

OVERVIEW OF TERMLY OBJECTIVES AND SUGGESTED ACTIVITIES

Year Group:	1	Term:	Summer
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SCIENCE	HISTORY	GEOGRAPHY
Pupils should be taught to: - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.	Pupils should be taught: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]	Pupils should be taught to: - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Activities	Activities	Activities
- Plant a variety of seeds which can be used for cooking - Cut flowering plants into their parts - Make a tree model including roots, trunk, branches and leaves - Explore the local area to identify common wild and garden plants - Use a tree identification sheet to explore deciduous and evergreen trees in our local area - Collect and record data about the main changes in each season - Children to cook using the seeds they have grown	- Study picture evidence and discuss findings - Explore the causes and consequences of the fire including weather, the baker, the houses, the Lord Mayor - Interpret written evidence about the fire from Samuel Pepys diary - Use picture evidence to find out more about the past - Explore how London was rebuilt after the fire and design our own new street in London	- Sort pictures of rural and urban areas and discussing differences - Scavenger hunt to explore and record the features of our school grounds - Explore and record the different houses in our local area - Write a recount of a local area walk - Recognise and match the map symbols to real life photos - Create a map of our local area

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RELIGIOUS EDUCATION	ART	DESIGN AND TECHNOLOGY
Pupils should be taught: - To compare differences and similarities between societies - To identify aspects of religious identity and how we can learn from others. - To name some celebrations that families and communities have - To learn that celebrations can show what is important to people - To talk about rituals related to births, greetings and hospitality and why they are important - To explain how people can belong to a range of groups - To explain how people from different beliefs show they belong	Pupils should be taught: - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	When designing and making, pupils should be taught to: - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - explore and evaluate a range of existing products - build structures, exploring how they can be made stronger, stiffer and more stable
Activities	Activities	Activities
- Share favourite celebrations and explain why they are special - Compare types of celebrations - Craft a simple religious symbol - Discuss and explain what we have learnt about celebrations and respect - Create a symbol that can represent belonging - Explain and describe how different beliefs show they belong to a community	- Sculpt a clay letter of the alphabet - Experiment and create a range of clay imprints - Create a clay leaf sculpture - Paint their sculptures from all previous lessons - Evaluate each other's work, as well as our own	- Design a windmill using design criteria - Assemble windmill structures - Test and evaluate windmills - Adapt windmills to improve structures

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MUSIC	COMPUTING	PHYSICAL EDUCATION
Children should be taught to: - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to: - use technology purposefully to create, organise, store, manipulate and retrieve digital content - use technology safely and respectfully, keeping personal information private - understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs	Children should be taught to: - master 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 - participate in team games, developing simple tactics for attacking and defending
Activities	Activities	Activities
- Identify high and low-pitched sounds - Explore pitch by creating two-pitch patterns - Demonstrate tempo changes - Create a superhero theme tune with a variety in tempo and pitch - Explore tempo changes through movement - Show how dynamics can be represented by different symbols - Clap simple rhythmic patterns while keeping the pulse - To perform as part of a group to demonstrate dynamics, pitch and rhythm	- Use a computer to write by adding and removing text on a computer - Explore capital letters, bold, italic and underline - Make careful choices when changing text - Compare typing on a computer to writing on paper - Choose commands for a given purpose - Show that a series of commands can be joined together - Identify the effect of changing a value and explain that each sprite has its own instructions - Design the parts of a project and use algorithms to create a program	Athletics Dance Invasion Games Striking and Fielding

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PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION including RELATIONSHIPS EDUCATION	ONLINE SAFETY Complementing subjects: Relationships Education and Computing
Children should be taught to: - Describe how they feel using appropriate vocabulary, recognising what different emotions might look and feel like - Describe their own qualities and strengths and recognise something they want to get better at - Describe their bedtime routine, explaining why sleep is important - Explain how rest and relaxation affects our bodies, including mental functions - Understand that germs can be spread via our hands and know how to wash their hands properly - Know the three things they need to do when out in the sun to keep safe - Know people can be allergic to certain things and how to help with an allergic reaction and understand that there are a range of people who help to keep us healthy	- Online Relationships: Use the internet with adult support to communicate with people I know - Managing Online Information: Give simple examples of how to find information using digital technologies
Activities	Activities
- Describe situations that make us feel a certain emotion - Recognise and celebrate our strengths and set simple but challenging goals - Create a set of instructions showing a good bedtime routine - Explore relaxation through laughter and progressive muscle relaxation - Children to explore how germs are spread and demonstrate how to wash hands properly - Create a poster for sun safety - Explore food packaging and allergies in bold - Create a book of people who keep us healthy in our local community - Match the skills against the job roles that exist in our school - Read a story about transitioning to a new class and have a circle time to discuss any worries/questions about Year 2 as well as the things the children are excited about	- Design an app used to communicate thinking about a video icon, keyboard, voice message, camera icon, contact list, etc. - Draw 4 different ways to find out information online (e.g., search engines, voice activated searching)