

### Personal, Social and Health Education - 'Being My Best'

Children will be able to:

- Recognise the importance of fruit and vegetables in their daily diet;
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
- Recognise that they may have different tastes in food to others;
- Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;
- Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.
- Recognise that learning a new skill requires practice and the opportunity to fail, safely;
- Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.
- Recognise how a person's behaviour (including their own) can affect other people.

### 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 2025



### Music - 'What songs can we sing to help us through the day?'

Having Fun with Improvisation

This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

### Geography - 'Where do different animals live?'

This unit gives a geographical context to children's interests in, and prior knowledge of, animals through a study of five continents. It looks at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow. The unit also focuses the children on specific landscapes, people and issues associated with real places. It starts by showing what these animals' homes are like and addressing misconceptions they might have. It offers a chance to introduce North and South America, which is studied in the KS2 Geography Programme of Study.

### English

#### Lost & Found

Character descriptions, retellings, advice, instructions, non-chronological report and own version 'Losing/finding' narrative

#### Yeti and the Bird

List of rules, letters, postcards, character descriptions, own version narrative.

### Maths

#### Maths Mastery

Numbers to 100  
Addition and Subtraction within 100  
Money

### Phonics Bug

#### In Phonic Ability Groups

Phase 4, Phase 5

### Religious Education

Theme: Shabbat

Religion: Judaism

Key Question for this enquiry: Is Shabbat important to Jewish children?

Learning Objectives: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.

### 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 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.

### Physical Education Target Games

Pupils will develop their aim using both underarm and overarm actions. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.

### Ball Skills

Pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet.

### DT- Bring on Breakfast

- 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.