



# Animals Around the World

## Year 1

## Summer 1



### Animals Around the World

Science

Light

(Seasonal changes)

Geography

Hot and cold places

Design Technology

Design and evaluate a garden pot

PE

Football

RE

Judaism: Shabbat

Computing

Programming: My Foo Detective  
Dance

PSHE

Relationships

## Science

Light	Term: 5	Year: 1	
<p><b>Foundations of previous learning:</b>  <b>ELGS that feed into Science:</b>                      Understanding the World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.                      Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.                      Mathematics: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.                      Communication and Language: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>			
Unit Learning			
*NC Objective - Coverage	Skills	Knowledge	Vocabulary
Observe the apparent movement of the sun during the day  Observe light coming from a light source. Observe light being blocked by an object to create a shadow.  Investigate how to make a place lighter and darker.  Know light and dark safety.	Remember some simple science facts Use & remember science words during activity Describe what is happening using science (help) Use a simple table by recording in words & numbers Add to block charts by counting up <hr style="border: 0.5px solid black;"/> <b>Assessment of Skills</b> Explaining Science Data, Tables and Graphs. (See Phil Watkins assessment board)	To know where light comes from. To know how to make a dark place light. To find shadows. To know shadows are different. To know how to stay safe in the light and dark. <hr style="border: 0.5px solid black;"/> <b>Assessment of Knowledge</b> Where does light come from? How can we make a dark place light? Where do we find shadows? Are all shadows the same? How can we stay safe in the light and dark?	Light Dark Lighter Darker light source light ray shadow day length

Seasonal changes	Term: Across the year	Year: 1	
<p><b>Foundations of previous learning:</b>  <b>ELGS that feed into Science:</b>                      Understanding the World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.                      Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.                      Mathematics: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.                      Communication and Language: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Observe the apparent movement of the sun during the day  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies	Use relevant words when I talk or write Add to block charts and pictograms <hr style="border: 0.5px solid black;"/> <b>Assessment of Skills</b> Explaining science Data, tables and graphs (See Phil Watkins Assessment boards)	Describe the weather To know there are four seasons <hr style="border: 0.5px solid black;"/> <b>Assessment of Knowledge</b> Can you tell me what the weather is like today? What season is it? What are the other seasons called? What is it like in Autumn etc.?	Season Sun Sky Autumn Winter Spring Summer Year Month  Week Day weather (various) temperature rainfall day length sun shadow

## Geography

Animals Around the World – Hot and Cold Places	Topic: Animals Around the world	Term: Summer 1	Year: 1
<p><b>Foundations of previous learning:</b>            Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.            Year1: children should know the countries that make up the UK as this has linked to Dinosaurs and An Island Home. Their vocabulary will have been further developed through An island Home with children being very confident with vocabulary relating to coast lines. Through looking at coastal regions relating to fossils the children have compared their local environment to one other place and identified similarities and differences. The children have developed their use of simple locational language by using maps included in the stories of Katie Morag and other related resources.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p><b>Locational knowledge</b>            To name, locate and identify characteristics of the 4 countries of the United Kingdom.</p> <p><b>Human and physical geography</b>            To 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><b>Geographical skills and fieldwork</b>            To use world maps, atlases and globes to identify the United Kingdom and its countries,            To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p><u>Knowledge &amp; Understanding</u>            Ask and respond to questions about places/environment.            Use the correct terms for simple geographical features in the local environment.</p> <p><u>Practical</u>            Draw a simple map (e.g. of an imaginary place from a story), labelling particular features.            Name, describe and group features of the home/school environment from first hand observation, responding to simple questions.            Use basic geographical vocabulary to name physical and human features of familiar places.            Use maps, pictures and stories to find out about different places.</p>	<p>To identify and classify different animals.            To understand where different animals come from in the world.            Locate the habitats of the different animals on a world map.            To understand the habitat and landscape of the different countries linked to the habitats of each animal.            Locate different animals within the local community.            To create a map of the school grounds placing the different habitats.</p>	Classify Map Atlas World Continents Animals Habitats Community Key Adaptation Landscape Observations Physical features Human features Co-ordinates Countries
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	Draw a simple map (e.g. of an imaginary place from a story), labelling particular features. Explain what changes are taking place in the local environment.	Can you find the countries using an atlas that different animals come from? Can you explain why some animals live in the particular habitat identified? (Landscape features)? Can you draw a map of the school grounds showing the different habitats?	

