

How does the weather affect us?

Year 1 Summer Term 1

Linked texts: After the storm, Tree, Seasons, Sunshine at Bedtime
Topic composite: Interactive, moving posters about the weather, seasons, animals and Henry Trengrouse's invention.
Linked people of study: The RNLI, Henry Trengrouse,
Trips and Experiences: National Maritime Museum, Swimming, RNLI Visit,



- Intent:** Children will develop an understanding of weather conditions locally by learning about general seasonal weather patterns in the UK.

- Skills and Knowledge Focus:** - identify seasonal and daily weather patterns in the United Kingdom.

- Sticky Knowledge:** -Weather changes with the seasons. -In the UK, it is usually rainier and colder in the winter and warmer and drier in the summer. -In the UK, the days are longest in the mid-summer and shortest in the mid-winter.

- Key Vocabulary:** season, winter, spring, summer, autumn, weather, sunny rainy, windy, snowy, sunrise, sunset.

- Subject Composite:** Moving interactive poster using slides and levers that explains changes in seasons or weather in the UK (linked with DT).

- Impact:** Children will have a good knowledge of how weather conditions change with the seasons.

- Intent:** Children will be introduced to a range of common animals and learn about their characteristics, such as that different animals eat different things. They will learn that animals have different structures and features although some are similar.

- Skills and Knowledge Focus:** - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (do not need to use terms mammal, reptile etc). -Identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Sticky Knowledge:** -Identify fish, amphibians, reptiles, birds and mammals. -Carnivore means eating other animals. -Herbivore means plant-eating. -Omnivore means eating plants and other animals. -Know which parts of the body match senses: eyes for sight, ears for sound, nose for smell, mouth for taste, fingers for touch.

- Key Vocabulary:** carnivore, herbivore, omnivore, sense, wing, claw, fins, scales, feathers, fur, beak, paws, hooves (plus names of specific animals).

- Subject Composite:** Interactive poster featuring one class of animals in habitat (eg fish in sea, frog moving from water to land).

- Impact:** Children will be able to name, organise and sort animals, including humans in different ways and explain what is different or similar about them.

- Intent:** Children will explore how they can transform their drawings into 3D sculptures, using a range of different materials.

- Skills and Knowledge Focus:** - Use a combination of two or more materials to make sculpture. - Use construction methods to build. - Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3D forms to add to sculpture. - Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.

- Sticky Knowledge:** -2D are 'flat' drawings. -3D is something that can be picked up. -3D artwork is usually called sculpture. -Know that we can transform 2d drawings into 3d objects.

- Key Vocabulary:** dimension, 2D, 3D, collage, observational, feathers, beak, wings, sculpture, twist, fold, crumple.

- Subject Composite:** Children will each make a sculpture of a bird based on their observational drawing. The birds will be displayed together as a 'flock'.

- Impact:** Children will be able to talk about their 3D sculpture and the process of making 3D art.

- Intent:** Children will learn about simple mechanisms (slides and levers) and experiment with how to make interactive posters using them.

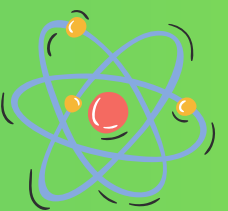
- Skills and Knowledge Focus:** -Explore and use sliders and levers. -Understand that different mechanisms produce different types of movement.

- Sticky Knowledge:** -Sliders move side to side or up/down. -Levers move on a curve.

- Key Vocabulary:** mechanism, lever, slider, pivot, slot, guide.

- Subject Composite:** Moving interactive poster using slides and levers that explains changes in seasons or weather in the UK, (linked with Geography).

- Impact:** Children will have made their own poster with which they have designed, made and evaluated using a slide and/over a lever for a range of topics.



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- **Intent:**

Children will learn gain an understanding of the importance of the RNLI in Cornish history and of the inventions of Henry Trengrouse, a significant individual within local history.

- **Skills and Knowledge Focus:**

- Learn about significant historical events, people and places in their own locality.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Identify similarities and differences between ways of life in different periods.

- **Sticky Knowledge:**

- RNLI stands for Royal National Lifeboat Institution.
- RNLI save lives at sea and around the coast.
- Henry Trengrouse was from Cornwall.
- Henry Trengrouse invented the rocket and line breeches buoy.
- It helped save lives at sea by saving people from wrecked ships.

- **Key Vocabulary:**

RNLI, lifeboat, buoy, wreck/wrecked,

- **Subject Composite:**

Interactive poster with slide showing how Henry Trengrouse's invention worked (slide mechanism).

- **Impact:**

Children will have a better understanding of the importance of the sea and coast to Cornwall and why people who save lives at sea (RNLI, Henry Trengrouse) are so important to their locality. They will have the knowledge of a significant person in history in the Cornwall.

