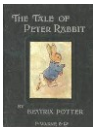
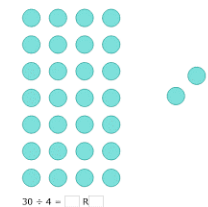
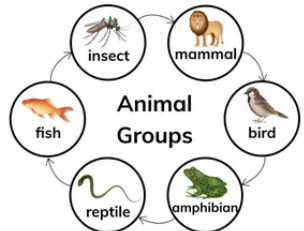







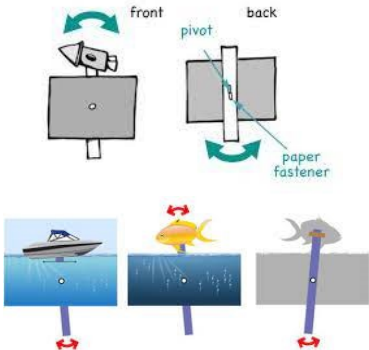

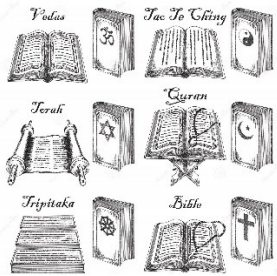




Year 1 Summer Term Curriculum Plan

English	Maths	Science	PSHE and RSE (Jigsaw)
<p style="text-align: center;"><u>Rama and Sita and Peter Rabbit</u></p>  <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> • Ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. Practise reading most of the first 100 HFW. • Identifies the meaning of vocabulary in context • Discusses the significance of the title • Identifies the beginning, middle and end of a story • Makes simple inference with support, e.g. around character and plot. Is able to empathise with a character from the story. • Makes simple inference with support, e.g. around character and plot • Is able to empathise with a character from the story. • Joining sentences together using 'and' and use question marks • Using a capital letter for days of the week and the pronoun I • Prefix –un. Suffixes that can be added to verbs where no change is needed in the spelling of root words – er and est • Compose stories using story structure and language, patterns and structures • change the main character to themselves and travel using a different method 	<p style="text-align: center;"><u>Herts For Learning Essential Maths teaching Sequence</u></p>  <p><u>The children will learn:</u></p> <ul style="list-style-type: none"> • About multiplication and division - equal or not equal amounts (remainders) • About using multiplication with scaling • About division through sharing and grouping • About Time to the o'clock and half past • About simple fractions • To calculate using all operation using numbers to 20 • Name, read and count forwards and backwards using numbers to 100 	<p style="text-align: center;"><u>Seasonal Change and Animals Including Humans</u></p>  <p><u>The children will learn:</u></p> <p><u>Seasonal Change</u></p> <ul style="list-style-type: none"> • Identify and describe the changes in weather and seasons of spring and summer <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify and name a variety of common animals that are carnivores, herbivores and omnivores <p><u>Working Scientifically;</u></p> <ul style="list-style-type: none"> • Using their observations to compare and contrast animals at first hand or through videos and photographs • Sort and classify animals based on their characteristics and what they eat 	<p style="text-align: center;"><u>Jigsaw Scheme</u></p>  <p><u>Children will learn:</u></p> <ul style="list-style-type: none"> • about belonging to a family • about making friends/being a good friend • how our feelings/behaviour affects others and how others feeling/behaviour affects us • about physical contact preferences • people who help us • qualities as a friend and person self-acknowledgement • how to be a good friend to myself • to celebrate special relationships • life cycle animals and human • Changes in me Changes since being a baby • differences between male and female bodies (correct terminology) • linking growing and learning • strategies to cope with change • to use different tools for calming • to recognise safe adults • recognise some parts of the body are private

