

Year 1

Curriculum Plan



Year 1 Autumn 1

| History | Geography | Science |
|--|---------------------|--|
| <p>Topic: Toys How do our favourite games and toys compare with those of children in the 1960's? <i>Changes within living memory.</i></p> <ul style="list-style-type: none"> Knowing that some objects belong in the past. Use phrases like old, new and a long time ago. Identify objects from the past. Identify the main differences between old and new objects. Ask and answer questions about old and new objects. Spot old and new things in a picture. <p>Visit: Discovery museum.</p> <ul style="list-style-type: none"> Toys from the past workshop. Lost in a toy museum activity. <p>Why do historians divide up time?</p> <ul style="list-style-type: none"> Identify and describe some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date <p>What do people remember about the 1960s?</p> <ul style="list-style-type: none"> Identify through observation and discussion some of the most memorable events of the 1960s and suggest reasons for their significance <p>How do the most popular toys and games of the 1960s compare with those of today?</p> <ul style="list-style-type: none"> Identify and describe some of the most popular toys and games of the 1960s Compare and contrast toys and games of the 1960s with those of today, identifying and describing similarities (<i>continuity</i>) and differences they observe (<i>change</i>) <p>Why were there no smart toys and games in the 1960s?</p> <ul style="list-style-type: none"> Describe and explain the cause of the major change to toys and games since 1960s <p>How can we make sure we play with smart toys and games safely and securely?</p> <ul style="list-style-type: none"> Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this change affected toys and games and other aspects of life since then <p>What do adults I know remember about the 1960s?</p> <ul style="list-style-type: none"> Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely | <p>See Autumn 2</p> | <p>Topic: Use of Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. <ul style="list-style-type: none"> <i>To be able to identify and classify.</i> <i>To be able to observe carefully, using simple equipment.</i> <i>To be able to ask simple questions and recognise that they can be answered in different ways.</i> <i>To be able to perform simple tests.</i> <i>To be able to record simple data in order to answer a question.</i> <i>To be able to make simple measurements with equipment (non-statutory).</i> |

Year 1 Autumn 1

| Technology | Computing | Art | PE |
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| <p>Topic: Food - Fruit and Vegetable Smoothie Children learn how to identify fruits and vegetables and then design and make a</p> <p>Design Designing for others.</p> <p>Make Chopping fruit and vegetables. Making a smoothie.</p> <p>Evaluate Evaluating and adapting designs.</p> <p>Technical knowledge Describing and grouping fruits by texture and taste. Understanding the difference between fruit and vegetables.smoothie.</p> | <p>Topic: Exploring machines we control. <i>Computer science- control and programming.</i></p> <ul style="list-style-type: none"> ● understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions ● use logical reasoning to predict the behaviour of simple programs ● recognise common uses of information technology beyond school <p>Children to use Beebots and Ozobots throughout this unit.</p> <p><i>E- Safety Pause & Think Online - How can we be safe, responsible, and respectful online?</i></p> | <p>Topic: Drawing and sculpture <i>To use a range of materials creatively to design and make products.</i> <i>To develop a wide range of art using colour, line, shape, form and space.</i> <i>Explore the work of famous artists (Van Gogh and Charles R Knight).</i></p> <ul style="list-style-type: none"> ● Self-portrait using various mediums including pencils and crayons. ● Make different shapes using clay to create a dinosaur sculpture. | <p>Topic: Dance 1 <i>Perform dances using simple movement patterns</i></p> <ul style="list-style-type: none"> ● Respond to a range of stimuli and types of music ● Explore space, direction, levels and speeds. ● Experiment creating actions and performing movements with different body parts. <p>Topic: Attack, defend and shoot 1 <i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none"> ● To practise basic movements including running, jumping, throwing and catching. ● To begin to engage in competitive activities. ● To experience opportunities to improve agility, balance and coordination. |

