

Science

Animals including humans—Learn about different animals you can find in our country and in other countries or continents e.g. Africa.

- Can they point out some of the differences between different animals?
- Can they sort photographs of living things and non-living things?
- Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)
- Can they describe how an animal is suited to its environment?
- Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?
- Can they name the parts of an animal's body?
- Can they name a range of domestic animals?
- Can they classify animals by what they eat? (carnivore, herbivore, omnivore)
- Can they compare the bodies of different animals?

Exceeding

- Can they begin to classify animals according to a number of given criteria?
- Can they point out differences between living things and non-living things?
- Can they name some parts of the human body that cannot be seen?
- Can they say why certain animals have certain characteristics?

Everyday Materials— Experiment with household items.

Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

Exceeding

- Can they describe things that are similar and different between materials?
- Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?
- Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?

Working Scientifically

- Can they perform a simple test?
- Can they tell other people about what they have done?
- Can they identify and classify things they observe?
- Can they think of some questions to ask?
- Can they answer some scientific questions?
- Can they show their work using pictures, labels and captions?
- Can they put some information in a chart or table?
- Can they give a simple reason for their answers?
- Can they talk about similarities and differences?
- Can they explain what they have found out using scientific vocabulary?

Cross Curricular English

Non-fiction reports about animals/ a different country

Cross Curricular Maths

Multiplying and dividing/ time/money

SMSC—

Living in the Wider World:

Rights and responsibilities

Taking care of the environment

Money

Year 1 Summer Term

Our World

Exploring Countries and Animals



Art— Look at different art/ artists from around the world. Recreate pieces or make your own version.

Textiles

- Can they sort threads and fabrics?
- Can they group fabrics and threads by colour and texture?
- Can they weave with fabric and thread?

Painting

- Can they communicate something about themselves in their painting?
- Can they create moods in their paintings?
- Can they choose to use thick and thin brushes as appropriate?
- Can they paint a picture of something they can see?

Knowledge

- Can they describe what they can see and like in the work of another artist/ craft maker/designer?
- Can they ask sensible questions about a piece of art?

DT— Look at different designs/ designers from around the world. Recreate pieces or make your own version.

Planning, Working and Evaluating

- Can they think of some ideas of their own?
- Can they explain what they want to do?
- Can they use pictures and words to plan?
- Can they explain what they are making?
- Can they explain which tools are they using?
- Can they describe how something works?
- Can they talk about their own work and things that other people have done?

Textiles

- Can they describe how different textiles feel?
- Can they make a product from textiles by gluing?

Geography— Compare local area to an area in a different country e.g. weather, housing, jobs, beaches etc.

Physical Geography

- Can they tell someone their address?
- Can they explain the main features of a hot and cold place?
- Can they describe a locality using words and pictures?

Exceeding

Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?

Human Geography

- Can they begin to explain why they would wear different clothes at different times of the year?
- Can they tell something about the people who live in hot and cold places?
- Can they explain what they might wear if they lived in a very hot or a very cold place?

Exceeding

Can they name different jobs that people living in their area might do?

History — Choose a historical, significant individual to research e.g. Queen Victoria, Neil Armstrong, Christopher Columbus.

Knowledge and interpretation

Do they appreciate that some famous people have helped our lives be better today?

Exceeding

- Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?
- Can they tell us about an important historical event that happened in the past?
- Can they explain differences between past and present in their life and that of other children from a different time in history?
- Can they answer questions using a range of artefacts/ photographs provided?
- Can they find out more about a famous person from the past and carry out some research on him or her?

RE—BBC Bitesize have lots of KS1 clips about Christianity.

Christianity—God and Jesus—Units 1 and 2

Computing— Use the internet to conduct research. Discuss internet safety. Send an email to communicate with others.

E-Safety—Skills and Knowledge

- Can they use the internet for learning and communicating with others, making choices when navigating through sites?
- Can they send and receive email as a class?
- Can they recognise advertising on websites and learn to ignore it?
- Can they understand the different methods of communication (e.g. email, online forums etc.)?

- Do they know they should only open an email from a known source?
- Can they begin to evaluate websites and know that everything on the internet is not true?
- Do they know it is not always possible to copy some text and pictures from the internet?

PE-

Hit, Catch, Run—Units 1 and 2
Attack, Defend, Shoot—Units 1 and 2

Music—

Charanga Units Summer 1 and 2