



| Termly Curriculum Overview: Summer | | Year: 1 |
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| Subject | Topic and content | NC Coverage |
| History | <p>Castles</p> <p>Who built the first castles in the UK and why?</p> <p>What were the UK castles like that the Normans built?</p> <p>What different features does a medieval castle have?</p> <p>How has Tower of London changed over time?</p> <p>Who lived in medieval castles?</p> <p>What were their roles?</p> <p>How were common people treated in medieval times?</p> | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical places in their own locality - visit to Carlisle Castle.</p> |
| Geography | <p>Wonderful Weather</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Learn about local and global disasters associated with extreme weather conditions.</p> | <p>Name weather types in the UK. • Identify daily changes in weather. • Identify seasonal changes across a year. • Recognise weather symbols. • Use world maps and globes to identify the UK and begin to locate other countries. • Explain some dangers of the weather. • Locate hot and cold countries of the world. • Make comparisons between different places studied. • Make simple observations about the weather in the UK. • Use basic subject specific vocabulary. • Ask simple geographical questions. • Develop presentation skills.</p> |
| Science | <p>Seasonal Changes</p> <p>Describe the weather in spring and summer.</p> <p>Understand what clothes are needed in spring and summer.</p> <p>Observe, identify and explain what happens to deciduous and evergreen trees and plants in spring and summer.</p> <p>Explain how we need to adapt our lifestyles.</p> <p>Explain how animals need to adapt their lifestyles.</p> <p>Understand how the days vary.</p> <p>Record and analyse data from observing the weather over previous weeks.</p> | <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> |

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| | <p>Identifying Plants</p> <p>Find out what a plant is. Identify and describe garden plants. Identify and describe wild plants. Identify and describe a range of trees. Identify the different parts of a plant. Grow a plant and make observations.</p> | <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> |
| Art | Craft and Design: Embellishments | |
| Design Technology | <p>Mechanisms: Wheels and Axels Pupils will be able to: Explain that wheels move because they are attached to an axle. Recognise that wheels and axles are used in everyday life, not just in cars. Identify and explain vehicle design flaws using the correct vocabulary. Design a vehicle that includes functioning wheels, axles and axle holders. Make a moving vehicle with working wheels and axles. Explain what must be changed if there are any operational issues.</p> <p>Structures: Windmills Pupils will be able to: Identify some features that would appeal to the client (a mouse) and create a suitable design. Explain how their design appeals to the mouse. Make stable structures, which will eventually support the turbine, out of card, tape and glue.</p> | <p>Explore and evaluate a range of existing products</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Evaluate their ideas and products against design criteria</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-</p> |

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| | <p>Make functioning turbines and axles that are assembled into the main supporting structure. Say what is good about their windmill and what they could do better.</p> | <p>ups and, where appropriate, information and communication technology</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> |
| Music | <p>Having Fun with Improvisation What Songs Can We Sing to Help Us through the Day?</p> <p>Explore Sound and Create a Story How Does Music Teach Us about Looking After Our Planet?</p> | <p>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.</p> |
| RE | <p>Judaism</p> <p>Is Shabbat important to Jewish children?</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> | <p>Recall and name different beliefs and practises, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>Ask and respond to questions about what communities do and why so that they can identify what difference belonging to a community might make.</p> |

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| | | <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different.</p> |
| PSHE | <p>Relationships</p> <p>Changing Me</p> | <p>Non-statutory objectives</p> <p>I can identify the members of my family and understand that there are lots of different types of families.</p> <p>I know how it feels to belong to a family and care about the people that are important to me.</p> <p>I can identify what being a good friend means to me.</p> <p>I know how to make a new friend.</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable.</p> <p>I know who can help me at school.</p> <p>I know when I need help and how to ask for it.</p> <p>I can recognise my qualities as a person and a friend.</p> <p>I know ways to praise myself.</p> <p>I can tell you why I appreciate someone who is special to me and can express how I feel about them.</p> <p>I am starting to understand the life cycle of animals and humans.</p> <p>I understand that changes happen as we grow and that is ok.</p> <p>I can tell you some things about me that have changed and some things that have stayed the same.</p> <p>I know that changes are ok and sometimes they will happen whether I want them to or not.</p> <p>I can tell you how my body has changed since I was a baby.</p> <p>I understand that growing up is natural and everyone grows at different rates.</p> |

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| | | <p>I can identify the parts of the body that makes boys different to girls and can use the names for these: penis, testicles, vagina, vulva, anus.</p> <p>I respect my body and understand which parts are private.</p> <p>I understand that every time I learn something new I change a little bit.</p> <p>I enjoy learning new things.</p> <p>I can tell you changes that have happened in my life.</p> <p>I know some ways to cope with changes.</p> |
| PE | <p>Athletics To move at different speeds over varying distances. To develop balance. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.</p> <p>Net and Wall To defend space, using the ready position. To play against an opponent and keep the score. To develop control when handling a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net.</p> <p>Multiskills</p> <p>Gymnastics To explore travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence.</p> | <p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p>Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing</p> |