Year 1 Autumn 1

| Music | RE | French | PSHCE |
|---|---|---|--|
| <p>Topic: Hey you!</p> <ul style="list-style-type: none"> Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. <p>Musical Activities –</p> <ul style="list-style-type: none"> Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/ensemble. Playing - start to play a classroom instrument in a group/band/ensemble. Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. <p>Unit specific focus: How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p> | <p>Topic: Christianity</p> <p>What can we learn about Christianity from visiting a church? What do Christians believe about God?</p> <p>Belief:</p> <ul style="list-style-type: none"> God as One, creator, loving, caring, having authority. Descriptions of God as Father, Loving Parent, King <p>Authority:</p> <ul style="list-style-type: none"> The Bible as the holy book of Christians which tells them about God. Introduction to a local church leader e.g. priest/minister/vicar. <p>Expressions of belief:</p> <ul style="list-style-type: none"> The church building as a place for worship, community and belonging, - introduction to some features of churches (depending on the tradition visited) e.g. cross, pulpit, lectern, altar, candles, icons, font, statues. <p>Impact of belief:</p> <ul style="list-style-type: none"> How Christians care for God's creation (link to Harvest and God as Creator). <p style="background-color: yellow;">Church visit.</p> | <p>Topic: Dans la Jungle</p> <p>Focus:</p> <ul style="list-style-type: none"> Jungle animals Adjectives <p>Vocabulary:</p> <p><u>Nouns</u> un lion un tigre un singe un éléphant un crocodile</p> <p><u>Adjectives</u> grand petit énorme féroce content triste</p> | <p>Topic: Being Me in My World</p> <ul style="list-style-type: none"> Special and Safe My Class Rights and Responsibilities Rewards and Feeling Proud Consequences Owning our Learning Charter |

Year 1 Autumn 2

History

See Autumn 1.

Geography

Topic: Pirate Island

Use simple compass directions (north, south, east and west). 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 world maps, atlases and globes to identify the United Kingdom and its countries. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

- With support identify North, East, South and West on a globe or map.
- Design a simple pirate map.
- Recognise key features on an aerial photograph- identify key human features including: city, town, village, factory, farm and house.
- Label the four countries of the United Kingdom, its surrounding seas and the capital cities on a map.

Science

Topic: Investigations and Seasonal Change

- Observe and describe weather associated with the seasons and how day length varies.
- Ask simple questions and recognise they can be answered in different ways.
- Observe closely, use simple equipment and perform simple tests.

Year 1 Autumn 2

| Technology | Computing | Art | PE |
|--|--|----------------------|--|
| <p>Topic: Mechanisms- Moving Story Books Children explore levers and sliders to make a moving story book.</p> <p>Design Designing for others.</p> <p>Make Assembling accurately. Creating different movements (up, down, along and around).</p> <p>Evaluate Testing finished product.</p> <p>Technical knowledge Understanding what a mechanism is.</p> | <p>Topic: Programming direction. <i>Computer science control and programming.</i></p> <ul style="list-style-type: none"> ● 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 <p>Focus on mazes and giving clear and unambiguous instructions. Debugging instructions to correct errors. <i>E-Safety Media Balance (well being) - How do we find a happy balance between our online and offline activities?</i></p> | <p>See Autumn 1.</p> | <p>Topic: Dance 2 <i>Perform dances using simple movement patterns</i></p> <ul style="list-style-type: none"> ● Able to build simple movement patterns from given actions. ● Compose and link actions to make simple movement phrases. ● Respond appropriately to supporting concepts such as canon and levels. <p>Topic: Attack, defend and shoot 2 <i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none"> ● To recognise rules and apply them in competitive and cooperative games. ● Use and apply simple strategies for invasion games. ● Preparing for, and explaining reasons why we enjoy, exercise. |

