

## SCIENCE

### *Revisit introducing animals including humans*

- 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
- Identify senses and which part of the body is linked to each.

### *Revisit plants (including trees)*

- Identify and describe the basic structure of a variety of common flowering plants and trees
- Recognise and label the key parts of a plant

### Scientific Enquiry

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely using simple equipment.
- Performing simple tests.
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

## ART

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- To develop a wide range of design and art techniques using colour, pattern, texture, line, shape, form and space.
- Study 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.

**CUSP Block E: 3D Kenjuaq Asherak, Andy Goldsworthy, Anthony Gormley**

**CUSP Block F: Collage Paul Klee**

## HISTORY

### *More lives of significant people*

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

Pioneer – Neil Armstrong

Explorers – Mae Jemison, Bernard Harris Jr, Tim Peake. Compare the achievements of significant individuals.

Understanding of chronology

Understanding cause and consequence

Understanding historical significance

## GEOGRAPHY

### *Mapping and fieldwork (Human and physical – location, environment and pattern)*

- Use basic geographical vocabulary to refer to key physical and human features
  - Use simple compass directions and locational and directional language to describe the location of features and routes on a map
- Fieldwork – geography of school and its grounds  
Key features of local area

# SUMMER TERM YEAR 1

## DT

- **Design**- Design purposeful, functional appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and where appropriate ICT.
- **Make** – select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.
- **Evaluate** – explore and evaluate a range of existing products, evaluate their ideas and products against design criteria.

**CUSP Block E: Textiles**

**CUSP Block F: Food and Nutrition**

## PE

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Participate in team games developing simple tactics for attacking and defending

**Athletics, Tennis, Cricket**

## MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

## COMPUTING

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
  - Use technology safely and respectfully
  - 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
- Grouping data  
Programming animations

**RE** Worcestershire Agreed Syllabus – What does it mean to belong to a faith community?

Recognise that loving others is important in lots of communities  
Say simply what Jesus and one other religious leader taught about loving other people

Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean

Identify at least two ways people show they love each other and belong to each other when they get married.

Give examples of ways in which people express their identity and belonging within faith communities and other communities responding sensitively to differences.

Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

## PSHE/RSE

**PSHE** – Mental health and emotional wellbeing: Feelings Pupils learn about: different types of feelings; managing different feelings; change or loss and how this can feel, healthy relationships are positive and welcoming.

Careers, financial capability and economic wellbeing: My money Pupils learn about: where money comes from and making choices when spending money; saving money and how to keep it safe; the different jobs people do.