## Design Technology

Design and evaluate a garden pot		Topic: Animals around the world	Term: Summer 1	Year: 1
<b>Foundations of previous learning:</b> Children will have represented their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b>            Design purposeful, functional, appealing products for themselves and other users based on design criteria            Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b>            Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]            Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b>            Explore and evaluate a range of existing products            Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b>            To build structures, exploring how they can be made stronger, stiffer and more stable            To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><b><u>Plan and communicate ideas</u></b>            Draw on their own experience to help generate ideas.            Suggest ideas and explain what they are going to do.            Identify a target group for what they intend to design and make.            Model their ideas in card and paper.            Develop their design ideas applying findings from their research.</p> <p><b><u>Make (technical knowledge)</u></b>            Make their design using appropriate techniques.            With help, measure, mark out, cut and shape a range of materials.            Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glue or masking tape.            Use simple finishing techniques to improve the appearance of their product.</p> <p><b><u>Evaluate</u></b>            Evaluate their product by discussing how well it works in relation to the purpose.            Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>To know the names of each different type of pot.            To know the different methods used when creating a pot (pinch, coil, slab etc.)            To identify an appropriate method to fit with our design criteria.            To research, plan, design, make and evaluate their pot.            To identify strengths and areas for improvement with their finished product.</p>	Pot Clay Pinch Support Design Make Tools Suitable Materials Properties Strength Modifications Join Appealing Effective Decorate Size	
	Assessment of Skills	Assessment of Knowledge		
	Identify a target group for what they intend to design and make Use simple finishing techniques to improve the appearance of their product Evaluate their product by discussing how well it works in relation to the purpose	Can they explain the different methods which could be used to make their pot? Can they apply the pinch method correctly when creating their pot? Can they reflect on their own product? Can they identify modifications that would be made next time? Can they give a reason for their modifications? Do they amend their design whilst working? Can they name ways they have made their design stronger? Do they use tools appropriately? Can they use correct vocabulary when describing the houses?		

## Physical Education

Football		Term: Summer 1	Year: 1
<p><b>Foundations of previous learning:</b>  <b>ELGS that feed into PE:</b>            Physical Development: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.            Physical Development - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.            Expressive arts and design: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge	Vocabulary	
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.            Pat, throw, kick, stop and sometimes catch a ball.            Run a short distance with some control.            Throw a projectile in a given direction.            Show control and co-ordination when moving or standing still.            Move fluently, changing direction and speed easily and avoiding collision            Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking.            Understand the aspects of tracking, and get in line with the ball to receive it            Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming            Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions.            Recognise space in their games and use it to their advantage planning where to stand to make it difficult for opponents            Describe what it feels like when they breathe faster during exercise            Explain why running and playing games is good for them            Watch others movements carefully            Describe what they have done or seen others doing.            Copy what they see and say why it is good            To identify and show understanding.            To perform as part of a team.</p>	Run Control Defend Tackle Shoot Goal Attack Goalkeeper Strike Midfield Referee Score Offside Throw in Corner Penalty Kick off Centre Pitch Foul Yellow card Red card Free kick Team	
	Assessment		
	<p>Pat, throw, kick, stop and sometimes catch a ball.</p>		

