

Year 1 - Summer Term - Holidays

	National Curriculum objective(s)	Success criteria	Project work	Tier 2 Vocabulary	Tier 3 Vocabulary	Links to previous and future learning
History	<ul style="list-style-type: none"> Learn about significant events (National and International) beyond living memory. 	<ul style="list-style-type: none"> I can compare holidays from the past and holidays today 	<ul style="list-style-type: none"> Experience a summer holiday fun day. (Going to the beach or playing at a play park. Sandwiches) Compare holidays from the past (Victorians) and present and make a Now and then video / recording. 	<ul style="list-style-type: none"> Victorians Beach Past Present Hotel arcade 	<ul style="list-style-type: none"> Bathing machines Promenade Jetty Pier 	Previous learning link to the Victorians on holiday and compare to ours.
Geography	<ul style="list-style-type: none"> Recognise features on aerial photos and plans; devise a map with symbols and key. Study the geography of the school and it's grounds. 	<ul style="list-style-type: none"> I can name the countries and capital cities of the UK I can name the oceans and continents. I can compare two localities and their geographical features. I can create a map and key. 	<ul style="list-style-type: none"> Revisit the 4 UK countries and capital cities. Revisit the 5 oceans and continents. Look at the features of a seaside resort Compare the features of our locality with that of a seaside resort. Create our own seaside map. 	<ul style="list-style-type: none"> Physical Human Features Maps Photographs City Town 	<ul style="list-style-type: none"> Continents Oceans England United Kingdom 	
Art and Design	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work. 	<ul style="list-style-type: none"> I can use dark outlines to create emphasis in a picture. I can create pointillism with variety of media and tools. I can recreate my own version of an Andy Warhol painting using contrasting colours. 	<ul style="list-style-type: none"> Make a pop art style picture Create Andy Worhol work – 4 pictures of me in different contrasting colours Verbally compare how the two pictures are similar/different Create a screen print. 	<ul style="list-style-type: none"> Contrasting Outline Colour 	<ul style="list-style-type: none"> Andy Warhol Pop art Pointillism Screen print Portrait 	



<p style="text-align: center;">Design and Technology</p>	<p>Design - Design purposeful, functional, appealing products for themselves and other users based on design criteria. Make - Select from and use a range of tools and equipment to perform practical tasks (e.g. 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. Evaluate - Explore and evaluate a range of products and ideas. Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms (e.g. levers, sliders, wheels and axles) Cooking and Nutrition - Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p>	<ul style="list-style-type: none"> I can design my own vehicle including an axel. I can make my design using appropriate materials. I can evaluate and improve my designs. I can design, make and evaluate a fruit kebab. 	<ul style="list-style-type: none"> Design your own vehicle to get you to your holiday with and axel. Design, make and evaluate a fruit kebab. 	<ul style="list-style-type: none"> Design, evaluate, make. Tools Fix Attach Colour Equipment Joining 	<ul style="list-style-type: none"> Features Vehicle Wheels Windows Wings Axel 	<p>Link back to previous stages – Design / make / evaluate.</p>
<p style="text-align: center;">R.E. and P.H.S.E.</p>	<p>To learn what it means to belong a faith community</p>	<ul style="list-style-type: none"> I can understand beliefs I know that loving others is important in lots of other communities I can say what Jesus and 1 other leader taught about loving others I can name 2 ways in which people show they love each other (wedding etc.) 	<ul style="list-style-type: none"> Matching and sorting objects to the religion that they come from Draw and label or caption a picture about “The Lost Sheep” Host a Christian Wedding Host a Jewish Wedding Draw or write 1 similarity and 1 difference from the weddings 	<ul style="list-style-type: none"> Wedding Love Community Necklace Badges Candle 	<ul style="list-style-type: none"> Baptism Rosary Ka’aba Taqiyah (prayer cap) Jews Mezuzah Menorah Kiddush cup 	
<p style="text-align: center;">R.S.E.</p>	<p>To identify good learning attitudes and high aspirations To identify where money comes from, what it is used for and begin to discuss spending and saving</p>	<ul style="list-style-type: none"> I can discuss what I am good at I can name 3 ways to show a positive learning attitude I can describe a job that I would like when I grow up I know where I can spend money I know where money comes from I know the difference between “want” and “need” 	<ul style="list-style-type: none"> Draw a self-portrait and label it with things that are good about me, and things that I am good at Work in small groups to ‘role play’ a good learning attitude (others to identify positive attitudes) Match tools or skills to a picture of someone doing a job Decorate paper money with pictures of what to spend it on 2 week 2p shop. Spend or save? 	<ul style="list-style-type: none"> Positive Attitude Aspirations Future Jobs Skill Tools Money Buy Shopping Spending Offer Value Shops Items Goods List advertising. 	<ul style="list-style-type: none"> 	

<p style="text-align: center;">Computing</p>	<ul style="list-style-type: none"> 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. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> I can give and follow instructions. I can create a simple program. I can navigate a spreadsheet I can save and open work. I can enter data. I understand what is meant by technology. 	<p>See Unit 1.7, 1.8 and 1.9 of Purple Mash</p> <ul style="list-style-type: none"> Create a simple program using code blocks. Create a spreadsheet <p>Explore and record examples of technology that we use out of school.</p>	<ul style="list-style-type: none"> Program Instructions Data <p>Edit</p>	<ul style="list-style-type: none"> Algorithm Spreadsheet Coding Cell 	
<p style="text-align: center;">Science</p>	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how the day length varies <p>Animals incl. Humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify, name a variety of common animals that are carnivores, herbivores & omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<ul style="list-style-type: none"> I can make a weather chart. I can make seasonal pictures. I can say why rainfall is important. I can compare information recorded over the different seasons. I can find different mini beasts and describe their habitats. I know some key differences between birds and fish. I can identify and classify animals. 	<ul style="list-style-type: none"> Make a weather Chart (observing over time) Create a picture of the seasonal changes. (observing over time) Make a weather station and collect and record rainfall over a period of time. Make a wind sock and collect and record data over a period of time. Observe and describe different habitats. Sort animals into different categories. Make a weather forecast for the next season using data collected over the different seasons. 	<ul style="list-style-type: none"> Sunny Rainy Snow Ice, chart Changes Differences Similarities Wind Patterns Data Direction 	<ul style="list-style-type: none"> Weather, Autumn, Spring, Summer, Winter Precipitation Rainfall gauges 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how the day length varies <p>Animals incl. Humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify, name a variety of common animals that are carnivores, herbivores & omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
<p style="text-align: center;">Music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> I can identify contrasts of fast and slow, loud and quiet. I can respond to steady beat and rhythm with my body. I can explore changes of pitch with my voice, movement and instruments. I can develop a performance with different vocal pitch shapes and tuned percussion. 	<p>Music Units; Storytime, Our Bodies, Travel and Water</p> <ul style="list-style-type: none"> Perform the 'Magic Porridge Pot' musical as a class. Perform actions to word rhythm, create new verses and actions. Sing a cumulative travelling song Perform rhythm patterns on untuned instruments. Create a splash in music using voices and tuned/untuned percussion. Perform a dance sequence following the structure of the aquarium. 	<ul style="list-style-type: none"> Sound Pace Note High Low 	<ul style="list-style-type: none"> Pitch Level Tempo Beat Rhythm 	