Year 1 Autumn 2

| Music | RE | French | PSHCE |
|--|--|--|---|
| <p>Topic: Rhythm in the way we walk/ The banana rap and Christmas</p> <ul style="list-style-type: none"> Listen & Appraise (descriptions for all strands as above- Autumn 1) Musical Activities: Games Singing <p>Unit specific focus: how pulse, rhythm and pitch work together. Singing and rapping.</p> | <p>Topic: Christianity</p> <p>What do Christians believe about God? (cont.)</p> <p>Why are gifts given at Christmas?</p> <p>Belief:</p> <ul style="list-style-type: none"> Introduction to the special nature of Jesus shown through his special birth [Incarnation]. <p>Authority:</p> <ul style="list-style-type: none"> Jesus as important as shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation] <p>Expressions of belief:</p> <ul style="list-style-type: none"> How Christians celebrate Christmas, Easter, Harvest. <p>Impact of belief:</p> <ul style="list-style-type: none"> Christian values and ways of living based on the teaching of Jesus. | <p>Topic: La nativite</p> <p>Focus:</p> <ul style="list-style-type: none"> Christmas Nativity language <p>Vocabulary:</p> <p><u>Nouns</u></p> <p>une chambre une étable un petit bébé le berger le roi un ange le ciel les étoiles mon cadeau Bonjour Bonne nuit</p> | <p>Topic: Celebrating Difference</p> <ul style="list-style-type: none"> The Same As... Different From... What is Bullying? What do I do about Bullying? Making new friends. Celebrating Difference, Celebrating Me. |

Year 1 Spring 1

| History | Geography | Science |
|----------------------|--|--|
| <p>See Spring 2.</p> | <p>Topic: Why don't penguins need to fly? Where is Pip's home and what do we find there?</p> <ul style="list-style-type: none"> Identify, recognise and describe the key geographical features of the Antarctic environment <p>How are penguins able to survive in Antarctica?</p> <ul style="list-style-type: none"> Identify ways in which penguins are adapted to the Antarctic environment <p>How does Antarctica compare with the Sahara Desert?</p> <ul style="list-style-type: none"> Identify countries in Africa which lie within the Sahara Desert Identify, recognise and describe the key geographical features of the Sahara Desert Explain why Antarctica is a desert despite being the coldest place on Earth <p>How is the Arctic different from the Antarctic?</p> <ul style="list-style-type: none"> Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences <p>Why are there no Polar Bears in Antarctica?</p> <ul style="list-style-type: none"> Describe and explain the components of the food chain of an Emperor Penguin Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica <p>Why do Marco and Polo find visiting each other so difficult?</p> <ul style="list-style-type: none"> Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco) Explain the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica <p>So why don't penguins need to fly?</p> | <p>Topic: Animals including humans</p> <ul style="list-style-type: none"> 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. 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. <ul style="list-style-type: none"> <i>Record data in a table.</i> <i>Observe closely, using simple equipment.</i> <i>Record data in simple ways (Venn diagram/chart).</i> <p><i>Sort and group animals with some help (non-statutory).</i></p> <p>Visit: Kirkley Hall Zoological Gardens in Spring 2.</p> |

