

YEAR 1 - SUMMER 1



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	History	
<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Plants</i></p>	<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Clicker7 (word processing)</i></p>	<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Would you rather travel by train or bus? (History of Transport)</i></p>	
<p>Key Skills:</p> <ul style="list-style-type: none"> Identifying and naming a variety of common wild and garden plants, including deciduous and ever green trees. Classifying and sorting plants into different groups. Identifying and describing the basic structure of a variety of common flowering plants, including trees. Gathering and recording data to help in answer a question. 	<p>Key Skills:</p> <ul style="list-style-type: none"> Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Key Skills:</p> <ul style="list-style-type: none"> <u>Understanding the diversity of societies</u> Interpreting picture sources of changes in transport. <u>Exploring the content</u> Exploring different transport terms: bus, train, tube, tram, car, and plane. <u>Investigating</u> Investigating the best forms of transport and giving reasons. 	
PSHE	RE		Design & Technology
<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Dear Diary</i></p>	<p>Key Question/Theme</p> <p style="text-align: center;"><i>Caring for our World (Summer 1 & 2)</i></p>		<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Vehicles with wheels</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> Knowing who to ask for help. Recognising when we feel loved and cared for. Understanding what proud and jealous emotions feel like. Understanding how our thoughts, feeling and behaviour are linked. Knowing some ways we can deal with worries. Being able to support each other. 	<p>Key Skills:</p> <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. 		<p>Key Skills:</p> <ul style="list-style-type: none"> Designing purposeful, functional, appealing products based on design criteria. Exploring and evaluating a range of existing products. Generating, developing, modelling and communicating their ideas. Selecting from and use a wide range of materials according to their characteristics. Building structures and improving them. Evaluating their ideas and products against design criteria.

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 untuned 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.