History	Geography	Art and Design	Design and Technology
<p data-bbox="297 161 387 188"><u>Titanic</u></p>   <p data-bbox="91 722 315 746"><u>Children will learn:</u></p> <ul data-bbox="107 759 580 970" style="list-style-type: none"> • To know the features of the Titanic and when it was built • To know the timeline of the Titanic • To know why the Titanic sank • To know what impact the Titanic has had on us today 	<p data-bbox="795 161 983 188"><u>East and West</u></p>   <p data-bbox="620 746 844 770"><u>Children will learn:</u></p> <ul data-bbox="636 783 1131 1106" style="list-style-type: none"> • To name and locate the two countries, capital cities of the UK and seas • To identify characteristic of Northern Ireland • To identify the characteristics, human and physical features of Belfast • To identify characteristics of Wales • To identify the characteristics, human and physical features of Cardiff 	<p data-bbox="1321 161 1541 188"><u>Collage and colour</u></p> <p data-bbox="1240 196 1621 220"><u>Dyanne Williams 1973 - present</u></p>  <p data-bbox="1249 432 1612 456"><u>Mary McCleary 1951 - present</u></p>  <p data-bbox="1184 746 1408 770"><u>Children will learn:</u></p> <ul data-bbox="1200 783 1673 1289" style="list-style-type: none"> • To describe what medium an artist has used (collage/mosaic) • To describe what can be seen in an artist's work and share their opinion • To tear paper with purpose to design a piece of art • To create a paper collage/mosaic • To create shades of colour using black • To apply knowledge of colour mixing and shades to paint a final design • To design and create a piece of work in response to an artist. • To create a collage and add texture using key techniques 	<p data-bbox="1800 161 2020 188"><u>Mechanisms</u></p> <p data-bbox="1821 196 2056 223"><u>Sliders and Levers</u></p> <p data-bbox="1812 252 2024 276">Simple lever mechanisms</p>  <p data-bbox="1702 746 1926 770"><u>Children will learn:</u></p> <ul data-bbox="1718 783 2190 1353" style="list-style-type: none"> • to review the design brief and their own design • to plan by suggesting what to do next • to know and use technical vocabulary relevant to the project • to select and use tools, explaining their choices, to cut, shape and join paper and card • to use simple finishing techniques suitable for the product they are creating • to evaluate their product by discussing how well it works • to evaluate whether it meets design criteria

Physical Education	Religious Education	Music	Computing
<p><u>Dance and Gymnastics</u></p>  <p><u>Children will learn:</u></p> <ul style="list-style-type: none"> • To use counts of 8 to move in time and make a dance look interesting • To explore pathways in a dance. • To create a dance using, actions, pathways and counts. • To explore speeds and actions in our pirate inspired dance. • To copy, repeat, create and perform actions that represent the theme. • To develop and combine travelling movements. • To develop quality when performing and linking shapes • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. <p><u>Superstar sports:</u> <u>Fun fitness and Archery</u> To begin to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination.</p>	<p><u>Why are stories such a good way to learn?</u></p>  <p><u>Children will learn:</u></p> <ul style="list-style-type: none"> • what their favourite stories are and why • if stories teach us anything • which stories are important to Jewish people • which stories are important to Muslim people • which stories are important to Hindu people • which stories did Jesus tell that teach important things to Christians • who Christians think Jesus is • what makes stories a good way of teaching us important things <p><u>Celebration days:</u> Eid ul fitr (Islam) Buddha Day (Buddhism)</p>	<p><u>Charanga Music Scheme</u> <u>Pop and Classical Music</u></p>  <p><u>Children will learn:</u></p> <ul style="list-style-type: none"> • To follow a pulse or beat within a piece of music • To follow a rhythm using long and short sounds • To follow melodic patterns using high and low • To follow pitch in a piece of music • To learn a chant or song that goes in time to a beat • To explore six notes C, D, E, F, G and A on a tuned instrument • To create and perform a tune that expresses an emotion 	<p><u>Teach Computing Scheme</u> <u>Programming</u></p>  <p><u>Children will learn:</u></p> <ul style="list-style-type: none"> • To explain what a given command will do • To combine four direction commands to make sequences • To plan a simple program • To find a solution to a problem • To choose a command for a given purpose • To show that a series of commands can be joined together • To design the parts of a project • To use an algorithm to create a program <p><u>E-Safety</u> <u>Children will learn:</u></p> <ul style="list-style-type: none"> • To recognise some examples of information that is personal to someone • To know and understand that we can encounter a range of things online; likes/dislikes real/make believe