**Year Group: 1 Summer A**

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| **PSHE Relationships**    **As citizens of our community and wider world** we will learn what a positive relationship looks like within our family and also our friends. We will explore what kindness, consideration and respect looks like. We will examine the importance of honesty, truthfulness and personal privacy. We will talk about different professions and people who can support us.  **Knowledge**   * Know that there are lots of different types of families. * Know about different people in our local community who can help us. * What qualities do we look for in a friend? * What do we do that makes us a good friend?   **Vocabulary** Family, belonging, same, different, friends, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, helpful, community, feelings, confidence, praise, skills, self-belief, pride, celebration, relationship, appreciation.  **Skills**   * Talk about families being loving and caring. * Recognise and talk about people who help us e.g doctor, dentist, lollypop person, police, neighbour, hair dresser, school etc. * Express what it feels like to have a good friend and to be a good friend | **History Heroes and Dragons**  **As historians we will learn about the history of castles in the UK.**  **Knowledge**   * What is a king or queen * Know facts about our current queen * To know how houses and castles are different? * The history of our royal family * Know how life has changed over time * To investigate weapons used to defend castles   Vocabulary history, chronological order, timeline, first, recent, past, months, years ago, Alnwich castle, Royal family, generations  **Skills**   * Ordering events in chronological order * Comparing lifestyle from historic periods and today's society * To talk about how the royal family has changed over time | **IT and Digital Literacy**  **‘Action Algorhythms’’**  **As computer scientists** we will discover what technology is used for beyond school. We will link technology with our BLOSSOM code and learn the importance of using technology safely and respectfully as well as how to keep our own information private. We will share where we can get support if we are worried about something we have seen or if someone has contacted us over the internet or other online technologies.  Knowledge   * Know when to take breaks from device time. * Discover that the internet can be used to visit faraway places and learn new things. * Explain rules for travelling safely on the internet. recognise common uses of technology in the home. * Recognise devices that can be connected to the internet. * Explain how technology can help people.   Vocabulary Algorithm, command, condition, control, debug, decomposition, execute, logic, logical reasoning, program, repetition, sequence, selection.  *Skills*   * Consider the feelings of people around them, even when engaged in fun online activities. * Compare how staying safe online is similar to staying safe in the real world. * Understand what the internet is. * Understand how shops might use technology.   *Explore control technology devices.*  ***Explain how a control device works.*** *Compare different types of control devices.* |
| **Music As musicians we will use our imagination to learn songs and then create our own.**  **As musicians**  **Knowledge**   * To know how to listen * To know how to recognise a rhythm * To know how to recognise a beat   **Vocabulary listen, appraise, pulse, rhythm, compose, improvise, perform**  **Skills**   * To sing a song as it is * Add some charography to a song * Sing a song and include musical instruments * Listen and appraise songs * To know how to clap the beat | **Topic: Heroes and Dragons**  **Question driver:** What's the difference between a castle and a house?  **Project\ purpose:** |  |
| **Science As Scientists** we will work scientifically and carry out simple tests to test different forces. We will recognise what makes us curious and ask questions in relation to what we want to find out and what is happening.  **Knowledge**   * To carry out simple tests * Use simple equipment * Work scientifically and recognise that questions can be answered in different ways * Make observations * Record work * To name scientific equipment * How to use scientific equipment   **Vocabulary** Push, pull, twist, test, predict, observe, record, equipment.  **Skills**   * To explain what they are doing * Name and use scientific equipment * Show curiosity and ask questions about things that interest you * Make sensible predictions * Carry out simple tests to find answers * Talk about what is happening * Link their questions to what they find out * Record their work in different ways * Explain why something may have happened | **RE As thinkers in R.E. we will learn all about why jesus is special to christaians.**  **Knowledge**   * To know about the good samaritan story * To know key events * To know how to be a good friend * Know the lost sheep story * To know about the two builders parable. * To know the story of the sower and the seeds   **Vocabulary: jesus, parables, sower, samaritan, jew, shepherd, Israelite,**  **Skills**   * To use empathy * To think of how we can use religious stories to help us be good people | **PE As athletes we will learn to run, jump and throw.**  **As sports people**  **Knowledge**   * **To know how to change speed** * **How to change direction** * **How to increase challenge** * **How to throw in different ways** * **How to catch in different ways**   **Vocabulary : breathe, technique, running, jumping, throwing, equipment, travelling, exploring, rules, control, temperature**  **Skills**   * Underarm throw * Push throw * **Throwing and catching** * **Carrying and gripping** * **Accelerating** * **Moving direction** * **Balance on one leg** |
