



Year Group: 1

Term: Summer 2

Subject	Learning
History	<p><b>History- A local study- Werrington Village- Comparisons of buildings old and new.</b></p> <ul style="list-style-type: none"> <li>To identify differences between old and new buildings in the village.</li> <li>To understand significant ways that the village has changed over time.</li> </ul> <p>Investigate and Interpret the past</p> <ul style="list-style-type: none"> <li>To begin to understand different ways that the past is represented.</li> <li>To begin to understand that evidence and artefacts can tell us a story about the past.</li> </ul> <p>World history people:</p> <ul style="list-style-type: none"> <li>To start to describe how events had an effect on people.</li> </ul> <p>Understand Chronology</p> <ul style="list-style-type: none"> <li>To begin to place events on a timeline.</li> <li>Can use words like past, present, older, newer</li> </ul> <p><b>Key Vocabulary</b>                      observe, artefact, past present, future, recent, before, earlier, order, year, timeline, grandparents, decade, now, then</p>
Geography	Covered in Summer 1
Art	See Summer 1
RE	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>Why do families say so many prayers and blessings?</li> </ul> <p><b>Key Vocabulary</b>                      Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony</p>
Science	<p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.</li> <li>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> </ul> <p><b>Key Vocabulary</b>                      amphibians, fish, reptiles, mammals, birds, herbivore, omnivore, carnivore wing, beak, tail, fin</p>
Working Scientifically	<ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>performing simple tests</li> <li><b>Identifying and classifying (TAPS 'REVIEW' Animal Classification)</b></li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions.</li> </ul> <p><b>Key Vocabulary</b>                      secondary sources, diagram, chart, identify, sort, group, compare, differences, similarities</p>
PE	<p>Team building</p> <ul style="list-style-type: none"> <li>Follow instructions.</li> <li>Begin to work with a partner and a small group.</li> </ul>

	<ul style="list-style-type: none"> <li>● Understand the rules of the game and suggest ideas to solve simple tasks.</li> <li>● Copy a simple diagram/map.</li> <li>● Identify own and others' success.</li> </ul> <p><b>Key vocabulary</b> Lead, cooperate, teamwork, solve, instructions</p> <p><b>School games value: self-belief</b></p>
PE with Total Sports	<p>Striking and fielding games</p> <ul style="list-style-type: none"> <li>● Throw and roll towards a target with some varying techniques.</li> <li>● Catch a beanbag and a medium-sized ball.</li> <li>● Attempt to track balls and other equipment sent to them.</li> <li>● Strike a stationary ball using a racket.</li> <li>● Run, stop and change direction with some balance and control.</li> <li>● Recognise space in relation to others.</li> <li>● Begin to use simple tactics with guidance</li> </ul> <p><b>Key vocabulary</b> Hit, points, target, throw, score, catch</p> <p><b>School games value: self-belief</b></p>
Computing	<p>Discovery Coding Level 1 Unit 1 – 4 lessons complete to at least 'build' task.</p> <ul style="list-style-type: none"> <li>● To learn that programs execute by following instructions.</li> <li>● To understand that programs respond to inputs to do different things.</li> </ul> <p><b>Key Vocabulary</b> run, code, action, execute, program, algorithm</p>
Music	<p><b>Charanga unit:</b> Your Imagination  <b>Style of main song:</b> Pop  <b>Unit theme:</b> Using your imagination  <b>Performance focus:</b> Play instruments (following given piece)</p> <p><b>Listening:</b> 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><b>Find the pulse:</b> Can you be a pop star, finding the pulse? Use their imagination to find the pulse.</p> <p><b>Rhythms:</b> 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><b>Sing:</b> In unison and in two parts.</p> <p><b>Play instruments:</b> 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><b>Improvise:</b> using the notes C + D.</p> <p><b>Compose:</b> 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><b>Key Vocabulary</b> Keyboards, drums, bass, pulse, rhythm, pitch, compose, improvise, perform, audience, imagination, unison.</p>
PSHE and RSE	<p><b>Core Theme 1: Health &amp; Wellbeing</b> Mental Health</p>

<p>(highlighted objectives are statutory)</p>	<ul style="list-style-type: none"> <li>● H11. about different feelings that humans can experience</li> <li>● H12. how to recognise and name different feelings</li> <li>● H13. how feelings can affect people’s bodies and how they behave</li> <li>● H14. how to recognise what others might be feeling</li> <li>● H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>● H29. to recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>● H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>● H31. that household products (including medicines) can be harmful if not used correctly</li> <li>● 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</li> </ul> <p><b>Core Theme 3: Living In The Wider World</b></p> <p>Media literacy &amp; digital resilience</p> <ul style="list-style-type: none"> <li>● L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</li> </ul>
<p>DT</p>	<p>Structures - Making Kites</p> <ul style="list-style-type: none"> <li>● Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>● Know and use technical vocabulary relevant to the project.</li> </ul> <p><b>Key Vocabulary</b>  cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder</p>
<p>British Values</p>	<p>Protected characteristics</p> <ul style="list-style-type: none"> <li>● What is discrimination?</li> <li>● Understanding different types of discrimination.</li> <li>● We are all different – linked to the protected characteristics within Werrington Primary School</li> </ul>
<p>SMSC</p>	<p>How can I be a good friend to others?</p> <p>What traditions are important to your family &amp; community?</p>