



Bevendean Primary School Curriculum

Year 1 Summer Framework

Topic focus: Plants and Creepy Crawlies!

English

National Curriculum Aims for Year 1

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term is linked to our topic ‘Mini beasts and Plants’.

During the summer term, the children read and learn two stories. The first is called *Bertie’s Beetle*. This is a funny story about a boy who loses his pet beetle in a park. The second is a warning story that is set in a fantasy world, entitled *The Door in the Mountain*. The main character in this story fails to follow a warning which leads to some exciting consequences. The children explore the themes within the stories in detail through art and drama activities, which include hot seating, role play and using small world props. Children use these stories as a focus when learning to write sentences with more detail and to develop their use of accurate punctuation. They also begin to develop their use of question and exclamation marks. They apply these skills when writing their own mini beast and fantasy world stories using the learnt language and story structures. These stories are then published as picture books and shared with other classes in the school to celebrate their hard work.

This term, the children also learn to look closely at mini beasts and the changes of the seasons. They take part in mini beast and spring walks, during which they develop their use of descriptive language for their own poetry writing.

Towards the end of this term, the children are visited by the company *Zoo Lab* where they are given the opportunity to handle a range of exciting and exotic mini beasts. Children then develop their fact finding skills before writing their own information texts about their favourite exotic mini beast. At the end of the summer term, the children apply their knowledge to information texts which explain how to care for mini beasts and plants. These are laminated and displayed as information leaflets in the wildlife area.

Mathematics

National Curriculum Aims for Year 1

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

Learning this term is linked to our mini beast topic. The children are introduced to the concept of time through the story *The Bad Tempered Ladybird*. The grumpy ladybird in the story meets a different animal every hour. To link with this, the children learn to tell the time to the hour. This is extended to half past the hour when the children learn to show key parts of the school day on mini clocks.

The children learn to apply their knowledge of counting in multiples when navigating paths through mazes linked to the story characters in the focus text *Bertie's Beetle*. The children's knowledge of number bonds to 10 is extended this term when they learn to recall and apply number facts to 20 through a range of exciting investigations and games.

The concept of money is also revisited this term when the children learn to recognise, name and show the value of coins when buying ice creams in the role play shop.

The children continue to learn about division and halving when their learning is extended to finding quarters of shapes and quantities through a range of mini beast themed problems.

The children investigate a key question linked to capacity and volume in our shared area this term. They work in pairs to find out which container holds the most juice for our end of term picnic. Throughout this term, key mathematical vocabulary and symbols are taught and explored including more than, less than, fewer, most and least. Key mathematical symbols (+ - =) are taught and applied when solving addition and subtraction problems. The problems are based upon a hungry spider puppet which is collecting and eating flies caught in his web. The mathematical picture book *If One is a Snail* is shared and the mathematical concepts are explored. The children then make their own version of the book using problem solving strategies with a focus on multiplication.

Science

National Curriculum Aims for Year 1

The national curriculum for science aims to ensure that all pupils:

- 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.

Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

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.

Light

- Light associate shadows with a light source being blocked by something.
- Observe and name a variety of sources of light, including electric lights, flames and the Sun.

Animals, including humans

- 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
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Learning this term

Science is a main focus for this term as mini beasts and plants are studied in detail.

The children take on the roles of scientific explorers and embark on a range of investigations to identify different groups of living things. Where possible they identify and observe these in their natural environment. A mini beast laboratory is set up in the shared area. The children also participate in a hands-on workshop with some exotic mini beats from the rainforest. The children use these experiences to explore signs of life and classify living and non-living things. They learn to use the terms amphibian, reptile, mammal, bird and fish to categorise

living things. Through a dinosaur story they also learn to identify whether animals are omnivores, carnivores or herbivores.

At the end of the summer term, the children experience what it is like to be a gardener. They learn to name and describe the structure of a range of flowering plants before planting and growing their own from seeds. When the season changes to summer, children learn to spot the signs of summer and describe the differences from the previous season. The children take part in a signs of summer hunt and discuss changes in the weather changes and the length of the day. During this unit, the children become scientists as they explore where shadows are found and what causes shadows. Children learn to shadow hunt and become shadow makers. This learning is applied to a mini project on creating a shadow puppet show linked to literacy learning.

History

National Curriculum Aims for Year 1

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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.

Key stage 1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder

and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- significant historical events, people and places in their own locality.

Learning this term

History is not a focus this term.

Geography

National Curriculum Aims for Year 1

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - 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.

Key stage 1

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Learning this term

Geography this term is focused around a key question: Where are the most mini beasts found in Bevendean School? Children investigate this question and use simple fieldwork skills when taking part in mini beast hunts. This is also an opportunity to study the geography of the school and its grounds including the key human and physical features of the school. The children learn key geographical vocabulary to describe and compare features of the school environment and surrounding areas. They are taught a range of key geographical language.