Year 1 Spring 1

| Technology | Computing | Art | PE |
|---------------------|--|--|---|
| <p>See Spring 2</p> | <p>Topic: Introduction to digital art. <i>IT and digital literacy- digital imagery, graphical modelling and art.</i></p> <ul style="list-style-type: none"> ● use technology purposefully to create, organise, store, manipulate and retrieve digital content. ● recognise common uses of information technology beyond school. <p>Use simple tools and compare art packages.</p> <p>Take and explore digital photographs.</p> <p><i>E-Safety-Pause for People (media balance and wellbeing) -How do you say goodbye to technology when you don't want to?</i></p> | <p>Topic: Colour and collage <i>To use a range of materials creatively to design and make products.</i> <i>To develop a wide range of art and design techniques in using colour, texture, line, shape, form and space.</i> <i>Explore the work of famous artists Monet and Matisse.</i> <i>Describe differences/similarities between different practices/disciplines</i></p> <ul style="list-style-type: none"> ● Introduce colour mixing and make an African sunset picture. ● Use language to evaluate light/dark and warm/cool. ● Recognise and name primary and secondary colours. ● Gather and sort materials to make a Matisse shape collage. | <p>Topic: Gymnastics 1 <i>Develop balance, agility and coordination.</i></p> <ul style="list-style-type: none"> ● Identify and use simple gymnastics actions and shapes. ● Apply basic strength to a range of gymnastics actions. ● Begin to carry basic apparatus such as mats and benches. ● To recognise like actions and link. <p>Topic: run, jump, throw 1 <i>Master basic movements including running, jumping, throwing and catching.</i></p> <ul style="list-style-type: none"> ● Pupils will begin to link running and jumping. ● To learn and refine a range of running which includes varying pathways and speeds. ● Develop throwing techniques to send objects over long distances. |

Year 1 Spring 1

| Music | RE | French | PSHCE |
|---|--|--|---|
| <p>Topic: In the Groove.</p> <p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities -</p> <ul style="list-style-type: none"> • Games • Singing • Playing <p>Unit specific focus: Playing/singing in different styles and learning about those styles.</p> | <p>Topic: Christianity.</p> <p>Why is Jesus special to Christians?</p> <p>Belief:</p> <ul style="list-style-type: none"> • Introduction to the special nature of Jesus shown through his special birth [Incarnation], life and ministry, death and resurrection [Salvation] <p>Authority:</p> <ul style="list-style-type: none"> • Stories about the life and ministry of Jesus - as healer, miracle worker, teacher (e.g. through parables). <p>Expressions of belief:</p> <ul style="list-style-type: none"> • Sunday worship in church - words and actions, prayers, reading from the Bible, sermon, hymns, music. <p>Impact of belief:</p> <ul style="list-style-type: none"> • Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus. | <p>Topic: Tom le Pirate</p> <p>Focus:</p> <p>Adjectives Prepositions</p> <p>Vocabulary:</p> <p><u>Nouns</u> un pirate son bateau le trésor les diamants la mer</p> <p><u>Adjectives</u> triste trop petit trop grand</p> <p><u>Prepositions</u> sur dans sous</p> | <p>Topic: Dreams and Goals</p> <ul style="list-style-type: none"> - My Treasure Chest of Success - Steps to Goals - Achieving Together - Stretchy Learning - Overcoming Obstacles - Celebrating My Success |

Year 1 Spring 2

| History | Geography | Science |
|---|---------------------|--|
| <p>Topic: What does it take to become a great explorer?</p> <p>Why is Ranulph Fiennes in the <i>Guinness World Records</i>?</p> <ul style="list-style-type: none"> Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world's greatest living explorer <p>How do Amy Johnson's achievements compare with those of Ranulph?</p> <ul style="list-style-type: none"> Give an account of the accomplishments of Amy Johnson and give reasons which suggest why they can be considered remarkable given the role of women in society at the time <p>Why did Christopher Columbus sail across an unknown ocean?</p> <ul style="list-style-type: none"> Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did <p>Why was Neil Armstrong's small step also 'a great leap' forward?</p> <ul style="list-style-type: none"> Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did <p>Are you the kind of person who could become a Mars explorer?</p> <ul style="list-style-type: none"> Recognise, observe and suggest reasons for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully | <p>See Spring 1</p> | <p>Topic: Plants</p> <ul style="list-style-type: none"> 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. <i>Observe closely using simple equipment</i> <i>Ask simple questions and recognise that they can be answered in different ways.</i> <i>Use parts of the plant to identify and classify it.</i> <i>Use simple features of a plant to sort and group them (non-statutory).</i> |

