

Life on a Plate Knowledge Outcomes: Europe

Know that a continent is a large area of land and that we live in the continent Europe	Know that a continent is a large area of land and that we live in the continent Europe
Locate Europe on a world map and name some countries within it.	Locate Europe on a world map and name some countries within it.
Name foods and dishes linked to European countries, such as olives in Greece, cheese in France and pasta in Italy.	Name foods and dishes linked to European countries, such as olives in Greece, cheese in France and pasta in Italy.
Know that climate affects the foods grown and produced in Europe.	Know that climate affects the foods grown and produced in Europe.
Compare foods grown in Europe with foods grown in the UK.	Compare foods grown in Europe with foods grown in the UK.

These are the knowledge outcomes (the things we must aim to know) for our learning this half term.

Key Vocabulary:
Whole/half/quarter/part
/equal
parts/time/o'clock/
half past

PSCHE:

Who helps us to keep safe?

Know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people

Learn who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
Know how to respond safely to adults they don't know
Know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
Learn how to get help if there is an accident and someone is hurt, including how to dial 999 or Childline 0800 111 111 in an emergency and what to say



Summer Term 2 Activities Life on a Plate Year 1

R.E.: Judaism - Are Rosh Hashanah and Yom Kippur important to Jewish children?

Empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them. Say how it feels to say sorry and what I have said sorry for. Identify something that either Rosh Hashanah or Yom Kippur is about.

Mathematics

In Mathematics, this half term children will be working on the following objectives:

Understand how to find a half of a shape and quantity by either showing or shading the whole in **two equal parts**.
Misconception: 'I have a bigger half than you.' Incorrect. A half is two equal parts of the whole.

Identify the half and a quarter of a shape or quantity - knowing a quarter is a half of a half or one-part of the whole that has been shared equally into **four equal parts**.

Identifying and reading the time on the hour - o'clock or half-past. Knowing there are 60 minutes in one hour. 24 hours in one day. 60 seconds in one minute.

Understanding of the World Citizenship: BeDifferent Future:

Geography: Use maps and globes to identify the UK and some countries within Europe.
Understand the geographical similarities and differences through studying the physical geography of a small area of the UK (London) and of a small area in a contrasting European country.
Use aerial photographs to recognise landmarks and basic physical features.
Use simple fieldwork and observational skills to study the geography of our school and its grounds.
Use basic geographical vocabulary to refer to key physical features, including: beach, forest, hill, mountain, sea, river, season and weather.

Science: Consolidation

Within Science, children will revisit and consolidate key knowledge and skills taught throughout the year for materials, animals and humans, plants, trees and seasons. They will continue to develop their scientific understanding through predictions, observations, questioning, investigation and the accurate use of scientific vocabulary.

Wonders & Whys? Theme Day Children will apply their scientific understanding by working and thinking by following a given line of enquiry.

Computing: iWrite

Children continue to become confident to log-on to a computer, open apps to draw and write. Learn to navigate the dashboard to choose different headers to, for example change the font or colour for different texts or choose different tools to draw. to navigate around the laptop keyboard.

Strength Lies in Differences: Children to understand what it means to be different and what makes them different from others. Children to be familiar with these key terms and understand what they mean: Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype. Children to understand why it is important to celebrate difference in both themselves and others.

Design Technology: Cooking

Use the basic principles of a healthy and varied diet to prepare dishes: to begin to prepare simple dishes (no heat) by washing, peeling, tearing, mixing by using their hands and basic tools - spoons, butter knife. Understand that food comes from plants and animals Identify common foods and their origin - milk comes from cows.

Physical Development: Athletics

Jump with accuracy into and out of areas from standing position - apply in Long Jump and High Jump. Run at different speeds - apply in relay and running races. Throw a variety of objects, using a small range of techniques - apply in rocket ball and quoit toss. *Run at fast, medium and slow speeds, changing speed and direction Link running and jumping activities with some fluency, control and consistency Throw a variety of objects, changing actions for accuracy and distance.*

Engage: Making and eating gazpacho soup.

Express: Making bread rolls



English



In English, this half term children will be working on the following objectives:

Understand how to write main clause sentences using a capital letter to start, finger spaces and a full stop to mark the end.

Attempt to use the conjunction 'and' to join ideas.

Orally rehearses sentences before they write and check their own work to spot and edit errors.

Listen and respond to feedback given from their peers and teacher.

Write clearly and neatly using pre-cursive script - understanding that a descender goes below the line and an ascender goes to the top.

Demonstrate they understand that a main clause sentence is made up of a subject, verb and noun.

Explain what an adjective, verb and noun are and identify them within a sentence.

Use imperative (bossy) verbs for instruction writing to sequence how to make soup.

Use adjectives and persuasive language to describe Paris for a travel brochure

Write a recount of an adventure story in Amsterdam in order that the events happened

Expressive Art and Design

MUSIC: Singing

Children use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Expressive Art and Design - Painting

Begin to respond positively to ideas and starting points. Explore ideas and collect information. Describe differences and similarities between artwork they see. Try out different materials and methods to improve.

Painting:

Name the primary and secondary colours
Experiment with different brushes and other painting tools such as finger painting
Mix primary colours to make secondary colours

Important Dates: TBA