

Personal, Social and Health Education – ‘Being My Best’

Children will be able to:

- Identify and name a few different ideas of what I can do if I find something difficult.
- Identify why certain foods are healthy and why it’s important to eat at least five portions of vegetables/fruit a day.

Music – ‘Your Imagination’

Listen and Appraise the song Your Imagination and other songs about using your imagination: • Your Imagination by Joanna Mangona and Pete Readman • Supercalifragilisticexpialidocious from Mary Poppins • Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack • Daydream Believer by The Monkees • Rainbow Connection from The Muppet Movie • A Whole New World from Aladdin

Geography – ‘Where does our food come from’

This unit links the everyday experience of buying and eating food within the UK with the children’s growing geographical understanding of the world. As with many units in KS1, there is a strong element of local area study with a suggested farm, market and shop visit to begin to show the class the connections between the food we buy and how much of it comes from the UK.

CURRICULUM OBJECTIVES

In this unit, the children will:

- Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production
- Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas

Science – Plants

Children will:

- Plant a bean.
- Find plants in the wild and identify them by a picture.
- Say the names of parts of trees.
- Describe a bean plant using words from a word bank.
- Say three things that plants need to grow.
- Match leaves they have collected to pictures of a leaf.

Topic Web Year 1 Summer 1 2020

English

Handa’s surprise

Looking at:

- Features of a story.
- Commas in a list.
- High frequency words.

Following instructions

- Time connectives
- Features of instruction writing

Maths

Maths Mastery

Length and Weight

Numbers to 100

Addition and
Subtraction within 100

Letters and Sounds

In Phonic Ability Groups

Phase 4, Phase 5

Religious Education – ‘Beliefs’

- To find out and share what we think about God
- To know more about Christian beliefs
- To be aware that not all Christians believe the same things
- To know more about Muslim beliefs
- To be aware that not all Muslims believe the same things
- To know more about Hindu beliefs
- To be aware that not all Hindus believe the same things
- To know more about Sikh beliefs
- To be aware that not all Sikhs believe the same things

Computing – Spreadsheets

- Children can navigate around a spreadsheet.
- Children can explain what rows and columns are.
- Children can save and open sheets.
- Children can enter data into cells.
- Children can open the Image toolbox and find and add clipart.
- Children can use the ‘move cell’ tool so that images can be dragged around the spreadsheet.
- Children can use the ‘lock’ tool to prevent changes to cells.
- Children can give images a value that the spreadsheet can use to count them.
- Children can add the count tool to count items.
- Children can add the speak tool so that the items are counted out loud.

Physical Education – Throwing and Catching and Target Games

- To develop practical skills and coordination.
- Use the terms ‘opponent’ and ‘team-mate’.
- Develop tactics.
- Lead others when appropriate

DT

- Name different food and drinks consumed at breakfast time.
- Explain why it is important to have breakfast every day.
- Sort a selection of food and drink items in to their plant or animal origin.
- State what makes a healthy breakfast (*i.e. food, drink and inclusion of a 5 A DAY item*).
- Explain that we all need to eat at least five portions of fruit and vegetables each day and give examples of what would count.
- Express their opinion about ingredient they taste using sensory vocabulary.
- Carryout the getting ready to cook steps, with support.
- Perform simple food preparation skills to make a fruit kebab safely and hygienically (*e.g. fork secure, bridge hold, peel*).
- Evaluate the appearance and taste of their fruit kebab.
- Explain where some breakfast foods originate
- Explain that dairy foods are made from milk which is usually from a dairy cow.
- Carry out research to inform what they will design and make.
- Evaluate a range of yogurts for their dish.
- Design a simple breakfast dish based on simple criteria for a user and purpose.recognise that dairy foods help keep bones and teeth healthy.
- Recall and carryout the getting ready to cook steps, with support.
- evaluate their breakfast dish, suggest ways their dish could be modified in the future.