Year 1 Curriculum – Summer Term Overview

Key Concepts: The UK and Change

Religious Education 1

Judaism: Part 1: Unit 1 – Shabbat – A day of rest

Key questions:

Why is Shabbat important to Jews?

Why do Jews attend the synagogue?

What events take place during the Shabbat and why?

What does this look like in our world today-compare to own life?

Vocabulary:

Jewish, Jew, community, Synagogue, prayer, creation Tzedakah, Shabbat, Torah, Havdalah, rituals, kosher

History

Changes within living memory

Ships, boats and their significance

Key Questions

How have ships/boats and their use developed over time?

What are their similarities and difference?

Can you order these boats from oldest to newest?

When was this made/ how do you know? What differences can we find between boats from past to boats we see and build now?

Who do you think these boats belong to and why? How and why has the design of boats changed over time? How and why have boats been used through time? (trade, Invasion, discovery, travel)

How has the significance of boats (for Britain) changed over time?

Vocabulary:

Before/After Titanic voyage, class, iceberg, disaster, survivor, wreckage, Cutty Sark, Tea Clipper, Victorian, trade, tea, wool

Religious Education 2

Judaism: Part 1: Unit 2 – Festivals in the Jewish year

Key questions:

How do the festival events help to teach young Jews about their past?

Why is it important to keep traditions/ customs alive?

How do the festival events help to teach young Jews about their past?

Vocabulary:

Sukkot (Sukkoth), festival, Tabernacles, Moses, Exodus Synagogue, Harvest, Passover (Pesach), Egypt, symbol Ritual, Seder meal, Israel, Purim, Esther, traditions

Computing

Computer Science – Algorithms and debugging

Key Questions:

What is an algorithm? What does debug mean?

Can you give unambiguous instructions?

Vocabulary:

Algorithm, debug, error

Geography

The UK countries/towns/coast

Knowledge and factual information:

To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Key questions:

What are the countries and capital cities of the UK? What are the features of an island?

What is a coast? What are key coastal features? What are the Key physical and human features of the UK?

Vocabulary:

United Kingdom, England, Wales, Scotland, Northern Ireland, Southern Ireland, London, cliff, mountain, sea, river, forest, beach, city, town, village, harbour, map, symbol, key, environment

RHE – SRE

Naming body parts

Key Questions:

Why is it important to know the correct names for your body?

Vocabulary:

Body, boy, girl, male, female, private parts

French

In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.

PE 1

Ball Skills & Locomotion

Key Questions:

Can you move safely?

Can you explore different ways to catch a ball?

Vocabulary:

Jump, move, catch

PE 2

Team Building & Gym

Key Questions:

Can you complete an obstacle course suing communication?

Can you use apparatus appropriately?

Vocabulary:

Team, communicate, apparatus, use

Music

Understanding phrasing and singing expressively

Key Questions:

What does the conductor do?

How many instrument families can you name?

How are these instruments played?

Vocabulary: conductor, orchestra, String, woodwind, brass, percussion

Composition and Improvisation

Key Questions:

Can you play a rhythm on an instrument?

What lyrics can we use instead of …?

Vocabulary: phrase, compose, lyrics, rhythm, percussion, improvisation

Science

Plants Common and Wild

Key Questions:

What are the different parts of a plant?

Why are there so many different types of plant?

Vocabulary:

Deciduous, evergreen, petals, roots, bulb, seed, stem

Science

Animals inc humans – Common Animals/Body Parts

Key Questions:

What makes a … a …? (e.g. what makes a fish a fish). What is similar, what is different? Why do animals eat different foods?

Are humans an animal? Why do we have the ability to smell? What would happen if we couldn't smell?

Vocabulary:

Amphibians, reptiles, mammals, herbivore, carnivore, omnivore

Scientific working procedural knowledge:

Observe: Look closely, to gather more information and viewpoints. What do you notice about…? Let's wait and see what happens when… What do you see now? Children begin to ask simple questions.

Compare: Make comparisons to and express relationships between things. How are these the same and/or different? Where have you seen similar?

Sort and Organise: Group things by recognisable traits and begin to understand that objects can belong to more than one group at a time. Record their findings in pictures and graphs.

Art

Link to Boats

Close Observational Drawing & Sculpture

Drawing - Close observational drawing using pencil/Sketching

Sculpture - Experiment with constructing and joining recycled, natural and manmade materials. (Junk modelling)

A study of Ships, boats and their significance. Links to Cutty Sark and National maritime museum.

Which container will you chose to make your boat/ship/figure head?

Build on their experience of junk modelling and refining their finished product. Build on their experience of scissor skills and joining Sculpture construct recycle manipulate Assembling Sketchbook Mark making thick wavy thin straight light dark