



Summer 1
Year 1
Amazon Adventure



Science - *Plants / seasonal change (on-going investigation)*

- I can identify and name a variety of common plants, including garden plants, wild plants and trees.
- I can observe closely.
- I can ask simple questions and recognise that they can be answered in different ways.
- I can identify and describe roots.
- I can observe carefully using simple equipment
- I can identify and describe flowers.
- I can use parts of the plant to identify and classify it.
- I can use simple features of a plant to sort and group them (non-statutory).
- I can describe and identify trees by looking observing their leaves.
- I can identify and describe the basic structure of a variety of common plants

Art - *Amazon adventure*

- I can use a range of materials to design and make products
- I can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- I can learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

Music - *Amazon adventure*

- I can use my voice expressively and creatively by singing songs and speaking chants and rhymes
- I can play tuned and untuned instruments musically
- I can listen with concentration and understanding to a range of high quality live and recorded music

PSHE - *Living in the wider world*

- I understand the difference between fantasy and reality
- I can talk about other people's opinions and construct a simple survey
- I can find out about the environment and take part in a recycling activity
- I can talk about road safety & who keeps us safe

DT - *Amazon adventure*

- I can design purposeful, functional, appealing products
- I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and where, appropriate, information and communication technology.
- I can select from and use a range of

| | | |
|---|--|--|
| <p>including roots, stem/trunk, leaves and flowers.</p> <ul style="list-style-type: none"> I can ask simple questions and recognise the ways in which they can be answered | <ul style="list-style-type: none"> I understand the role of the emergency services | <p>tools and equipment to perform practical tasks.</p> <ul style="list-style-type: none"> I can select from and use a wide range of materials and components according to their characteristics. I can explore and evaluate a range of existing products. I can evaluate their ideas and products against design criteria. I can build structures, exploring how they can be made stronger, stiffer and more stable. I can explore and use mechanisms. |
| <p><u>Geography</u>- <i>Amazon adventure</i></p> <ul style="list-style-type: none"> I can name and locate the world's seven continents and five oceans I can identify the location of hot areas of the world in relation to the Equator I can use world maps, atlases and globes to identify the countries studied I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, | <p>Computing - <i>Creating a digital card - unit 1.6</i> <i>Rising Stars Switched on Computing</i></p> <ul style="list-style-type: none"> I can type words. I can type symbols. I can type carefully and check my work for mistakes. I can change the way the words look in my card. I can find pictures on the web. I can edit a picture to suit my card. I can put words and a picture together to make a card. I can listen to my friends' ideas and make my card even better. I can save my work and open it when | <p>RE - <i>Buddhism</i></p> <ul style="list-style-type: none"> I can explore a range of religious stories and sacred writings and talk about their meanings I can name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate I can identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives I can explore how religious beliefs and ideas can be expressed through the arts and communicate their responses |

| | | |
|---|--|--|
| <p>including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>I next need it.</p> <ul style="list-style-type: none">• I know how my card is saved on the computer.• I can see how cards on paper and cards on the are different. | <ul style="list-style-type: none">• I can identify and suggest meanings for religious symbols and begin to use a range of religious words. |
|---|--|--|

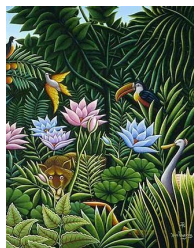
Suggested activities

Science - *Plants / seasonal change (on-going investigation)*

- Go on a garden / park scavenger hunt, what plants and trees can you see and identify?
- Take photos / make diagrams of plants, flowers and trees seen, can you label the parts of each of the plant/ trees?
- Can you think of a question to investigate. Discuss what you would like to find out can you set up your own investigations; i.e. what would happen if I didn't water a plant? - plant two seeds water one and not the other - what do you notice?
- Look at pictures of roots, identify where they are on a plant. Think about vegetables that we eat that are roots i.e. carrots, parsnips, beetroots. Set up the celery root test using food colouring.
<http://www.teaching-tiny-tots.com/toddler-science-celery-experiment.html>
- Cut up plants (Dandelions, daisies, leaves) what do you notice? Make careful drawings and label parts you can see.

Art - *Amazon adventure*

- Create a jungle collage
- Paint/ draw a jungle picture in the style of Rousseau



- Make jungle animal skin prints/ marks using household objects - i.e. sponge leopard - spots, newspaper- elephant skin, feather - parrot
- Look at the work of Henri Rousseau - can you create a painting / drawing in the style of his work?
- Can you create a fact sheet about the artist - what can you find out?

