

YEAR 1 SUMMER TERM

Key question: What would it be like if you were a King/Queen and lived in a castle?

Geography Focus: Comparing castle maps, Seasonal and Daily Weather Patterns

Knowledge

- Compare maps to Windsor Castle and Corfe Castle.
- *Investigate seasonal and daily weather patterns in the U.K. **
- *Name and locate the countries and capital cities of the United Kingdom. **

**taught throughout the year*

History Focus: King Charles III, William the Conquer and Windsor Castle

Knowledge

- Create timelines appropriate to the children.
- Asking and answering questions about their past and how they have changed.
- Describe similarities and differences between 'then' and 'now' within medieval time and present.
- Similarities and differences between different types of castles.
- Create timelines relating to castles, Kings and Queens.
- Features and defences of castles.
- Explore Windsor Castle and name features of a stone keep castle.
- Explore what it was like to live in a castle and name significant people relating to this.
- Explore the life of William the Conqueror, Queen Elizabeth II, King Charles III and the significance they have on today.
- Describe the events of the Battle of Hastings, exploring why it happened and what the impact it has on today.

Science Focus: Materials, Seasons and Animals

Knowledge

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals,
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals.
- To be able to describe objects and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials based on their simple physical properties.
- *Observe changes across the 4 seasons **
- *Observe and describe weather associated with the seasons and how day length varies **

<p><u>Key vocabulary</u> Wales, England, Scotland, Northern Ireland, Belfast, Cardiff, London, Edinburgh</p>	<p><u>Key vocabulary</u> castle, motte and bailey, stone keep, jester, king, queen, knight, coat of arms, moat, arrow slits, drawbridge, defence</p>	<p><u>Key vocabulary</u> <u>Animals</u> reptile, amphibian, fish, mammal, insect, fur, bird, blood, scales, wings, claws, carnivore, omnivore, herbivore <u>Materials</u> bumpy, hard, soft, rough, plastic, wood, metal, water, rock, material, flexible, stretchy, opaque, transparent, glass <u>Seasons and weather</u> autumn, winter, spring, summer, deciduous, evergreen, hot, cold, frost, wind, thunder, lightning, cloud, snow, rain, sunshine, temperature</p>
<p><u>English Focus:</u> <u>Texts/Activities to support English learning this term:</u></p> <ul style="list-style-type: none"> • The mystery box at the end of the garden • The magical door (setting writing) • Non-fiction castle, king and queen texts • Jack and the Beanstalk (Traditional Tale) • Queen's Hat • The King's Pants • Bog Baby • Magic Wizard Poem • Recounts <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Develop expression when reading a levelled text, develop comprehension skills • Reading with comprehension – literal, forming opinions, making deductions. 	<p><u>Design and Technology Focus: Castle Models Knowledge</u></p> <ul style="list-style-type: none"> • Explore and investigate a variety of materials. • Design and build a structure by exploring how they can be made stronger, stiffer and more stable. • Evaluate their own product including how they would improve their castle and share their work with others. 	<p><u>Computing Focus: Moving a Robot and Programming Animation Knowledge</u></p> <ul style="list-style-type: none"> • To identify what an algorithm is. • To begin to read algorithms. • To begin to create codes to programme BeeBots.

<ul style="list-style-type: none"> • Learn to appreciate rhymes and poems, reciting some by heart. • Using the spelling rule for adding 's' or 'es'. • Spelling the days of the week. • Reinforce the suffixes '-ing', '-ed', '-er', '-est' • Use the prefix - 'un' • Correct letter formation of lower case and capital letters. • Use capital letters, full stops, question and exclamation marks in writing. Begin to edit writing for these. • Use the personal pronoun 'I'. • Use 'and' to join sentences and begin to use other conjunctions. • Participate in discussions, presentations, performance, role play and debates. 		
<p><u>Key vocabulary</u> characters, plot, suffixes, plural, personal pronoun, discuss, perform, opinion, rhyme, poem, conjunction, prefix</p>	<p><u>Key vocabulary</u> design, evaluate, make, materials, strong, stiff, stable, explore, investigate</p>	<p><u>Key vocabulary</u> program, code, BeeBot, control, left, right, up, down, turn, animation</p>
<p><u>RE Focus: Hinduism, faith and belonging Knowledge</u></p> <ul style="list-style-type: none"> • To identify symbols of Hinduism and explain how they worship. • To compare and identify similarities and differences of Christian and Hindu places of worship. • To identify different ways in which Brahman is represented. 	<p><u>Music Focus: Your Imagination and Reflect, Rewind and Replay (following Charanga) Knowledge</u></p> <ul style="list-style-type: none"> • To know 2 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<p><u>Maths Focus: Multiplication and Division, Fractions, Position and Direction, Place Value (Within 100), Time, Money Knowledge</u></p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers in numerals; count in multiples of twos, fives and tens.

- To explain how Hindus, demonstrate devotion to God, respect for all things and all people.

- To confidently sing or rap five songs from memory and sing them in unison.
- Learn the names of the notes in their instrumental part from memory or when written down.
- Learn the names of the instruments they are playing.
- Compose music and identify that everyone can be a composer.

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Measure and begin to record capacity, volume and time.
- Compare, describe and solve practical problems for capacity, volume and time.
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Describe position, direction and movement, including whole, half, quarter and three quarter turns.

<p><u>Key vocabulary</u> Hinduism, shrine, faith, prayer, puja, temple, Brahman, worship, temple</p>	<p><u>Key vocabulary</u> rhythm, pulse, pitch, tempo, mood, composer</p>	<p><u>Key vocabulary</u> addition, subtraction, plus, minus, calculation, more than, less than, forwards, backwards, double, half, quarter, multiply, divide, share, group, time, minute, hour, seconds, turn</p>
<p><u>Physical Education Focus: Athletics, Netball, Invasion games, Striking/Fielding Knowledge</u></p> <ul style="list-style-type: none"> • 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 • To participate in team games, developing simple tactics for attacking and defending • To use existing knowledge of skills to complete and compete games. • To show sportsmanship to their fellow competitors. 	<p><u>Art and Design Focus: Sculptures Nature Vs Human Made and observational drawing Knowledge</u></p> <ul style="list-style-type: none"> • Show imagination/ideas through sculpture and produce some designs/ideas. • Investigate the work of artists including Grayson Perry and Andy Goldsworthy (sculptor) including comparing and noticing similarities and differences between the art work. • To create a variety of sculptures using; clay, natural items and human-made objects. • Create observational drawings thinking about tone, detail and texture. 	<p><u>Personal, Social, Health and Economic Education Focus: Keeping Safe, Growing and Changing (RSE) (following SCARF) Knowledge</u></p> <ul style="list-style-type: none"> • Identify people who can help them when they feel unsafe. • Recognise emotions and physical feelings associated with feeling unsafe. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Understand some of the tasks required to look after a baby;

		<ul style="list-style-type: none"> • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.
<p><u>Key vocabulary</u> hand eye coordination, space, dodge, run, walk, travel, throw, catch, defence, position, attacking, dribbling, handball, coordination</p>	<p><u>Key vocabulary</u> sculpture, nature, human-made, design, interpretation, evaluate, glaze, clay</p>	<p><u>Key vocabulary</u> private, secret, safe, surprise, body, baby, healthy, medicine, exercise, hygiene</p>