

Hazel Wood Year 1
Summer 1: 12.04.27 - 28.05.27

Explorers 12/04/27-07/05/27 (4 weeks) Values Week 10/05/27-14/05/27 (1 week) Plant Protectors 17/05/27-28/05/27 (2 weeks)		
English - Writing Please see Year 1 Long Term Writing Plan		
Maths Please see Year 1 Long Term Plan		
	Whole School Values Week - linked to one of the Schools Values and Sustainability. Value TBC in Spring 1 (Eco Schools Team to be involved in the planning with the Eco Leader)	
History: Florence Nightingale/ Grace Darling Aspect of History: - Significant historical events, people and places in their own locality. - The lives of significant individuals in the past who have contributed to national and international achievements. - Understand what is meant by the past. - Recall some facts about people before living memory.		Plants • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees.

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- Talk, write and draw things from the past. - Begin to identify different ways to represent the past e.g. photos, stories, adults talking about the past. - Begin to understand what a primary and secondary sources is.		
Computing (Computer Science): - Apply algorithms in a new context. - Give clearer, more precise instructions. - Predict outcomes of algorithms. - Debug more independently. - Understanding that instructions must be in the correct order. <i>Activities:</i> • Bee-Bot/Robot Explorer Mission: Children program a Bee-Bot/Robot to travel across a map to reach treasure, predicting and fixing mistakes if it goes wrong. • Human Robot Game: One child acts as the explorer while others give clear step-by-step directions (forward, turn left/right) to guide them safely.	-	Art: 3D- Sculpture using recycled materials (Mini eco-robots designed to clean up the planet) - Create simple 3D forms using recycled materials. - Explore joining parts securely with glue and tape. - Manipulate basic modelling materials (rigid & malleable)

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Music: The Three Bears

- Explore, respond to and recognise high, middle and low sounds
- Guess the Bear
- Choose one of the three bears questions (e.g. Who's been eating my porridge?) and rehearse saying it using low, middle and high voices. Children to take it in turns to play the question using one of the identified notes - their partner then identifies which bear they were playing.

PSHE: Relationships

- I know how it feels to belong to a family and care about the people who are important to me.
- I know how to make a new friend.
- I can recognise which forms of physical contact are acceptable and unacceptable to me.
- I know when I need help and know how to ask for it.
- I know ways to praise myself.
- I can express how I feel about them.