

Year 1 Curriculum – Summer Term Overview

Key Concepts: The UK and Change

<p style="text-align: center;">Religious Education 1 Judaism: Part 1: Unit 1 – Shabbat – A day of rest</p> <p>Key questions: Why is Shabbat important to Jews? Why do Jews attend the synagogue? What events take place during the Shabbat and why? What does this look like in our world today-compare to own life?</p> <p>Vocabulary: Jewish, Jew, community, Synagogue, prayer, creation Tzedakah, Shabbat, Torah, Havdalah, rituals, kosher</p>	<p style="text-align: center;">History Changes within living memory Ships, boats and their significance</p> <p>Key Questions How have ships/boats and their use developed over time? What are their similarities and difference? Can you order these boats from oldest to newest? When was this made/ how do you know? What differences can we find between boats from past to boats we see and build now? Who do you think these boats belong to and why? How and why has the design of boats changed over time? How and why have boats been used through time? (trade, Invasion, discovery, travel) How has the significance of boats (for Britain) changed over time?</p> <p>Vocabulary: Before/After Titanic voyage, class, iceberg, disaster, survivor, wreckage, Cutty Sark, Tea Clipper, Victorian, trade, tea, wool</p>	<p style="text-align: center;">Religious Education 2 Judaism: Part 1: Unit 2 – Festivals in the Jewish year</p> <p>Key questions: How do the festival events help to teach young Jews about their past? Why is it important to keep traditions/ customs alive? How do the festival events help to teach young Jews about their past?</p> <p>Vocabulary: Sukkot (Sukkoth), festival, Tabernacles, Moses, Exodus Synagogue, Harvest, Passover (Pesach), Egypt, symbol Ritual, Seder meal, Israel, Purim, Esther, traditions</p>	
<p style="text-align: center;">Computing Computer Science – Algorithms and debugging</p> <p>Key Questions: What is an algorithm? What does debug mean? Can you give unambiguous instructions?</p> <p>Vocabulary: Algorithm, debug, error</p>	<p style="text-align: center;">Geography Seasons and Weather</p> <p>Knowledge and factual information: To locate the UK on a world map, To know how weather is recorded, To be able to identify daily and seasonal weather patterns, To label a map of the UK using key words to describe what the weather is like in different places and seasons, To interpret weather maps and their keys, To be able to use fieldwork to observe, measure and record</p> <p>Key questions: How do the seasons affect the weather in the UK? Where is the UK on the world map? How do we measure and record the weather? What symbols can we use to describe the weather? Why does the weather change with the seasons?</p> <p>Vocabulary: Weather, seasons, spring, summer, autumn, winter, climate, rain, snow, sunshine, fog.</p>		
<p style="text-align: center;">French</p> <p>In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.</p>	<p style="text-align: center;">RHE – SRE Relationships and Health Education</p> <p>Key Questions: Living in the wider world Who/what do you belong to? Positive relationships at school If you argue with your friend what should you do? Safety, health and wellbeing Why is it important to brush your teeth and wash your hands? Relationships Who are your special people? Why are they special? Sex and relationship education Why is it important to know the correct names for your body?</p> <p>Vocabulary: Body, boy, girl, male, female, private parts</p>	<p style="text-align: center;">PE 1 Ball Skills & Locomotion</p> <p>Key Questions: Can you move safely? Can you explore different ways to catch a ball?</p> <p>Vocabulary: Jump, move, catch</p>	<p style="text-align: center;">PE 2 Team Building & Gym</p> <p>Key Questions: Can you complete an obstacle course using communication? Can you use apparatus appropriately?</p> <p>Vocabulary: Team, communicate, apparatus, use</p>
<p style="text-align: center;">Music Understanding phrasing and singing expressively</p> <p>Key Questions: What does the conductor do? How many instrument families can you name? How are these instruments played?</p> <p>Vocabulary: conductor, orchestra, String, woodwind, brass, percussion</p> <p>Composition and Improvisation</p>	<p style="text-align: center;">Science Plants Common and Wild</p> <p>Key Questions: What are the different parts of a plant? Why are there so many different types of plant?</p> <p>Vocabulary: Deciduous, evergreen, petals, roots, bulb, seed, stem</p>	<p style="text-align: center;">Science Animals inc humans – Common Animals/Body Parts</p> <p>Key Questions: What makes a ... a ...? (e.g. what makes a fish a fish). What is similar, what is different? Why do animals eat different foods? Are humans an animal? Why do we have the ability to smell? What would happen if we couldn't smell?</p> <p>Vocabulary: Amphibians, reptiles, mammals, herbivore, carnivore, omnivore</p>	<p style="text-align: center;">Art Link to Boats Close Observational Drawing & Sculpture</p> <p>Drawing - Close observational drawing using pencil/Sketching Sculpture - Experiment with constructing and joining recycled, natural and manmade materials. (Junk modelling)</p> <p>A study of Ships, boats and their significance. Links to Cutty Sark and National maritime museum.</p>

Key Questions:
Can you play a rhythm on an instrument?
What lyrics can we use instead of ...?
Vocabulary: phrase, compose, lyrics, rhythm, percussion, improvisation

Scientific working procedural knowledge:
Observe: Look closely, to gather more information and viewpoints. What do you notice about...? Let's wait and see what happens when... What do you see now? Children begin to ask simple questions.
Compare: Make comparisons to and express relationships between things. How are these the same and/or different? Where have you seen similar?
Sort and Organise: Group things by recognisable traits and begin to understand that objects can belong to more than one group at a time. Record their findings in pictures and graphs.

Which container will you chose to make your boat/ship/figure head?

Build on their experience of junk modelling and refining their finished product. Build on their experience of scissor skills and joining Sculpture construct recycle manipulate Assembling Sketchbook Mark making thick wavy thin straight light dark