

Year 1 - Summer Term - Holidays

	National Curriculum Aims	National Curriculum objective(s)	Success criteria	Project work	Tier 2 Vocabulary	Tier 3 Vocabulary	Links to previous and future learning
History	<ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<ul style="list-style-type: none"> Learn about significant events (National and International) beyond living memory. 	<ul style="list-style-type: none"> I can compare holidays from the past and holidays today. I can say 3 things that they had in the past on a beach holiday. (Fully clothed at the beach, changing wagons on the beach and ice cream). I can say 3 things that we see at the beach at the present time. (jet ski, surf boards and sun tan cream) 	<ul style="list-style-type: none"> Role play a summer holiday fun day. (Going to the beach or playing at a play park. Sandwiches) Compare holidays from the past (Victorians) and present and make a Now and then video / recording. 	<ul style="list-style-type: none"> Victorians Beach Past Present Hotel Arcade Ice cream Sun cream Floats 	<ul style="list-style-type: none"> Bathing machines Promenade Jetty Pier Changing wagons 	Previous learning link to the Victorians on holiday and compare to ours.
Geography	<ul style="list-style-type: none"> interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<ul style="list-style-type: none"> Recognise features on aerial photos and plans; devise a map with symbols and key. Study the geography of the school and it's grounds. 	<ul style="list-style-type: none"> I can name the countries and capital cities of the UK I can compare two localities and their geographical features. I can create a map and key. I can sing the oceans and continents songs. 	<ul style="list-style-type: none"> Find on a map the 4 UK countries and name the capital cities. Revisit and sing the 5 oceans and 7 continents songs. Look at the features of a seaside resort Compare the features of our locality with that of a seaside resort. Create our own seaside map. 	<ul style="list-style-type: none"> Physical Human Features Maps Photographs City Town 	<ul style="list-style-type: none"> Continents Oceans England United Kingdom Europe Australia Africa Asia North America South America Antartica 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and Design</p>	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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. 	<ul style="list-style-type: none"> I can use dark outlines to create emphasis in a picture. I can create pointillism with variety of media and tools. I can recreate my own version of an Andy Warhol painting using contrasting colours. 	<ul style="list-style-type: none"> Make a pop art style picture Create Andy Worhol work – 4 pictures of me in different contrasting colours Verbally compare how the two pictures are similar/different Create a screen print. 	<ul style="list-style-type: none"> Contrasting Outline Colour 	<ul style="list-style-type: none"> Andy Warhol Pop art Pointillism Screen print Portrait 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design and Technology</p>	<ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. 	<p>Design - Design purposeful, functional, appealing products for themselves and other users based on design criteria. Make - Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). - Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. Evaluate - Explore and evaluate a range of products and ideas. Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms (e.g. levers, sliders, wheels and axles) Cooking and Nutrition - Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p>	<ul style="list-style-type: none"> I can design my own windmill including an axle. I can make my design using appropriate materials. I can evaluate my designs. I can say why my windmill works or not. I can make a slider. I can say why my slider works or not. 	<ul style="list-style-type: none"> Design your own windmill including an axle to move the blades. Design and make a slider. 	<ul style="list-style-type: none"> Design, evaluate, make. Tools Fix Attach Colour Equipment Joining 	<ul style="list-style-type: none"> Features Axle Axle holder Blades Slider 	<p>Link back to previous stages – Design / make / evaluate.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">R.E. and P.H.S.E.</p>	<p>There are no statutory aims</p> <p><i>From the SOT agreed syllabus:</i></p> <ul style="list-style-type: none"> make sense of a range of religious and non-religious beliefs understand the impact and significance of religious and non-religious beliefs <p>make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p>	<p>To learn what it means to belong a faith community</p>	<ul style="list-style-type: none"> I can say what I believe in. I know that loving others is important in lots of other communities I can say what Jesus and I other leader taught about loving others I can name a way in which people show they love each other (wedding etc.) 	<ul style="list-style-type: none"> Matching and sorting objects to the religion that they come from Draw and label or caption a picture about “The Lost Sheep” Host a Christian Wedding Host a Jewish Wedding Draw or write I similarity and I difference from the weddings 	<ul style="list-style-type: none"> Wedding Love Community Necklace Badges Candle 	<ul style="list-style-type: none"> Baptism Rosary Ka’aba Taqiyah (prayer cap) Jews Mezuzah Menorah Kiddush cup 	

