# YEAR 1 – SUMMER 1

| English | Maths |
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| **Fiction:** 'Pattan's Pumpkin' by Chitra Soundar<br>**Non-fiction:** 'It Starts with a Seed' by Laura Knowles<br>**Poetry:** 'The Puffin Book of Fantastic First Poems' | *Following the Collin's 'Busyant' scheme of work.* |

| Science | Computing | History |
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| **Key Question/Theme:**<br><br>*Plants* | **Key Question/Theme:**<br><br>*Digital Literacy/Text, Animation & Music* | **Key Question/Theme:**<br><br>*Would you rather travel by train or bus?*<br>*(History of Transport)* |
| **Key Skills:**<br>• Identifying and naming a variety of common wild and garden plants, including deciduous and ever green trees.<br>• Classifying and sorting plants into different groups.<br>• Identifying and describing the basic structure of a variety of common flowering plants, including trees.<br>• Gathering and recording data to help in answer a question. | **Key Skills:**<br>• Using technology purposefully to create, organise, store, manipulate and retrieve **digital content**<br>• Using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | **Key Skills:**<br>• <u>Understanding the diversity of societies</u><br>Interpreting picture sources of changes in transport.<br>• <u>Exploring the content</u><br>Exploring different transport terms: bus, train, tube, tram, car, and plane.<br>• <u>Investigating</u><br>Investigating the best forms of transport and giving reasons. |

| PSHE | RE | Design & Technology |
|---|---|---|
| **Key Question/Theme:**<br><br>*Relationships* | **Key Question/Theme**<br><br>*Caring for our World*<br>*(Summer 1 & 2)* | **Key Question/Theme:**<br><br>*Vehicles with wheels* |
| **Key Skills:**<br>• **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)<br>• **Relationship**s (including different types and in different settings)<br>• **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)<br>• **Diversity and equality** (in all its forms)<br>• **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)<br>• **A healthy** (including physically, emotionally and | **Key Skills:**<br>• Describing some of the main teachings of a religion<br>• Recognising name and describe some religious artefacts, places and practices.<br>• Naming some religious symbols<br>• Identifying things that are important in their own lives. | **Key Skills:**<br>• Designing purposeful, functional, appealing products based on design criteria.<br>• Exploring and evaluating a range of existing products.<br>• Generating, developing, modelling and communicating their ideas.<br>• Selecting from and use a wide range of materials according to their characteristics.<br>• Building structures and improving them.<br>• Evaluating their ideas and products against design criteria. |

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)

| Music | French | PE |
|---|---|---|
| **Key Question/Theme:** | | **Key Question/Theme:** |
| *(Taught by a specialist music teacher)* | | *Multi-Skills*<br>*(Specialist teacher)* |
| **Key Skills:**<br>• Using their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>• Playing tuned and untuned instruments musically.<br>• Listening with concentration and understanding to a range of high-quality live and recorded music.<br>• Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music. | *French is not taught in Year 1* | **Key Skills:**<br>• 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<br>• Participating in team games, developing simple tactics for attacking and defending<br>• 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' used 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, nationals 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.