Design and Technology

National Curriculum Aims for Year 1

The national curriculum for design and technology aims to ensure that all pupils:

- 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.

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, 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 existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Learning this term

After observing the lifecycle of a butterfly in action, the children complete a sewing project and make their own soft toy butterflies. They use felt and learn how to sew to form the outline of a butterfly. At the end of the mini beast topic, the children celebrate the outcomes of their learning by going out to the local pond and setting free the mini beasts from the shared area, including the fully grown frogs and butterflies. As part of the celebrations, the children have a picnic there. The children are given the task of planning the picnic. Links to science and PSHE topics are made when children are asked to sort picnic foods into those that are healthy and those that are not healthy. The children then explore and taste existing picnic foods before designing their own healthy picnic snack for the outing. Basic food preparation skills are taught when children use their designs to make their own healthy snacks.

Art and Design

National Curriculum Aims for Year 1

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Key stage 1

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Learning this term

Following a mini beast hunt, the children create pictures of their favourite mini beast using a range of contrasting materials to create both a habitat background and a mini beast in the foreground.

In the summer term, as part of the healthy eating and DT food project, the children study the artist Giuseppe Arcimboldo. He created a range of portraits using fruits and vegetables. The children create portraits of themselves in this style using collage and drawings. They are taught to look closely at objects during science lessons and they learn to use their pencils to add details to observational drawings of plants and other living things. Another key artist that is studied this term is Andy Goldsworthy who is famous for his natural outdoor sculptures. The children embark on a quest to gather a range of materials from the outdoor wild area to use when making their own sculptures.

Computing

National Curriculum Aims for Year 1

The national curriculum for computing aims to ensure that all pupils:

- 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
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 1

- 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
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Learning this term

Children learn to use ICT to generate ideas for their work. They become fact finders when navigating simple websites to find facts about their chosen mini beast. This information is used in their literacy work.

The children are taught to use various tools including brushes, pens, lines, fill, spray and stamps when creating their own animal posters. They label the posters using scientific vocabulary. The skills of saving, retrieving, amending and printing are taught as children complete tasks linked to the core subjects.

National Curriculum Aims for Year 1

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Learning this term

The topics this term are: relationships, changes and healthy eating. The children learn about healthy lifestyles through a puppet show theatre visit. They are introduced to a range of fruit and vegetable characters who tell a story about being healthy.

The idea of what makes a family is discussed and different family combinations are celebrated.

Alongside science work about the lifecycle of butterflies and tadpoles, the children look at how they have changed and grown since they were babies. They learn the scientific names for the parts of the body and look at the key differences between boys and girls.

Physical Education

National Curriculum Aims for Year 1

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Key stage 1

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Learning this term

The topics this term are athletics and team games. Athletics learning is linked to the children's training for sports day. The children learn how to throw a javelin. They also learn to develop their balance and speed when completing relays of simple obstacle courses.

The children develop their ball handling skills through a mini unit which involves rugby challenges. As part of this unit, the children work in pairs to see how many tries they can score and how many passes around their body they can complete in one minute. The children learn to develop their team work skills by taking part in a range of exciting mini team games linked to the rugby skills that have been learnt.

Religious Education

National Curriculum Aims for Year 1

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

During the summer term, the children learn about the different aspects of the church. They learn about what happens in a church, who works there and the events that take place. They study stained glass windows and they learn that stained glass, as an art form, became a major pictorial form used to illustrate the narratives of the Bible. They create their own stained glass windows. The children also visit a local church where the vicar talks to them about his job and the about the different events that take place in the church.

Music

National Curriculum Aims for Year 1

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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.

Key stage 1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Learning this term

The story that is studied in English ends with a beetle performing in a bug, bug boogie band. The children listen to and compare a range of different styles of music including reggae and hip hop, performed by a cartoon bug band. The children then think about the skills needed to perform in a band and this leads them on to the music learning for the term. Each lesson begins with a different style of music including Latin music, film music and a mash-up of dance and jazz music. The children are given the time to discuss this with their talk partners, identifying what instruments are used and whether it suits their personal taste. The children learn to turn speech into singing through a range of warm up games. They then learn a Latin song entitled *Round and Round*. They play simple percussion instruments in time with the pulse of the song and also improvise their own ideas for a different verse. Both classes end this unit by performing to each other and feeding back successes and ways forward.

The final music unit that is covered this year involves children revising and reflecting on the learning from the year. The children revisit and review musical vocabulary learnt throughout the year. This includes describing both pulse and the pitch of a piece of music through a range of interactive games and songs.