| **Maths As mathematicians we**  **Powermaths Unit 11, 12, 13, 14, 15**  **Knowledge**   * Measure weight and compare by weight * Measure capacity and compare by capacity * Solve problems * Count in 2’s, 5’s & 10’s * Make equal groups( multiplying and dividing) * Add equal groups * Make doubles * Share equally * Find halves * Find quarters * Describe turns and positions   **Vocabulary** weight, weigh, difference, heavier, lightest, contains, balance scales, balanced, array, row, double, twice, column, equal group, share, division, fair, halves, quarter, equal, turn, position, direction, half turn.  **Skills**   * Children will measure weight using cubes and compare weights of different items saying which one is the heaviest/lightest and explain how they know this. * Capacity will be explored where we will measure capacity and compare different volumes. * Children will learn to group and count in 2’s, 5’s and 10’s in practical lessons. * Children will use arrays, group and share to divide * Children will find a half and a quarter by practically sharing in 2 and 4 equal parts. * Children will explain position and direction * Children will use their knowledge of fractions to talk about half and quarter turns | **Art As artists we will record our ideas and inspiration, practise and refine skills using a sketchbook. We will become inspired by artists such as Kidinsky where we will draw around and overlap 2D shapes to create abstract composition filling each shape with different colour and media.**  **Knowledge**   * Explore 2D and 3D shapes. * To look at what makes an abstract painting * Look at contemporary art * Try using different drawing mediums including charcoal,ink and pastel * Use narrative through art * Experiment making shades by adding black   **Vocabulary**  2D, 3D, dimension, abstract, contemporary, narrative, shade, mixing, reflection, mirror image, design, charcoal, graphite, pastel.  **Artists** Lewis Wain, Ilya Bolotowsky, Wassily Kandinsky, Renata Bernal.  **Skills**   * know 2D shapes just have length and width * know 3D shapes add dimension of height, length and width   Explain that abstract paintings are made from colour, shape and pattern rather than objects which we recognise   * Talk about contemporary art and explain how this is different to the art we see at Alnwick castle * Use and talk about different drawing mediums and the effects this has on paintings * Tell a story to the class using their art work * Know by adding black to a colour creates shades | **Literacy As writers we will**  **Knowledge**  **Phonics -** Daily phonics  **Daily Story Time -** Developing a love of reading and vocabulary  **Individual Reading** - Decoding words, reading common exception words, predicting, making inferences  **Reading Buddies** - Sharing our reading books with year 4 every Friday  **Comprehension -**  **Focus** -  **Talk for Writing** -  *Planning Tool* - Story map and story mountain  *Sentence construction and word structure*   * Using simple connectives and, but, so, because * Using adjectives * Punctuation * Consolidate spaces, capitals, full stops * Suffixes * Speech Bubbles   Skills  **Brave Writing**   * Hold a sentence * Sound words out * Apply phonic knowledge * Read work back to check it makes sense * Use word mats for common exception words * Self edit work to make improvements * Look at writing targets and applying them in our work * Begin to write more complex sentences containing connectives and adjectives to make it more interesting to the reader. * To talk about how a piece of text makes you feel * Build stamina without losing focus.   **Vocabulary beginning** Sentence, spaces, capital letter, full stop, punctuation, exclamation mark, question mark, story map, instructions, pening,build up, problem, resolution, ending, connective, adjective, punctuation, suffixes, edit, corrections, compound sentence, speech bubble, imperatives. |
| **We will involve our families in our learning by Seesaw, homework activities, reading record book, conversations relating to progress and how they can help at home, updating phonic support packs and having a secret parent reader each week.** | | |
| **The strategies to support our most vulnerable learners are small group phonics, interventions within lessons, extra 1:1 reading in school, phonics recap within guided reading sessions, targeted interventions, extra work set for practise at home, support plan activities/interventions, tutoring programme.** | | |