R.S.E.	<p>There are no statutory aims</p> <p><i>From the PHSE association:</i></p> <ul style="list-style-type: none"> Through PSHE education pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. PSHE helps pupils to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and later in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme tackles barriers to learning, raises aspirations, and improves the life chances of the most vulnerable and disadvantaged pupils. (PSHE Association) 	<p>To identify good learning attitudes and high aspirations</p> <p>To identify where money comes from, what it is used for and begin to discuss spending and saving</p>	<ul style="list-style-type: none"> I can discuss what I am good at I can name 3 ways to show a positive learning attitude (listening, hard work, collaboration etc.) I can describe a job that I would like when I grow up I know where I can spend money I know where money comes from I know the difference between “want” and “need” 	<ul style="list-style-type: none"> Draw a self-portrait and label it with things that are good about me, and things that I am good at Work in small groups to ‘role play’ a good learning attitude (others to identify positive attitudes) Match tools or skills to a picture of someone doing a job Decorate paper money with pictures of what to spend it on 2 week 2p shop. Spend or save? 	<ul style="list-style-type: none"> Positive Attitude Aspirations Future Jobs Skill Tools Money Buy Shopping Spending Offer Value Shops Items Goods List advertising. 	<ul style="list-style-type: none"> 	
Computing	<ul style="list-style-type: none"> can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems <ul style="list-style-type: none"> are responsible, competent, confident and creative users of information and communication technology. 	<ul style="list-style-type: none"> 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. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> I can give and follow instructions. I can create a simple program. I can navigate a spreadsheet I can save and open work. I can enter data. I understand what is meant by technology. 	<p>See Unit 1.7, 1.8 and 19 of Purple Mash</p> <ul style="list-style-type: none"> Create a simple program using code blocks. Create a spreadsheet <p>Explore and record examples of technology that we use out of school.</p>	<ul style="list-style-type: none"> Program Instructions Data <p>Edit</p>	<ul style="list-style-type: none"> Algorithm Spreadsheet Coding Cell 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 	<p>Seasonal Changes - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how the day length varies</p> <p>Animals incl. Humans - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Identify, name a variety of common animals that are carnivores, herbivores & omnivores -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<ul style="list-style-type: none"> I can make a weather chart. I can link pictures to the seasons. I can say why rainfall is important. I can compare information recorded over the different seasons. I can find different mini beasts and describe their habitats. I can identify and classify animals. 	<ul style="list-style-type: none"> Make a weather Chart (observing over time) Create a picture of the seasonal changes. (observing over time) Make a weather station and collect and record rainfall over a period of time. Make a wind sock and collect and record data over a period of time. Observe and describe different habitats. Sort animals into different categories. Make a weather forecast for the next season using data collected over the different seasons. 	<ul style="list-style-type: none"> Sunny Rainy Snow Ice, chart Changes Differences Similarities Wind Patterns Data Direction 	<ul style="list-style-type: none"> Weather, Autumn, Spring, Summer, Winter Precipitation Rainfall gauges 	<p>Seasonal Changes - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how the day length varies</p> <p>Animals incl. Humans - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Identify, name a variety of common animals that are carnivores, herbivores & omnivores -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>	<ul style="list-style-type: none"> learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - play tuned and untuned instruments musically.</p>	<ul style="list-style-type: none"> I can identify contrasts of fast and slow, loud and quiet. I can respond to steady beat and rhythm with my body. I can explore changes of pitch with my voice, movement and instruments. I can develop a performance with different vocal pitch shapes and tuned percussion. 	<p>Music Units; Storytime, Our Bodies, Travel and Water</p> <ul style="list-style-type: none"> Perform the 'Magic Porridge Pot' musical as a class. Perform actions to word rhythm, create new verses and actions. Sing a cumulative travelling song Perform rhythm patterns on untuned instruments. Create a splash in music using voices and tuned/untuned percussion. Perform a dance sequence following the structure of the aquarium. 	<ul style="list-style-type: none"> Sound Pace Note High Low 	<ul style="list-style-type: none"> Pitch Level Tempo Beat Rhythm 	

