

History

- I can recognise that a story read to me may have happened a long time ago.
- I can retell a familiar story that is set in the past.
- I can begin using stories or accounts to distinguish fact and fiction.
- I understand that we have a king who rules us and that Britain has had a king or queen for many years.
- I can discuss the role of the monarchy.
- I understand that life was different in the past for different people e.g. rich/poor, black/white.
- I can spot old and new things within a picture.

Science

- All working scientifically skills
- I know how to sort living and non-living things.
- I know and name a variety of common wild and garden plants.
- I know and name the petals, stem, leaves and root of a plant.
- I know and name the roots, trunk, branches and leaves of a tree.
- I observe the growth of flowers and vegetables that I have planted.
- I can answer questions and keep records about plants growing in their habitat.
- I can observe and know about the changes in the seasons.
- I can name the seasons and know about the type of weather in each season.

DT

- I know that all food comes from plants or animals and that food has to be farmed, grown elsewhere, or caught.
- I can name and sort foods into the five groups in the 'Eat Well Plate'.

Music

- I know how to use instruments to perform.
- I know how to choose sounds to represent different things.
- I can comment on my own compositions and performances.
- I know how to repeat short rhythmic and melodic patterns.
- I can say words/rhymes and clap/play simple rhythmic patterns.
- I know how to make a sequence of sounds.
- I can identify changes in sounds.
- I know how to make different sounds with instruments.
- I can give a reason for choosing an instrument.
- I can create a piece of music to show a character or mood.
- I can show sounds by using pictures.
- I can understand simple graphic notation e.g. one sign for a sound or group of sounds.

Geography

- I can keep a weather chart.
- I can answer questions using a weather chart.
- I can make plausible predictions about what the weather may be like later in the day or tomorrow.
- I can explain how the weather changes with each season.
- I can explain the main features of a hot and cold place.
- I can begin to explain why I would wear different clothes at different times of the year.
- I can tell something about the people who live in hot and cold places.
- I can explain what I might wear if I lived in a very hot or a very cold place.
- I can name key features within a city.

Curriculum Content - Year 1

Skill coverage



Summer 1 Big Question: Who are the Heroes that Help us?

Enrichment Opportunities

VE day afternoon

Visiting speaker—sustainability

PSHE

- I know what it means to be healthy and why it is important.
- I know ways to take care of myself on a daily basis incl. how to keep safe in the sun.
- I know about basic hygiene routines, e.g. handwashing.
- I know about healthy and unhealthy foods, including sugar intake.
- I know about physical activity and how it keeps people healthy.
- I know about different types of play, including balancing indoor, outdoor and screen-based play.
- I know about people who can help me to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.
- I know how to recognise what makes me special and unique including my likes, dislikes and what I am good at.
- I know how to manage and whom to tell when finding things difficult, or when things go wrong.

Computing

- How people find things out and communicate safely with others online.
- I understand the different methods of communication (e.g. email, online apps that are used inside of school).
- I know that personal information should not be shared online.
- whom to tell if they see something online that makes them feel unhappy, worried, or scared.

Art

- I can print with sponges, vegetables and fruit.
- I can print onto paper and textile.
- I can design my own printing block.
- I can create a repeating pattern.
- I can describe what I can see and like in the work of another artist.
- I can ask sensible questions about a piece of art.

RE

- I can find out about how people worship.
- I can explore different artefacts used in worship.
- I can identify symbolic actions, gestures and rituals used in worship.
- I can ask questions about things that are interesting or puzzling about the world.

PE

- Children shift weight forwards before making contact.
- Striking the ball and creating force comes from straightening of limbs and body rotation.
- My eyes may close at contact with the ball.
- My arms tend to trap the ball – 'crocodile' catch.
- Children tend to hold out their hands in opposition to each other, with thumbs up.
- My hands attempt to squeeze the ball.

Maths - Areas of Learning

Number and Place Value
Addition Subtraction
Time Fractions Measures Shape

English - Reading - Text

The disgusting sandwich The runaway dinner
Gingerbread Man
The Queen's hat

English - Writing Opportunities

Simple sentences Compound sentences
Complex sentences
Descriptions
Retelling

History

King Charles III Queen Elizabeth II
Historical buildings and palaces David Attenborough
The Wright brothers Florence Nightingale

DT

Food groups—The Healthy living plate

Curriculum Content - Year 1

What does this look like in the classroom?



Summer 1 Big Question:

Who are the heroes that help us?

Science

Plants

Living and non-living things
Plants—flowers and trees
Seasonal changes: spring to summer

PSHE

Growing and changing
Our strengths and interests
Work that people do
People in our community

Enrichment Opportunities

VE day afternoon
Visiting speaker—sustainability

Computing

How to use technology safely.
How to stay safe online.
Keyboard skills—typing.

Geography

Weather and seasons
Weather chart
Geography fieldwork
Hot and cold places

Music

Using instruments to perform
Using pictures to show sounds

RE

Hinduism— What do Hindus believe?
Stories from Hinduism.

PE

Running, throwing, catching and jumping

Art

Printing Orla Kiely
Making a printing block