



Challenge, Equality & Opportunity

HALF TERM OVERVIEW FOR KEY STAGE 1 – SUMMER TERM 1 – 2021



GEOGRAPHY



What is the weather like around the world?

Through the topic the children will...

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- know the names of and locate the seven continents of the world
- know features of hot and cold places in the world
- know which is the hottest and coldest season in the UK
- know and recognise the main weather symbols
- know where the equator, North Pole and South Pole are on a globe
- understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country

Through the topic the children will investigate the following key questions...

- **What does 'climate' mean?**
- **Which weather symbols are most often used in Spain in the summer?**
- **Why is it so hot in the Sahara Desert?**
- **What is a rainforest and what is the weather like??**
- **What would it be like to live near the North Pole?**



SCIENCE

Where is the sun and what does it do for life on Earth?

Through the topic the children will...

- be working scientifically by asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- be performing simple tests
- be identifying and classifying, using their observations and ideas to suggest answers to questions.
- be gathering and recording data to help in answering questions
- be learning about how plants need water, light and a suitable temperature to grow and stay healthy
- identify and describe the basic structure of a variety of common flowering plants, including trees
- learn how seeds and bulbs grow into mature plants.
- observe changes across the four seasons.
- observe and describe weather associated with the seasons and how day length varies

Through the topic the children will investigate the following key questions...

- **What does a seed need to grow?**
- **What will happen to a growing seed in different conditions?**
- **Where is the sun in the sky?**
- **Why do we have seasons?**
- **What is a shadow?**
- **What colour is sunlight?**

<p style="text-align: center;">RE Teaching Through Stories</p>	<p style="text-align: center;">PE – Football Class 2 and 3-Dance Class 4-Athletics</p>	
<p>Through the topic the children will learn...</p>	<p style="text-align: center;">Through the topic the children will...</p>	
<ul style="list-style-type: none"> • to identify the things that are important in their own lives and compare these to religious beliefs • to relate emotions to some of the experiences of religious figures studied • to ask questions about puzzling aspects of life • to identify how they have to make their own choices in life • to explain how actions affect others. • show an understanding of the term ‘morals’ 	<p style="text-align: center;">Football</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending • develop fundamental movement skills, become increasingly competent and confident and 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • perform dances using simple movement patterns. • listen and respond to music
	<ul style="list-style-type: none"> • extend their agility, balance and coordination, individually and with others. • engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	<p style="text-align: center;">Athletics</p>
		<ul style="list-style-type: none"> • move with careful control, co-ordination and care. • sprint over a short distance. • run over a longer distance, conserving energy. • have a range of throwing techniques (underarm, over arm, putting and hurling). • throw with accuracy to hit a target • jump in a number of ways, sometimes using a short run-up.
<p style="text-align: center;">COMPUTING Coding</p>	<p style="text-align: center;">ART Painting with Space and Line</p>	
<p>Through the topic the children will...</p>	<p>Through the topic the children will learn...</p>	<p>Through the topic the children will investigate the following key questions...</p>
<p>In Year 1-</p> <ul style="list-style-type: none"> • use Code.org: Continue course B • use Beebots: Independently directing Beebots around maps created by the children. • use Beebot app: Partner work completing the challenges. <p>In Year 2- use Scratch Junior app on iPads</p>	<ul style="list-style-type: none"> • to develop and master techniques using line, shape and colour • to take inspiration from a range of artists and to describe their work. • to explore different methods • to use a combination of materials that are cut, torn, glued 	<ul style="list-style-type: none"> • Is a line always straight? • How can we make our line work thicker? • How do artists use different lines and shapes in their work?

PHSE

Who helps to keep us safe?

Through the topic the children will learn...

- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
- how to respond safely to adults they don't know
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
- how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

MUSIC

Charanga-Friendship Song Unit

Through the topic the children will learn to...

- listen and appraise
- sing
- play
- improvise
- compose
- perform

This unit is based on a Pop genre and children will be learning a 'Friendship Song' as well as listening to other songs in this category.