Year 1 Spring 2

| Technology | Computing | Art | PE |
|--|---|----------------------|---|
| <p>Topic: Structures - Windmills Through the theme of windmills, pupils design and create their own structure and functioning Design Designing for others.</p> <p>Make Assembling different components to work together to create motion. Assembling accurately. Cutting neatly.</p> <p>Evaluate Testing finished product.</p> <p>Technical knowledge Developing awareness of different structures for different purposes. Understanding how to turn 2D nets into 3D structures. Understanding what mechanisms are. windmill.</p> | <p>Topic: Action algorithms. <i>Computer science- computational thinking.</i></p> <ul style="list-style-type: none"> ● 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 <p>Explore a range of instructions to understand an algorithm is a precisely defined sequence of instructions or a set of rules for performing a specific task.</p> <p><i>E-safety: E-Safety- Internet Traffic Lights (Privacy and Security) - How do you stay safe when visiting a website or app?</i></p> | <p>See Spring 1.</p> | <p>Topic: Gymnastics 2 <i>Develop balance, agility and coordination.</i></p> <ul style="list-style-type: none"> ● To perform a variety of basic gymnastics actions showing control ● To introduce turn, twist, spin, rock and roll and link these into movement patterns ● To perform longer movement phrases and link with confidence <p>Topic: run, jump, throw 2 <i>Master basic movements including running, jumping, throwing and catching.</i></p> <ul style="list-style-type: none"> ● Increase stamina and core strength needed to undertake athletics activities ● Take part in a broad range of opportunities to extend strength, balance, agility and coordination ● Cooperate with others to carry out more complex physical activities |

Year 1 Spring 2

| Music | RE | French | PSHCE |
|--|--|---|--|
| <p>Topic: Round and round.</p> <ul style="list-style-type: none"> Listen & Appraise (descriptions for all strands as above) <p>Musical Activities</p> <ul style="list-style-type: none"> Games Singing Playing | <p>Topic: Christianity.</p> <p>What is the Easter story?</p> <p>Belief:</p> <ul style="list-style-type: none"> Jesus' death and resurrection [Salvation]. <p>Authority:</p> <ul style="list-style-type: none"> Jesus as important as shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation] <p>Expression of belief:</p> <ul style="list-style-type: none"> How Christians celebrate Christmas, Easter, Harvest. <p>Impact of belief:</p> <p>How Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus.</p> | <p>Topic: Au Magasin d'Animaux</p> <p>Focus:</p> <ul style="list-style-type: none"> Pets Adjectives <p>Vocabulary:</p> <p><u>Nouns</u></p> <p>un chat un lapin un cheval une souris un chien un magasin d'animaux</p> <p><u>Adjectives</u></p> <p>méchant gros cher petit parfait</p> | <p>Topic: Healthy Me</p> <ul style="list-style-type: none"> Being Healthy Healthy Choices Clean and Healthy Medicine Safety Road Safety Happy Healthy Me |

Year 1 Summer 1

History

Topic: Castles & Castle Life - Why is my locality important?

Events beyond living memory that are significant nationally or globally.

Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Significant historical events, people and places in their own locality.

- What can you find out about the Battle of Hastings.
- Who was King Harold.
- What can you find out about the way of life of people in the past?
- What can you find out about castle life?: coats of arms, knights, lords, ladies, fighting, food, design of castles and how they were attacked and defended.
- Do I understand that we have a queen who rules us and that Britain has had a king or queen for many years

Visit to Newcastle's Black Gate and Keep.

Special Day – Medieval Day.

