**Year 1 Summer Term Report 2017**

**Project**

During this term the children have been working towards answering the Essential Question of ‘Where does your food come from?’

This has included:

English – Presenting information to show sources of food that we learnt about at Pink Pig Farm.

Identifying the features of non-chronological reports, instructions and traditional tales.

Creating mind maps to plan our non-chronological reports.

Writing non-chronological reports about fruit.

Finding and naming imperative verbs.

Writing instructions for how to make a milkshake.

Acting out, retelling and sequencing the story of the ‘Little Red Hen’.

Writing alternative versions based on the story of the ‘Little Red Hen’.

Maths – Tallying information from an answered question.

 Analysing our tally results to see if Mrs. Rice was correct.

 Finding halves and quarters of shapes, objects and numbers.

 Chopping fruit into quarters to make a fruit salad.

 Solving problems involving halves and quarters.

 Ordering volumes from least to greatest.

 Estimating whether a volume is greater than or less than one litre.

 Comparing numbers and volumes using the > < signs.

Science – Sorting animals into groups of carnivores, herbivores and omnivores.

 Describing and making simple food chains.

 Describing why plants are important in the world around us.

 Identifying and describing the basic parts of a flowering plant.

 Investigating what seeds need to grow.

Computing – Using QR codes to find questions and answers within the project.

 Using the PicCollage App to record our learning.

Geography – Discussing and locating the origins of fruits from around the world.

 Discussing the climates of countries and the fruits grown there.

History - Reading a text to find key facts about rationing.

Using books and ICT to help create a poster about rationing during WWII.

Art - Using techniques such as rolling, cutting, moulding and carving to make our clay fruits.

 Considering shape, colour and size when producing fruit from clay.

D.T. - Chopping ingredients to make a fruit salad.

Designing and making our own clay fruit.

Using ingredients to make a strawberry milkshake.

R.E. – Writing and comparing about the religions of Islam and Hinduism.

 Tasting and describing foods from another culture.

P.E. - Discussing the importance of exercise within a healthy lifestyle.

S.M.S.C – Understanding food and diets within other cultures.

 Considering the negative effect of over-fishing and the impact it has on our oceans.

Reflecting on our lives and comparing them to events in the past, i.e. rationing during WWII.

Secrets of Success -

 Trying new things while tasting new foods.

 Talking about our favourite foods.

 Concentrating on our work especially with our longer pieces of writing.

 Critiquing and improving our work.

**Experiences to enhance the learning have been:**

A visit to Pink Pig Farm to learn about sources of food. We held chickens and their eggs. We saw pigs, lambs and cows in their own habitats. We planted peas and made bread.

A visit to Tesco to explore different foods. We saw the bakery, fishmongers and tasted different fruits and breads. We found out about the countries that some fruit come from.

A visit by Ruchita from the Hindu Cultural Society, Grimsby, who shared some typical Indian food.

A visit from Mr. Albery, a local fishmonger, who introduced us to a variety of fish and informed us of where they are caught in the ocean.

The final project included the children (and parents) creating a piece of artwork to be used to create an informative tablecloth based on where our food comes from. This was then revealed at the final exhibition and will continue to be a legacy in the Academy’s dining room for many years to come.

In addition to the projects running your child has also been taught ‘stand-alone’ lessons including Mini-Maths Missions on Time, Money, Addition and Subtraction and Algebra, Phonic Sessions, Guided Reading, SMSC (Spiritual, Moral, Social and Cultural Education), Physical Education, Music and Singing.