

Seahorses Curriculum Summer 1 Sequence—Ready, Steady Sow!- Year 1 and Year 2

Key Texts; The little Gardener, Jack and the Beanstalk. Yucky worms, The Night Gardener, It Starts With a Seed, Look up, Coming to England, I like bees but I don't like honey.

Science Growing plants	PSHE The Christopher Winter Project	PE Athletics	Art Sketching and sculptures	Computing Digital images and Power-Point
<p>INTENT</p> <p>Observe and describe how seeds grow, making predictions and drawing conclusions from observations. Identifying important parts of a plant .</p>	<p>INTENT</p> <p>All Children feel confident and comfortable to discuss specific topics and ask questions to clarify understanding.</p>	<p>INTENT</p> <p>Develop running, jumping and throwing skills and apply to a range of athletics activities with improved accuracy.</p>	<p>INTENT</p> <p>Learn 3 sketching skills and apply skills to plant still life drawings.</p>	<p>INTENT</p> <p>Learn how to use IPADS for digital images and become confident to use PPT to display a range of images and headings.</p>
<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1-What do plants need to grow and stay healthy? 2- Planting a range of flowers, vegetables, herbs and fruit to maintain and grow at school. 3- How can we help plants to survive? 4- Eden project visit 5- Identifying parts of a plant and their purpose. 6- Making observations of school plants- what is happening and what has changed? Planning a comparative test. 7- Recognising parts of plants we eat. 8- Observational session- comparing plants and their growth. 9- Comparative test conclusion. 	<p>Sequence of lessons:</p> <p>Year 1 children</p> <ol style="list-style-type: none"> 1- Keeping clean- learning about simple hygiene principles. 2- Growing and changing- exploring lifecycles and identifying differences between boys and girls. 3- Families and care- Explore different types of families. <p>Year 2 children</p> <ol style="list-style-type: none"> 1- Differences between boys and girls and discussing gender stereotypes. 2- Male and female differences- understanding that new life needs a male and a female. 3- Naming body parts- identifying 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1. Walk, run and jog in a coordinated way for short and long distances. 2. To accurately throw a range of implements for distance. 3. Run and jump safely and smoothly over obstacles. 4. Demonstrating a variety of jumps and link them together. 5. Confidently apply skills learnt in a competitive situation. 6/7- Sports Day preparation and event. 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1- Introducing hatching sketching techniques. 2- Modelling shading techniques to create effect and texture. 3- Practice blending techniques using pastels and charcoal. 4- Sketching still life flowers in vase/container, using 3 techniques taught in previous lessons. 5- Outdoor observational sketching focusing on nature/plants. 6- Group plant sculptures- manipulating resources to make shapes and add textures to create effect. 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1. How to capture a good image using IPADS- portrait or landscape, positioning and editing. Photograph plants. 2- Transferring images from and IPAD to Google drive. 3- Introduction to PPT- adding headings, pictures and captions. 4- Creating a PPT to display plant images . 5- Editing PPT.
<p>Outcome: Explain what plants need to grow and demonstrate ways to ensure survival. Plan a comparative test to observe the changes made by variable survival factors.</p>	<p>Outcome:</p> <p>Yr1- Explain how to stay clean and healthy and identify simple difference between girls and boys . Children are aware that family units can differ.</p> <p>Yr2- Confidently discuss the differences between male and female, using anatomical names for body parts and understanding that new life needs a male and female.</p>	<p>Outcome: To confidently apply skills learnt, to throw, jump and run in a competitive situation. Safely use a range of equipment and move using a range of different speeds.</p>	<p>Outcome: Children independently choose a sketching method when drawing still plants and plants/ trees in their natural environment. Learn how to use modelling wire safely to make shapes with adult support.</p>	<p>Outcome: To use IPADS, chrome books, Google drive and PPTS to capture, retrieve and display plant images.</p>

Design Technology

Cooking with plant based produce

INTENT

Use simple skills to prepare food, follow recipes and discuss the food produce used.

Sequence of lessons:

1 & 2- Dips and dippers– recognising fruit and vegetables as a healthy snack, safely preparing vegetable dippers and following instructions to make a hummus dip.

3 & 4- Fabulous fruit salad– naming different fruits and understanding why we need to eat fruit, peeling, washing, cutting and mixing fruit to prepare a fruit salad.

Outcome: Children safely prepare fruit and vegetables using simple kitchen equipment and demonstrating peeling, chopping, washing mixing and blending skills.

R.E

Who is a Muslim and what do they believe?

INTENT

Revisit Islamic beliefs, explore Islam celebrations, stories and explain the importance of a mosque to a Muslim.

Sequence of lessons:

1-Recap on the 5 pillars of Islam– why is each one important to a Muslim?

2– What happens at a Mosque? Focusing on special items, routines and worship.

3– Stories of the Prophet Muhammad– Night of Power. Reading stories and discussing the importance and lesson learnt from stories in the Qur'an.

4– Ramadan– What is Ramadan? What do Muslims do during Ramadan? When is Ramadan?

Outcome: To understand who Muslims are and what they believe in. To understand the importance of special places, worship routines and celebrations to Muslims.

Cornish

INTENT

To expand upon previously learnt phrases and introduce new vocabulary.

Sequence of lessons:

1- Introduce a new 'Tales from Porth' and practice the phrases and responses associated with 'actions', such as 'swimming'.

2- Learn new vocabulary to answer questions such as 'How are you?'

3-Practice numbers 0-10 and introduce numbers beyond 10.

4-Build upon existing vocabulary within the classroom environment. Introduce the Cornish word for some everyday maths items. Ask questions such as 'What is this?'

Outcome: To have a simple conversation in Cornish.