Geography

See Summer 2

Science

Topic: Seasons

(ongoing throughout year but reviewed in this term)

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

• *Ask simple questions and recognise that they can be answered in different ways.*

• *Perform simple tests.*

• *Observe closely, using simple equipment.*

• *Gather and record data to help answer a question.*

Year 1 Summer 1

| Technology | Computing | Art | PE |
|---------------------|--|---|---|
| <p>See Summer 2</p> | <p>Topic: Exploring digital sound. <i>IT and digital literacy- sound.</i></p> <ul style="list-style-type: none"> ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school <p>Explore and evaluate a range of different programs to produce digital sounds.</p> <p><i>E-Safety- Self-Image and Identity: I can recognise that I can say 'no' 'please stop' 'I'll tell' 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</i></p> | <p>Topic: Weaving and printing <i>To use a range of materials creatively to design and make products.</i> <i>To use painting to develop and share ideas.</i> <i>To develop a wide range of art and design techniques in using colour, texture, line, shape, form and space.</i> <i>Explore the work of famous artists Gunta Stolzl and Paul Klee.</i> <i>Describe differences/similarities between different practices/disciplines</i></p> <ul style="list-style-type: none"> ● Create patterns and pictures by printing from objects using more than one colour in the style of Paul Klee. ● Use equipment and media correctly, to produce clean image. ● Create woven patterns with paper and card. | <p>Topic: Send and return 1 <i>Master basic movements including running, jumping, throwing and catching.</i></p> <ul style="list-style-type: none"> ● Able to send an object with increased confidence using hand or bat. ● Move towards a moving ball to return. ● Sending and returning a variety of balls. <p>Topic: hit, catch, run 1. <i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none"> ● Able to hit objects with hand or bat. ● Track and retrieve a rolling ball. ● Throw and catch a variety of balls and objects. |

Year 1 Summer 1

| Music | RE | French | PSHCE |
|---|--|--|---|
| <p>Topic: Your imagination</p> <p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities -</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Unit specific focus: Create your own lyrics. Mixed styles and listening to songs/music about using your imagination.</p> | <p>Topic: Buddhism.</p> <p>What can we find out about Buddha?</p> <p>Why did Buddha leave home?</p> <p>NB There are several names for the historical Buddha on whose teaching Buddhism is founded e.g. Gotama/Gautama Buddha (also known as Siddhartha Gautama Buddha in Sanskrit or Siddhartha Gotama in Pali), Shakyamuni Buddha or simply the Buddha.</p> <p>Belief:</p> <ul style="list-style-type: none"> • Belief in Buddha as an enlightened teacher (not a God). <p>Authority:</p> <ul style="list-style-type: none"> • Example of the historical Buddha's life – his birth, growing up as Prince Siddhartha, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree. <p>Expressions of Belief:</p> <ul style="list-style-type: none"> • Worship in the home: Buddhist home shrine – statue of Buddha (rupa) or mandala, incense, candles, water, food, bell – engaging all the senses. <p>Impact of Belief:</p> <ul style="list-style-type: none"> • How ordinary people who are Buddhists behave: demonstrating compassion, generosity, honesty, patience. | <p>Topic: Lapin , Cheval et Princesse</p> <p>Focus: Story with a moral.</p> <p>Vocabulary:</p> <p><u>Nouns</u> Lapin Cheval Princesse</p> <p><u>Adjectives</u> content grand fâché fatigué</p> | <p>Topic: Relationships</p> <ul style="list-style-type: none"> • Families • Making Friends • Greetings • People Who Help Us • Being My Own Best Friend • Celebrating My Special Relationships |

