



	<u>Year 1 - Summer 1</u>
<u>Theme/Topic</u>	<u>The Queen's Jubilee</u>
<b>English</b>	Information text Fact file about the Queen Leaflet about Windsor Castle Questions for the Queen/about the Queen
<b>English Key texts</b>	The Queen's Castle at Windsor by Elizabeth Newbery Our Queen Elizabeth by Kate Williams and Helen Shoesmith Additional text: Does the Queen Wear Her Crown in Bed? – Buckingham Palace
<b>Phonics</b>	Phased Phonics according to need
<b>Maths</b>	- Measurement - Geometry
<b>Science</b>	<b>Plant a tree to commemorate The Queen's Jubilee</b> <u>Plants:</u> - Creating a garden (look at the Queen's gardens at Windsor) Use an area in the school grounds to create a 'garden' <u>Materials:</u> - Building Palaces/Building Windsor castle (Link to DT) <b>NC ref: Plants</b> - 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 <b>NC ref: Everyday Materials</b> - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties
<b>Art</b>	<u>Family portraits</u> - Pencil sketch - Watercolours <b>NC ref:</b> - to use drawing, painting...to develop and share their ideas, experiences... - to develop a wide range of art and design techniques in using colour, texture, line, shape... - taught about the work of a range of artists...
<b>DT</b>	<b>Whole school Jubilee Lunch 26<sup>th</sup>/27<sup>th</sup> May 2022</b> <u>Food:</u> Sandwiches – what makes the perfect sandwich? Evaluate bread and sandwich fillings, then design and make sandwiches. (Make links to afternoon tea) <b>NC ref:</b> - design purposeful, and functional products for themselves and other users based on design criteria - generate, develop...and communicate their ideas... - select from and use a range of tools and equipment to perform practical tasks - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria



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<b>Music</b>	<ul style="list-style-type: none"> <li>- National Anthem</li> <li>- 1950’s music (EG Rosemary Clooney, Elvis Presley, Chuck Berry, Danny and the Juniors, Jackie Wilson, Little Richard, Harry Belafonte (1961) – ‘Jump in the line’ ‘Banana boat song’)</li> </ul> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- play tuned and untuned instruments musically</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- use their voices expressively and creatively by singing songs...</li> </ul>
<b>History</b>	<p><u>The Royal Family</u></p> <ul style="list-style-type: none"> <li>- The Queen and immediate family – King George VI and the Queen’s Mother, Duke of Edinburgh, The Queen’s children, grandchildren and great grandchildren</li> </ul> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- events beyond living memory that are significant nationally...</li> <li>- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods...</li> </ul>
<b>Geography</b>	<p><u>Windsor</u></p> <ul style="list-style-type: none"> <li>- Where is Windsor?</li> <li>- What facilities are available in Windsor?</li> <li>- Landmarks in Windsor</li> <li>- Tourism in Windsor</li> <li>- Compare Windsor to Fleet (Fieldwork question)</li> </ul> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK...</li> <li>- use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: hill, river, season, weather</li> <li>• key human features, including: city, town, house, office, shop</li> </ul> </li> <li>- use world maps, atlases and globes to identify the UK...</li> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features...</li> <li>- use...locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map</li> </ul>
<b>Computing</b>	<p>Twinkl: Computing and online safety</p> <p>Create a factfile/profile of The Queen</p>
<b>PHSE/RHE</b>	<ul style="list-style-type: none"> <li>- People are all different but the same - Multicultural Britain and the Commonwealth</li> <li>- Looking after others</li> <li>- Health and Wellbeing: Physical health and Mental wellbeing, Growing and changing</li> </ul>
<b>PE</b>	<p>1950’s Dance</p> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- perform dances using simple movement patterns</li> <li>- master basic movements...as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>
<b>PE</b>	<p>Team Games</p> <p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>- participate in team games, developing simple tactics for attacking and defending</li> </ul>



**Tweseldown Infant School Long Term Plan**



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<b>RE</b>	Belonging: Belonging in Judaism
<b>Visits/Visitors</b>	Windsor Castle 1950’s Dance group/1950’s Band Trip to Sainsbury’s to buy and look at different sandwich types?
<b>Safeguarding</b>	Walk to School week Green Cross Code Keeping Pets safe Water safety – beach/pool/canal