



Year 1 Summer; Adventures



Geography

Knowledge	Skills
Use basic geographical vocabulary to refer to: key physical features, including: season and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Understand directions and locational language (North, South, East and West) and directional language [for example, near and far; left and right]. To know the key human and physical features of the surrounding environment	Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use maps and globes to locate the UK and other countries.

History

Knowledge	Skills
<p>To match and categorise objects to the explorers Columbus and Armstrong.</p> <p>To recognise and identify who Christopher Columbus and Neil Armstrong were and be able to recall their achievements.</p> <p>To compare and contrast the lives of Columbus and Armstrong.</p> <p>To recognise and identify that different events can be represented by different things (e.g. photos, stories, pictures, adults talking)</p>	<p>Sequence 3 or 4 artefacts from different periods of time. Match objects to people of different ages</p> <p>Recognise the difference between past and present in their own and others' lives. Know and recount episodes from stories about the past. Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). Find answers to simple questions about the past from sources of information e.g. artefacts, pictures etc. Communicate knowledge through: discussions, drawing pictures, drama/role play, writing and using ICT</p>

Hook/Celebration

Motor Museum Trip

Whole School Events

Aspirations Week
Poetry Week
VE Day
Humanities Week
Phonics Screening
Sports Day
Father's Day
National Insect Week
Summer Fair

Stand Alone Subjects

Computing (Warwickshire)

Internet and email, Safe

PE (Twinkl Move)

Athletics/Net and Wall games/Kwix Cricket

Music (Charanga)

Your Imagination, Reflect, rewind and replay
Seasonal Songs

RE

What makes some places sacred?

PSHE (Jigsaw)

Relationships, All About Me, Changing Me

Science

Plants, Seasonal Change

Key Texts

Jack and the Beanstalk, Daddy Fell into the Pond, The Snail and the Whale, The Jolly Postman, Beegu, The Way Back Home,

Art & Design: Drawing/Painting

Knowledge	Skills
To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to 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 shape. To learn 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: Van Gough, Monet.	<p>To recognise and name primary and secondary colours.</p> <ul style="list-style-type: none"> - Experiment with primary colours to create secondary colours - Start to mix a range of secondary colours – moving towards predicting results. - Experiment with a variety of different brush sizes and tools such as sponges, objects. - Paint onto a range of different surfaces with a range of tools.

Design & Technology: Food/Moving Pictures

Knowledge	Skills
<p>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</p> <p>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. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p>Design products that have a clear purpose and intended use. Make products, refining the design as work progresses.</p> <p>Use computing software to design. Name the tools they are using. Describe what they need to do next. Continue to join different materials using glue and tape. Mark out materials to be cut using a template. Roll paper to create tubes. (creating castle) Cut materials safely using scissors. (moving characters) Tear paper. Curl paper. Use a hole punch. Insert paper fasteners for card linkages. (moving characters) Create hinges. (creating castle drawbridge)</p>