

YEAR 1 - SUMMER 2



English		Maths	
Fiction: 'The Story Tree' - Retold by Hugh Lupton Non-fiction: Recounts Poetry: 'The Puffin Book of Fantastic First Poems'		Following the Collin's 'Busyant' scheme of work.	
Science	Computing	Geography	
Key Question/Theme: <i>Animals Including Humans Part 2</i>	Key Question/Theme: <i>I Can Code! Sharing my Work</i>	Key Question/Theme: <i>Which continent is the best to live on?</i>	
Key Skills: <ul style="list-style-type: none"> Identifying and naming a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identifying and naming a variety of common animals that are carnivores, herbivores and omnivores. Describing and comparing the structure of a variety of common animals. Knowing the characteristics of different types of animals. Classifying animals in different ways. Knowing that different animals have different diets. Knowing what animals need to survive. (Pets) Making observations of animals in different habitats. 	Key Skills: <ul style="list-style-type: none"> Giving simple instructions to control a device, like a Beebot 'floor' robot or on screen object. Producing an accurate set of simple instructions to control a floor 'robot' or on-screen object, using trial and error to refine (de-bug) and improve / make changes. Demonstrating logical 'trial and error' when using a computer simulation or game, and predicts the consequences of decisions/choices made. Using trial and error to produce an accurate set of simple instructions, to control a floor 'robot' or on-screen object. Knowing about the Internet and beginning to understand some key, age appropriate, safety 'rules'. Sharing some information with others. (such as via a 'closed' blog). 	Key Skills: <ul style="list-style-type: none"> <u>Location knowledge 1</u> Developing map skills by locating main oceans; <u>Location knowledge 2</u> Developing map skills by locating main continents; <u>Physical characteristics continents</u> Knowing the main physical characteristics of the continents e.g. mountain, river, beach, hill etc. <u>Human characteristics</u> Knowing the main human characteristics of the continents e.g. city, town, village, factory, farm, house, office, port, harbour and shop. <u>Compass directions</u> 	
PSHE	RE	Art & Design	
Key Question/Theme: <i>Relationships</i>	Key Question/Theme <i>Caring for our World (Summer 1 & 2)</i>	Key Question/Theme: <i>Portraits</i>	
Key Skills: <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Relationships (including different types and in different settings) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and 	Key Skills: <ul style="list-style-type: none"> Describing some of the main teachings of a religion. Recognising name and describe some religious. artefacts, places and practices. Naming some religious symbols. Identifying things that are important in their own lives. 	Key Skills: <ul style="list-style-type: none"> Using a range of art and design techniques to create a self-portrait. Using drawing, painting and collage to develop and share their ideas, experiences and imagination. Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	

<p>strategies to employ in different settings)</p> <ul style="list-style-type: none"> • Diversity and equality (in all its forms) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) • A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet) • Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) 		<ul style="list-style-type: none"> • Talking about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and make links to their own work.
Music	French	PE
<p>Key Question/Theme: <i>Music Express Unit</i></p>	<p><i>French is not taught in Year 1</i></p>	<p>Key Question/Theme: <i>Multi-Skills</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Using their voices expressively and creatively by singing songs and speaking chants and rhymes. • Playing tuned and un-tuned instruments musically. • Listening with concentration and understanding to a range of high-quality live and recorded music. • Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music. 		<p>Key Skills:</p> <ul style="list-style-type: none"> • Mastering 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 • Participating in team games, developing simple tactics for attacking and defending • Performing dances using simple movement patterns.

Spiritual, Moral, Social and Cultural Development

Spiritual

- **Experiencing fascination, awe and wonder:**
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**
Is shown by pupils' use of imagination and creativity in their learning.

Moral

- **Investigating moral values and ethical issues:**
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
Is shown by pupils' understanding of the consequences of their actions.

Social

- **Developing personal qualities and using social skills:**
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.