Year 1
Summer 2

Design Technology: Smoothies



We will be learning about:

- Describing fruits and vegetables and explain how to identify fruits.
- Name a range of places that fruits and vegetables grow.
- Describe basic characteristics of fruit and vegetables.
- Prepare fruits and vegetables to make a smoothie.

PE: Striking and Fielding

We will be learning to:

- Understand receiving techniques (getting on line with the ball).
- Demonstrate quick decisions when striking and fielding.
- Send and receive with some accuracy.
- Begin to explain and demonstrate the importance of weight when sending and receiving.
- Develop competence to excel in a broad range of physical activities.
- Begin to know, apply and understand key skills of a good performance.



Athletics

We will be learning to:

- Throw a range of equipment at different targets.
- Begin to understand when to change speeds according to length of run/distance.
- Jump with both feet from a standing position.
- Show determination and begin to show resilience when competing against self and others.

Science: Identifying plants & their parts

We will be learning to:

- Explore & identify plants in the local environment
- Explore identify & name different parts of a flower that are above ground
- Identify evergreen & deciduous trees
- The similarities & differences between plants that have flowers.
- Name, describe the parts of some common flowering plants
- Identify & explain what plants need to live & grow well



Digital Literacy: Data Handling

We will be learning to:

- Create a pictogram by entering data into a graph making program
- Answer simple questions using a pictogram
- Explo**re** sounds in a music programme or sound app
- Use a digital camera or iPad to take a photograph



PSHE & Relationships Education:
Staying safe: How can I stay safe?

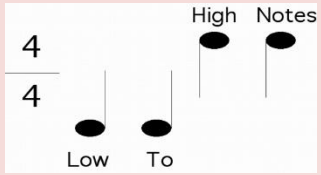
We will be learning to:

- Identify common items in the home that are safe & unsafe for children & explain simply how they could cause harm.
- Name things that are safe or unsafe to put in or on their body.
- Describe & use simple safety rules in familiar places such as the home & school.
- Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable.
- Describe how to stay safe near roads.
- Follow the steps 'Stop, Look, Listen, Think' to explain how to cross a road safely with a trusted adult.
- Name some trusted adults at home & at school & say who they could go to for help in different places.
- Use simple, clear phrases to ask a trusted adult for help.
- NSPCC 'Speak Out, Stay Safe' assembly

Music: Exploring Pitch

We will be learning to:

- Recognising changes in pitch and copying simple pitch patterns
- Performing simple melodic patterns using voices and pitched instruments
- Representing pitch
- Creating music for a performance



History: Travel & Transport

We will be learning to:

- Compare old & new transport
- Research about early forms of travel; steam train, horse & carriage, propeller, aeroplane & motor car
- Find out about when the first car was invented
- Learn about George Stephenson's life & inventions
- Understand how trains changed people's lives in the 19th Century
- Find out about the different ways that humans have tried to fly
- The Wright Brothers & the invention of the aeroplane
- Compare travel & transport of the past, present & future



R.E: Caring for the World

We will be learning to:

- Identify a story or text that says something about each person being unique & valuable
- Give an example of a key belief some people kind in one of these stories
- Give a clear, simple account of what Genesis 1 tells Christians & Jews about the natural world
- Give an example of how people show that they care for others
- Give examples of how Christians & Jews can show care for the natural earth
- Say why Christians & Jews might look after the natural world
- Think, talk & ask questions about what difference believing in God makes to how people treat each other & the natural world
- Give good reasons why everyone (religious & non- religious) should care for others & look after the natural world.

UNCRC Articles

Every child has the right to:

Article 14: think and believe what they want and practise their religion
Article 29: an education that develops every child's personality, talents and abilities to the full

CONVENTION ON THE RIGHTS OF THE CHILD

British Values



Every child will develop:

- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their acceptance and engagement with the fundamental British values of: mutual respect and tolerance of those with different faiths and beliefs