Religious Education

Topic: Judaism: Shabbat		Year: 1	Term: Summer 1
Foundations of previous learning: <b>Not previously taught – see EYFS</b>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p><b>Is Shabbat important to Jewish children?</b></p> <ul style="list-style-type: none"> <li>To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</li> </ul>	<p><b>Thinking about religion and belief</b> Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs</p> <p><b>Enquiring, investigating and interpreting</b> Recognise symbols and other forms of religious expression</p> <p><b>Beliefs and teachings (what people believe)</b> Recount outlines of some religious stories</p> <p><b>Practices and lifestyles (what people do)</b> Recognise features of religious life and practice</p> <p><b>Expression and language (How people express themselves)</b> Recognise some religious symbols and words</p> <p><b>Identity and experience (Making sense of who we are)</b> Identify aspects of own experience and feelings, in religious material studied</p> <p><b>Values and commitments (Making sense of right and wrong)</b> Identify what is of value and concern to themselves, in religious material studied</p>	<p>To know that different days of the week can be important for many reasons. To identify things that can give a day special value. To understand that Judaism is a religion that many people follow within England. To know what a Kippah is and why people wear it. To know that Friday and Saturday are special days for Jewish people. To know that Friday is often called Sabbath Day. To know that Sabbath day is to focus on God and family. To know that the special meal is called Shabbat. To understand what happens during a Shabbat meal – food, blessings, ceremony and family time. To know that Jewish people visit a synagogue as their place of worship. To understand why Jewish children celebrate Shabbat. To understand the role of prayers during Shabbat.</p>	<p>Jewish Non Jewish Sabbath Prayers Reflection Ceremony Candles Special food Kippah Synagogue Blessings Ceremony Shabbat</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I can tell you which my favourite day of the week is and talk about food I would like to share in a special meal. I can start to make a connection between being Jewish.</p>	<p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p>	

## Computing

My Foo Detective Dance		Topic: Programming	Year: 1	Term: Summer 1
<b>Foundations of previous learning:</b> Children from EYFS are be able to... <ul style="list-style-type: none"> <li>• make a floor robot move.</li> <li>• use simple software to make something happen.</li> <li>• make choices about the buttons and icons I press, touch or click on.</li> </ul>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs	<b>Computer Science:</b> Understand what algorithms are When a computer does something it is following instructions called code. Understand that programs respond to inputs to do different things. Can give precise instructions for a program to work successfully.	To describe what actions I need to do to make something happen. To press the buttons in the correct order to make my robot do what I want. To begin to predict what will happen for a short sequence of instructions. To begin to use software to create movement and patterns on a screen. To use the word debug when I correct mistakes when I program.	Algorithm Backward Button Clear Code Debug Distance Floor robot Forward Go Instructions Mistake	Move Pause / Wait Predict Program Quarter turn / right angle Turn left Turn right Sequence Stop
	Assessment of Skills/Assessment of Knowledge			
	Can I listen to an algorithm and implement it as a program? Can I debug a program accurately after testing? Can I follow instructions to perform a dance with friends?			

[PSHE](#)

Relationships	Jigsaw	Year: 1	Term: Summer 1
<p><b>Foundations of previous learning:</b>  <b>ELGS that feed into PSHE:</b>            Understanding the World: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.            Personal, Social, Emotional Development: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.            Personal, Social, Emotional Development: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.            Personal, Social, Emotional Development: Children play cooperatively, taking turns with other. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.            Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.            Communication and Language: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>			
<b>Unit Learning</b>			
Themes (Puzzle pieces)	Outcomes	Vocabulary	
Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships	I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me I can identify what being a good friend means to me I know how to make a new friend I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact I know who can help me in my school community I know when I need help and know how to ask for it are acceptable and unacceptable to me I can recognise my qualities as person and a friend I know ways to praise myself I can tell you why I appreciate someone who is special to me I can express how I feel about them	Family Belong Friendship Qualities Caring Sharing Greeting Touch Texture Feel Community Confidence Praise	
	<b>Assessment</b>		
	I can tell you why I appreciate someone who is special to me and express how I feel about them		