

COMPUTING – BEE-BOTS

The children will consider what they know about robots and will realise that robots do not think for themselves but move because a programmer has given it a set of instructions. They will learn that these instructions are called an algorithm. They will then learn how to give basic commands to a Bee-Bot and the symbols which are used. They will learn how to give the machine three simple instructions and use and apply their skills to solve basic problems. Finally, the children will use logical reasoning to predict the position of the Bee-Bot after it has been given instructions.

MFL – PETS

The children will learn how to be able to count to five in French in sequence with correct pronunciation. They will take part in activities and games in order to consolidate their understanding of numbers. They will then learn how to say, in French, the names of popular pets with accurate pronunciation. Children will be able to say one sentence in French telling a friend how many pets they have using *J'ai* or *Je n'ai pas de* and using their knowledge of numbers taught earlier in the term.

SCIENCE – ANIMALS AND HUMANS

Pupils will become familiar with the common names of some fish, amphibians, reptiles, birds and mammals. They will identify these before working scientifically to compare and contrast their structure using photographs and videos. Next, the children will group different animals based on what they eat using technical terminology such as: carnivore, herbivore and omnivore. Finally, they will learn to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

GEOGRAPHY – OUR SCHOOL

The children will learn the difference between human and physical features. The children will be able to recognise geographical features that have been created by a human such as house, shop, farm, factory, church and school or that have been naturally made such as beach, hill, sea and field. The children will draw sketch maps of school before comparing these to aerial images and maps. The children will be able to use directional language (near and far, left and right) to describe the locations of features on their own map.

Animals

Year 1 - Summer



RE – THE CHURCH

The children will begin by considering where Christians go to worship. They will learn to name and identify the key features of a church such as the altar, lectern, pulpit and crucifix. They will see these when they visit the local church. On the visit, they will also meet the vicar who will speak to the children about the different celebrations, such as weddings and services, that are held in the church. Back in the classroom, the children will reflect on why the church is a special place of worship.

HISTORY – INVENTORS

The children will look at drawings, pictures and books to consider if we have always communicated with others in the same way. They will then learn more about the inventors William Caxton and Tim Berners Lee. The children will find out about how the printing press meant that words could be printed more quickly and in a greater amount. This will be compared by the children to the invention of the Internet. This allowed people from all over the world to very quickly communicate with each other like never before.

DT – SOCK PUPPETS

The children will look closely at pictures of dangerous snakes as a starting point to making their puppet. They will think carefully about how they will transform their old sock into a snake. Children will think about adding eyes, a tongue and patterns on its back. They will choose from a range of materials to make the eyes and the tongue. They will explore how these items can be attached to the sock and which would be the most successful and effective. They will gain experience of using felt, fabric, buttons, stickers, glue, tape, thread and needles to complete their design.

MUSIC – POP

The children will learn how to represent sounds with simple pictures, shapes and marks. They will continue to investigate how sounds can be ordered and investigate making a combination of sounds that are either very loud, quiet, fast or slow. This will allow the children to embed their understanding of dynamics and tempo. The children will learn how to use their voice in different ways to create a variety of moods and effects before describing their own feelings when listening to pop songs.

ART – MATISSE

The children will appraise collages by Matisse and begin to recognise the materials and techniques which used to create these. They will identify the shapes and colours that he used and begin to offer opinions about these. Using 'The Snail' as a stimulus, they will use the 'painting with scissors' technique to create their own animal collages. Next, they will look at the illustrations of Marcus Pfister and discuss how these help to tell the story of 'The Rainbow Fish'. They will then use new drawing skills and metallic pencils to design their own illustrations for the story.

OUTDOOR PE – ATHLETICS

Throughout this unit, children will be introduced to a range of basic athletics skills and will describe what happens to their body when they exercise. They will learn how to demonstrate some different, basic jumping techniques. They will learn how to move at different speeds and in different directions with some control and practise this during collaborative games. The children will practise the underarm throw and the two-handed push throw before exploring how body position and different types of equipment affect the success of athletic activity.

Animals

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RELATIONSHIPS AND HEALTH

The children will learn about strangers and how to respond safely and appropriately to adults that they encounter who they don't know. They will know who their trusted adults are in school and at home and know how to report any concerns. The children will also recap their e-safety knowledge from the autumn term. They will know what personal information means. They will recognise that their full name, address, age and passwords are all personal information.

INDOOR PE – THE RAINBOW FISH

In dance, the children will read the story of 'The Rainbow Fish' before thinking carefully about how the fish in the story would move through the ocean. They will travel in different ways to create a dance by darting, turning, rising and falling. They will also play the part of the coral before putting the dance to music. In gymnastics, the children will learn how to travel, balance and jump confidently showing a variety of body shapes which involve curling. They will then use these skills to create their own sequences by linking movements on different apparatus.