

WPS Curriculum Plan



Year Group: 1

Term: Summer 1

Subject	Learning
History	See Summer 2.
Geography	<p>Arctic and Antarctica / Weather and Climate (recorded over whole year)</p> <ul style="list-style-type: none"> To describe and understand the human features of the Arctic and Antarctic. To describe and understand the physical features of the Arctic and Antarctic To compare the human and physical features of children’s local area to the Arctic and Antarctic. To identify seasonal and daily weather patterns in the United Kingdom. <p>Skills</p> <ul style="list-style-type: none"> To collect data as a whole class using a method chosen by the teacher (weather wheel). To discuss their fieldwork findings as a class (weather patterns). <p>Key Vocabulary Arctic, Antarctica, physical, feature, glacier, iceberg, mountain, Northern Lights, various animals, human, feature, research station, Inuit, snowmobile, sled, igloo, weather, North, South, cold, season, weather, temperature, Autumn, Spring, Summer, Winter, sun, rain. wind, snow, lightning, thunder, fog, hail, cloudy</p>
Art	<p>Knowledge</p> <ul style="list-style-type: none"> To describe what they can see and like in the work of another artist. To ask sensible questions about a piece of art. <p>Skills</p> <ul style="list-style-type: none"> To communicate something about themselves in their drawing. to create moods in their drawing. to draw using pencils and crayons. to draw lines of different shapes and thickness using 2 grades of pencil. <p>Key vocabulary artist, cross hatching, draw, line, shape, tone</p>
RE	<p>Hinduism</p> <ul style="list-style-type: none"> How does a Hindu celebrate devotion to a deity at the festival of Holi? <p>Key Vocabulary Deity, Hindu, Holi, Vishnu, Prahlad, Krishna, Shrine</p>
Science	<p>Plants:</p> <ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. <hr/> <ul style="list-style-type: none"> To identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Key Vocabulary , leaf, flower (blossom), petals, fruit, bulb, seed, roots, stem, trunk, branches</p>

Working Scientifically	<ul style="list-style-type: none"> ● Asking simple questions and recognising that they can be answered in different ways ● Observing closely, using simple equipment (TAPS 'DO' Plant Structure) ● 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. <p>Key Vocabulary record – diagram, chart, describe</p>
PE	<p>Net and wall games</p> <ul style="list-style-type: none"> ● Throw and roll towards a target with some varying techniques. ● Catch a beanbag and a medium-sized ball. ● Strike a stationary ball using a racket. ● Attempt to track balls and other equipment sent to them. ● Run, stop and change direction with some balance and control. ● Recognise space in relation to others. ● Begin to use simple tactics with guidance. <p>Key vocabulary Far, aim, safely, direction, balance, send</p> <p>School games value: teamwork</p>
PE with Total Sports	<p>Athletics</p> <ul style="list-style-type: none"> ● Attempt to run at different speeds showing an awareness of technique. ● Begin to link running and jumping movements with some control. ● Jump, leap and hop and choose which allows them to jump the furthest. ● Throw towards a target. ● Show some control and balance when travelling at different speeds. ● Begin to show balance and coordination when changing direction. ● Use coordination with and without equipment. <p>Key vocabulary Dodge, jog, skip, swing, ready position</p> <p>School games value: teamwork</p>
Computing	<p>SOC 1.4 - We are collectors - Photo collection presentation including searching on the web</p> <ul style="list-style-type: none"> ● find and use pictures on the web ● know what to do if they encounter pictures that cause concern ● group images on the basis of a binary (yes/no) question ● organise images into more than two groups according to clear rules ● sort (order) images according to some criteria ● ask and answer binary (yes/no) questions about their images. <p>Key Vocabulary copy, paste, insert, search</p> <p>E-Safety pixl lesson 5 – trusted adults trust</p>
Music	<p>Title of unit: Your Imagination Style of main song: Pop Unit theme: Using your imagination Performance focus: Play instruments (following given piece)</p>

	<p>Listening: Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music. Recognise and name 2 instruments they hear e.g. keyboard, drums, base, a female singer. Begin to describe and respond to music (dynamics-louder/quieter, tempo-faster/slower, pitch-higher/lower). Begin to articulate how changes in speed, pitch and dynamics affect the mood.</p> <p>Find the pulse: Can you be a pop star, finding the pulse? Use their imagination to find the pulse.</p> <p>Rhythms: Copy and clap back rhythms. Clap the rhythm of your name. Clap the rhythm of your favourite food. Make up your own rhythm.</p> <p>Sing: In unison and in two parts.</p> <p>Play instruments: A range of untuned percussion and play a glockenspiel accurately and in time, as a performance, using one or two notes (C or C + D).</p> <p>Improvise: using the notes C + D.</p> <p>Compose: A simple melody using simple rhythms, choosing from notes C + D or C, D + E. Use technology to capture, change and combine sounds.</p> <p>Key Vocabulary Keyboards, drums, bass, pulse, rhythm, pitch, compose, improvise, perform, audience, imagination, unison.</p>
<p>PSHE and RSE</p> <p>(highlighted objectives are statutory)</p>	<p>Core Theme 1: Health & Wellbeing Keeping Safe</p> <ul style="list-style-type: none"> • H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • H33. about the people whose job it is to help keep us safe • H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them <p>Core Theme 2: Relationships Families & close positive relationships</p> <ul style="list-style-type: none"> • R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives • R2. to identify the people who love and care for them and what they do to help them feel cared for • R3. about different types of families including those that may be different to their own <p>Core Theme 3: Living In The Wider World Media literacy & digital resilience</p> <ul style="list-style-type: none"> • L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
<p>DT</p>	<p>Taught in Summer 2</p>
<p>British Values</p>	<p>Tolerance</p> <ul style="list-style-type: none"> • Tolerance of those with different faiths and beliefs <p>Rule of Law</p> <ul style="list-style-type: none"> • What does this mean and what rules do we have at Werrington Primary School • Why are rules important? <p>Introduction to the protected characteristics</p>
<p>SMSC</p>	<p>How can I be a good friend to others?</p>

What traditions are important to your family & community?