



Year 1 Summer Term New Curriculum



Term	Summer 1	Summer 2
Main subject and theme	Great Fire of London History	Castles History
Suggested questions	<i>Who could I ring in an emergency?</i>	<i>Would I like to live in a castle?</i>
Objectives covered	<ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Florence Nightingale] 	<ul style="list-style-type: none"> - Changes within living memory and events beyond living memory - Significant historical events, people and places in their own locality.
SCIENCE <u>Seasonal Changes</u> (covered throughout the year)	<u>Everyday Materials</u> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties 	<u>Everyday Materials</u> <ul style="list-style-type: none"> - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties
Links to English:	<u>Working Scientifically</u> Record and communicate their findings in a range of ways and begin to use simple scientific language.	
Links to Maths	<u>Working Scientifically</u> Gather and record data to help in answering questions Observe closely, use simple measurements and equipment (e.g. hand lenses, egg timers).	
ART & DESIGN	<u>Optional Topic- The great Fire of London Henri Matisse</u> Use a range of materials to design and make products <u>Materials- Chalk pastel, Pencil, Collage</u> Use drawing, painting and sculpture to share their ideas, experiences and imagination <u>Focus- Drawing/ Painting/ Collage</u> To develop a wide range of Art and Design techniques in using colour, pattern, texture, line , shape, form and space <u>Focus-Form, Space, Line, Texture</u> About the work of a range of artists , craft makers and designers describing the differences and similarities between different practises and disciplines and making links to their own work <u>Artist Focus- Henri Matisse- Painter</u>	<u>Topic- Castles Paul Klee artist</u> Use a range of materials to design and make products <u>Materials:</u> <u>clay/play dough,</u> <u>recycling eg. cardboard boxes</u> Use drawing, painting and sculpture to share their ideas, experiences and imagination <u>Focus: sculpture</u> To develop a wide range of Art and Design techniques in using colour, pattern , texture , line, shape, form and space <u>Focus: texture, pattern</u>
D&T	Design: Talk about their ideas making realistic suggestions.	

		<p>Draw labelled pictures to show what they have made or intend to make. Simple verbal and written explanations.</p> <p>Make: Select and use appropriate tools use task.</p> <p>Mark out and accurately cut materials using scissors.</p> <p>Join materials effectively using glue, treasury tags, sticky tape, split pins and string.</p> <p>Evaluate: Evaluate and explore a range of existing products. Evaluate their products against design criteria. Suggest improvements and next steps.</p> <p>Technical Language: Investigate and make simple levers and sliders. Investigate stable structures and find ways to strengthen them. Investigate joining using a variety of materials e.g. PVA glue, glue sticks, sticky tape, treasury tags, split pins and blu-tak.</p> <p>Build a castle out of recycled materials including a draw bridge.</p>
Expressive Arts	<p>To perform dances using simple movement patterns.</p> <p>Curriculum Objectives:</p> <ul style="list-style-type: none"> • Develop fundamental movement skills (agility, balance & coordination) • Become increasingly competent and confident in moving the body • Work individually and with others • Engage in co-operative physical activities • Explore a range of increasingly challenging situations <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Master a variety of basic movement patterns • Develop balance, agility and co-ordination • Perform dances using simple movement patterns <p>Following history lessons, children to sequence the events of ‘The Great Fire’ with movements and patterns.</p> <p>https://www.youtube.com/watch?v=Q5xTozwE7_4</p> <p>https://www.bbc.co.uk/programmes/p03pmdf1</p>	
MUSIC	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related</p>	

	dimensions of music BBC London's Burning activities	
COMPUTING		<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> • <i>Use search technologies effectively.</i> • <i>Collect information</i> • <i>Design and create content</i> • <i>Present information</i> <p>Access internet through XIA links. Children to look on website of the castle they will be visiting to find out information about it and share facts with the class.</p> <p>If time, please try to complete some or all of espresso coding units 1a and unit 1b. Even if only a few lessons are completed, this will help children when entering year 2.</p>
Links to English books	Lighthouse Keeper's Lunch (English) Katie Morag Stories (English) <u>Other possible stories:</u> Science –materials Beegu	