden blocks, cones, floor markers or card and tape (enough per pair – see Attention grabber). Devices with internet access (one between two).</p>	<p>WALT: understand what abstraction is.</p> <p>WILF: I can explain what abstraction is. I can give an example of when abstraction might be useful.</p> <p>Resources: A3 plain paper (one each). Coloured pencils (a selection per table). Printed photographs of key places around the school, e.g. hall, playground, field or classroom (one between two).</p>	<p>WALT: understand what debugging is.</p> <p>WILF: I can understand the meaning of the word debugging. I can listen to my peer's verbal instructions. I can perform a task by following step-by-step instructions.</p> <p>Resources: A set of six building blocks (one identical set per child and one for the teacher). A partition wall, such as a piece of cardboard or whiteboard (one per pair).</p>	