Year 1 Summer 2

| History | Geography | Science |
|---------------------|---|--|
| <p>See Summer 1</p> | <p>Topic: Why do we love being beside the seaside so much?</p> <p>How is the seaside different from other places?</p> <ul style="list-style-type: none"> Identify and describe the main physical and human features of seaside environments <p>How do people enjoy themselves at the seaside?</p> <ul style="list-style-type: none"> Provide reasons as to why it is important to protect living things at the seaside Describe popular activities undertaken at the seaside <p>What else did Sally find living in the rock pools at Wembury?</p> <ul style="list-style-type: none"> Understand the interdependence of living things in seaside environments Identify, describe and categorise living things within a rock pool habitat Identify, categorise and begin to explain the distribution of sea shells on a beach <p>How do people affect the beach at Wembury? How do they affect the beach at Whitley Bay?</p> <ul style="list-style-type: none"> Identify, describe and offer reasons for the presence of pollution on a beach Describe and explain how people can take greater care of the seaside environment <p>Whereabouts in the world is Wembury?</p> <ul style="list-style-type: none"> Look at a globe and the difference between land and sea Look at a map and pinpoint Wembury and Whitley Bay Discuss other places the children may have visited – any examples of seaside resorts <p>How have our seaside holidays changed since the 1970s?</p> <ul style="list-style-type: none"> Describe and explain reasons why seaside holidays have changed in living memory <p>How have great artists and composers represented the seaside?</p> | <p>Topic: Fairytale Investigations</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Observe closely, use simple equipment, perform simple tests, identify and classify Use their observations and ideas to suggest answers to questions, gather and record data to help in answering questions. |

Year 1 Summer 2

| Technology | Computing | Art | PE |
|--|--|----------------------|---|
| <p>Topic: Mechanisms- Wheels and Axles Pupils experiment with mechanisms and troubleshoot why some wheels don't rotate, before designing and building a moving</p> <p>Design Designing Mechanisms.</p> <p>Make Adapting mechanisms. Measuring and cutting accurately. Following a design brief. Working to scale. Identifying materials commonly used for wheels.</p> <p>Evaluate Researching and testing mechanisms</p> <p>Technical knowledge Understanding how an axle works.vehicle.</p> | <p>Topic: Finding and presenting information. <i>IT and digital literacy, information, data, the web and technology.</i></p> <ul style="list-style-type: none"> ● 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 <p>Using search engines online information. Create graphs and introduce concept of databases.</p> <p><i>E-Safety-Health, Well-being and Lifestyle: I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</i></p> | <p>See Summer 1.</p> | <p>Topic: Send and return 2 <i>Master basic movements including running, jumping, throwing and catching.</i></p> <ul style="list-style-type: none"> ● Develop sending skills with a variety of balls ● Track, intercept and stop a variety of objects such as balls and beanbags ● Select and apply skills to beat opposition <p>Topic: hit, catch, run 2 <i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none"> ● Increase stamina and core strength needed to undertake athletics activities ● Take part in a broad range of opportunities to extend strength, balance, agility and coordination ● Cooperate with others to carry out more complex physical activities |

Year 1 Summer 2

| Music | RE | French | PSHCE |
|--|--|--|--|
| <p>Topic: Reflect, rewind and replay.</p> <ul style="list-style-type: none"> ● Listen & Appraise (descriptions for all strands as above) <p>Musical Activities:</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition ● Perform/Share <p>Unit specific focus: revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p> | <p>Topic: Buddhism.</p> <p>What can we find out about Buddha?</p> <p>How is Buddha special to Buddhists?</p> <p>Belief:</p> <ul style="list-style-type: none"> ● Importance of the natural world. <p>Authority:</p> <ul style="list-style-type: none"> ● Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies. <p>Expressions of Belief:</p> <ul style="list-style-type: none"> ● Symbols and aids to worship, e.g. prayer beads, prayer wheels and flags, lotus flower. <p>Impact of Belief:</p> <ul style="list-style-type: none"> ● Belonging and commitment demonstrated in ordained communities through special clothing, shaven head, alms bowl. | <p>Topic: La Vie d'une Fleur</p> <p>Focus: Science topic on parts of a plant</p> <p>Vocabulary:</p> <p><u>Nouns</u></p> <ul style="list-style-type: none"> ● les racines ● la tige ● les feuilles ● la fleur ● l'eau ● le vent ● le soleil <p><i>Prepositions</i></p> <ul style="list-style-type: none"> ● avec ● après | <p>Topic: Changing Me</p> <ul style="list-style-type: none"> - Life Cycles - Changing Me - My Changing Body - Boys and Girls Bodies - Learning and Growing - Coping with Changes |