

## Year 1 Curriculum – Summer Term Overview

### Religious Education

**Philosophy:** How did the universe come to be?

**Children will learn about:**

- The creation stories within Christian and Hindu traditions.
- Non-religious ideas about the origin of the universe.

**Vocabulary:**

Brahma, Christian, Hindu, creation, origin, universe, Vishnu, God

### History

**Changes within living memory  
Homes**

Children will use their understanding of 'change through time' to look at homes, being able to compare the differences they see from then to now.

**Key questions:**

Can you order these homes from oldest to newest?  
When was this made/built how do you know?  
What differences can we find between homes?  
Who do you think these features belong to and why?  
How and why has the design of homes changed over time?  
How and why have homes been used through time?  
How has the significance of homes (for UK) changed over time?  
Where are the homes placed on the class timeline?

**Assessment questions:**

**Why has there been a demise in Coastal Seaside towns?**  
**How has the use of houses changed over time/ (working from home) How have homes changed/developed over time?**  
**What are the similarities and differences between then and now?**

**Vocabulary**

before/after, invention, technology, kitchen, scullery, home office, playroom

### Computing 1

**Creating media – digital writing**

Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.

### Computing 2

**Programming B – Programming Animations**

Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.

### Geography

**Weather in the UK – Hot and Cold Countries**

**Knowledge:**

To understand and use basic compass and locational language to describe local features, landmarks and routes on a map. Be able to devise a simple map using basic symbols (include local recycling centres) and their understanding of geographical human and physical features.

**Key questions:**

What are the key human and physical geographical features of my environment?

**Assessment question:**

**What impact are humans having on the environment?**

**Vocabulary:**

weather, seasons, Spring, Summer, Autumn, Winter, climate, rain, snow, sunshine, fog, compass, North, South, East, West, symbols, key, environment school, road, church, shops, park, library, playground, swimming pool, car park, recycling centre, Doctors

<p style="text-align: center;"><b>MFL - French</b></p> <p>In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.</p>	<p style="text-align: center;"><b>PSHE 1</b> <b>Living in the wider world</b> <b>Ourselves and others; the world around</b></p> <p><b>Key question:</b> How can we look after each other and the world?</p> <p><b>Vocabulary:</b> Bully, Responsibility, Environment</p> <p style="color: green;"><b>No Outsiders 1.5 Key learning – I share the world with lots of people. Suggested Text: My World Your World by Melanie Walsh</b></p> <p style="text-align: center;"><b>PSHE 2</b> <b>Relationship</b> <b>Ourselves and others; similarities and differences; individuality; our bodies</b></p> <p><b>Key question:</b> What is the same and different about us?</p> <p><b>Vocabulary:</b> Bodies, Similar, Different, Boy, Girl, Male, Female, Private parts, Penis, Vulva, Cooperation</p> <p style="color: green;"><b>No Outsiders 1.6 Key learning – To Work Together Suggested Text: Errol's Garden by Gillian Hibbs</b></p>		<p style="text-align: center;"><b>Physical Education 1</b> <b>Multi skills</b></p> <p><b>Children will:</b> master basic movements including throwing and catching, as well as developing co-ordination, and begin to apply these in a range of activities.</p>	<p style="text-align: center;"><b>Physical Education 2</b> <b>Multi skills: throwing and catching aiming games.</b></p> <p><b>Children will:</b> master basic movements including running, jumping, throwing and catching.</p>
<p style="text-align: center;"><b>Music 1</b> <b>Having Fun with Improvisation</b> <b>What Songs Can We Sing to Help Us Through the Day?</b></p> <p><b>Musical learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p style="text-align: center;"><b>Music 2</b> <b>How Does Music Teach Us About Looking After Our Planet?</b></p> <p><b>Musical learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B</p>	<p style="text-align: center;"><b>Science 1</b> <b>Plants: Common and Wild, Deciduous and Evergreen</b></p> <p><b>Key Questions:</b> Can you name a variety of plants and trees?</p> <p><b>Assessment question:</b> <b>What are the different parts of a plant?</b></p> <p><b>Vocabulary:</b> Deciduous, evergreen, petals, roots, bulb, seed, stem</p>	<p style="text-align: center;"><b>Science 2</b> <b>Four seasons – Longitudinal study</b></p> <p><b>Key Questions:</b> Why does the weather change throughout the year? What happens to the trees throughout the year? Why and how do trees change throughout the year?</p> <p><b>Assessment question:</b> <b>Can you describe changes across the seasons?</b></p> <p><b>Vocabulary:</b> Season, Spring, Summer, Autumn, Winter, weather, thunder, lightning, sunrise, sunset</p>	<p style="text-align: center;"><b>Art</b> <b>Andy Goldsworthy</b> <b>Sculpture using natural resources</b></p> <p>Children will know about the work and styles of Andy Goldsworthy and understand the historical and cultural development of their art form.</p> <p><b>Key questions:</b> What shape will come next in this pattern? What repeated patterns can you see in the environment? What objects provide the shape? How is texture created by choice? How will you use colour in your natural sculpture?</p> <p><b>Vocabulary:</b> Sculpture: Pattern, Collage, Texture, Material, Layer, Cut, Repeat, Sketchbook Mark making: Thick, Wavy, Thin, Straight, Light, Dark</p>	