Music - *Amazon adventure*

- Learn the noisy animal jungle song
<https://www.twinkl.co.uk/resource/t-t-2546001-the-noisy-animals-in-the-jungle-song-powerpoint>
- Can you use your body to make some body percussion?
- Can you write your own song about the jungle?
- Can you use household items to make jungle noises?
- Can you record the music you make and think of ways to improve it?

PSHE - *Living in the wider world*

- Look at images of real objects and fictional objects what is real what is fantasy? Discuss statements that are true/ false. Discuss and

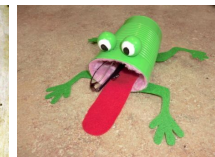
DT - *Amazon adventure*

- Can you plan and design an amazon junk model. Remember to label the drawing carefully and list the

- *Create leaf rubbings - what can you see? label parts of a leaf*
- *Look at various plants, where is the flower? What is their job? Create an information leaflet explaining the function of the flower.*
- *Look at a range of vegetables, what part of the plant are they? Can you sort them into groups? Print out pictures of different parts of plants can you sort them into groups.*
<https://www.twinkl.co.uk/resource/t-t-19730-plant-groups-sorting-cards>
- *Discuss deciduous and evergreen plants - what are they, can we identify trees which are evergreen/ deciduous? Go on a tree hunt with your family, create a table and tally chart. How many deciduous / evergreen trees can you spot?*
- *Tree hunt, how many trees can you spot on a local walk?*
- *Generate questions to solve - be a scientist - i.e. why do plants need ...*
Make a plant book, grow seeds, what do the children notice?

- help your child understand the differences.
- Watch some videos of how humans are affecting the environment. Look at some of damage of using plastic does to the environment. Create a poster to encourage people to use alternative products to plastic, i.e. paper bags, cardboard cartons, and reusable water bottles.
<https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p>
 - Discuss what items in the house could be changed and replaced by non-plastic items. Create a table of alternative ideas. I.e. plastic milk bottle - replaced with cardboard carton, plastic soap bottle - replaced with bar of soap.
 - Can you make a rainforest animal out of recycled packaging around the house?
 - Talk about and learn the Green Cross Code - what is it, how does it help me? With your parents help practice crossing the road looking right and left and following the rules.
<https://www.roadwise.co.uk/schools/using-the-road/green-cross-code/>
 - Who are the people that help us; can you draw a picture and say how they help us?

- equipment you will use.
- Once you have planned your model, gather your resources and have a try at making your creation.
 - Once you have finished can you say what you like, dislike and would like to improve or change if you made it again. (take a photo and send it to us at school, we would love to see it)
 - Are there any parts of your model you can make move; how will you try and do this? Could you fold, bend, twist the materials to help create a moving part?



Geography- Amazon adventure

- Look at maps of the world what do you know? Can you complete a map quiz about the world? Can you label the parts of the world on a map using a key. Can you find the Amazon what continent is it in?
<https://www.twinkl.co.uk/resources/new-2014-curriculum-resources-ks1-geography-resources/new-2014-curriculum-resources-ks1-geography-resources-locational-knowledge/new-2014-curriculum-resources-ks1-geography-resources-locational-knowledge-continent-and-oceans>
- Identify the equator - what do we know about temperature in the world where are they countries that are hot / cold. Create a table and list countries which are hot and countries, which are cold.
- Make an Amazon fact file- what can you find out, what continent is it in, is it a hot or cold country?
<https://www.twinkl.co.uk/resource/the-rainforest-multiple-choice-quiz-tg-450>
<https://www.bbc.co.uk/bitesize/clips/zb2jmp3>

Computing - Creating a digital card - unit 1.6 Rising Stars Switched on Computing

- Using a simple computing programme practise typing key words - names, year 1 spellings etc (use Microsoft word)
- Use the computer programme to create simple symbols using the insert tool. Can you add shapes; can you make a simple pattern?
- Can you use the Internet to find a picture of an amazon animal, can you use the copy tool to copy the picture. Can you paste this picture onto a word document?
- Now that you can use these tools. Can you use the text tools to write a special card to someone, can you add an image and some symbols?

RE - Buddhism

- Read / watch the story of Buddha - <https://www.bbc.co.uk/programmes/p05x423y>
- Can you retell the story of Siddhartha and the Swan - make a comic strip, draw a picture or simply rewrite the story.
- Read about the Buddhist festival Vesak - make a Vesak card
- Draw/ make a lotus flower/ look at its importance to Buddhism
- Look at the symbol for Buddhism, do we know any other religious symbols. What does it represent?



