

Year 1 Summer

PE

Games

- Summer 1 - Football
- Summer 2 - Cricket

Strength and movement

- Summer 1 - Gymnastics - strength and technique
- Summer 2 - Athletics - running and jumping

GEOGRAPHY

- Human features of where you may live including: city, town, village and house

DT

- Talk about what he/she eats at home and begin to discuss how food choices can affect your health
- Say where some food comes from and give examples of food that is grown
- Understand how to create a variety of predominantly savoury dishes linked to your learning
- Use simple tools with help to prepare food safely

RELIGIOUS EDUCATION

- is there one correct belief for everything?
- Express their own experiences and feelings recognising what's important in their own life
- Recognise interesting / puzzling aspects of life
- Express what is of value and concerns to themselves and others in relation to matters of right and wrong

Art

- Identify the primary colours and how which colours to make secondary colours
- Artists and designers who use different studied movements and techniques in their work
- Use a variety of tools
- Explore mark making using a variety of tools
- Know how to clean brushes correctly and store brushes
- Use tools and equipment to explore malleable media
- Use scissors appropriately with the correct grip
- Look at and talk about own work and that of other artists and the techniques they have used
- Compare their work to that of artists and designers

PSHCE

Families, friendships and relationships

- Understand that families provide love, security and stability and the importance of families
- Understand that people are all different and families look different
- Identify special people and family members
- Understand how to respect others (friends, secrets and people who can help us)
- Identify what makes a friend
- Understand what manners are and how these are important in relationships
- Understand that friendships do not always go well and how to make friends if you've fallen out
- Understand it's not right to keep a secret if it means someone may be unsafe
- Know that it's ok to say 'stop' to a friend if something is happening you don't like and start to explain why
- Deliver operation encompass KS1 straws 1,2,3 activities 1

Understanding their place in the world

- Understand how to dispose of litter and the concept of recycling
- Respectful relationships -
- understand what a stereotype is and how to challenge this and understand correct racial terminology and how everyone is different

Physical wellbeing

- Understand that foods can be healthy and unhealthy and be able to sort these
- Recognise that exercise is good for the body
- Understand the benefits of eating healthy and the need for 5 a day
- Understand the importance of having an active lifestyle
- Know the importance of dental hygiene and how to brush your teeth correctly

HISTORY

- Sequence known in events in chronological order using timelines
- Sequence known objects in chronological order
- Can describe events distinguishing between past, present and future
- Can identify similarities and differences between ways of life in different periods
- Identify historical source and be able to retrieve information from it
- Can ask questions about sources to help understanding

DIGITAL LITERACY

- Create a sequence of sounds
- Explore short and long sounds
- Access assigned activities by tapping the activities button to add a response to a specific location inked to an activity given by the teacher with support.
- Access announcements and messages from a teacher in the inbox
- View notifications in the inbox

ONLINE SAFETY AND DIGITAL CITIZENSHIP

Online relationships

- I can give examples of when I should ask permission to do something online and explain why this is important
- I can use the internet with adult support to communicate with people I know
- I can explain why it's important to be considerate and kind to people online and respect their choices
- I can explain why things one person finds funny or sad online may not always be seen the same way as some

Health wellbeing and lifestyle

- I can explain rules and keep myself safe when using technology both in and beyond the home

SCIENCE

Plants

- 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

Living things and their habitats

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Animals including humans

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Planning and predicting

- Be Able to discuss what they are trying to find out
- Suggest what might happen. Suggest easy to test ideas
- Begin to recognise different ways in which you may answer a scientific question

Investigating and observing

- Make observations using appropriate senses
- Explore their 5 senses
- Make simple comparisons and groupings including the based on own criteria
- Use their observations and ideas to suggest answers to questions and draw conclusions
- With support carry out simple tests and experiments
- Use of simple secondary sources to find answers to questions they have
- Use scientific equipment appropriately and understand its purpose

Recording analysing and evaluating

- Communicate findings in simple ways using photographs, drawing and direct comparisons
- Suggest whether something seems to have made a difference
- Gathering and recording data to help in answering questions

Maths in science