

Art/Design Technology

Introduction to art and artist from around the world.

- Mehndi handprints
- Rangoli
- Dot paintings
- Transport models

Summer Literacy lessons

Transport non fiction booklet study on the history of transport. Research using topic books.
Where's Wally in various countries: writing involving map work (continents and countries)

India

Australia

Africa

North America

Year 1 phonics Autumn–Summer: Phase 2–Phase 5 phonics (PhonicsPlay, WRI cards). Tricky and high frequency words

Year 1 Handwriting Summer: Beginning to join

SMSC: We use Edward De Bono's thinking hats in all our classrooms to help deepen their thinking in order to allow children to be confident learners and it also has a positive impact on behaviour. Also topics this term acknowledge different personal identities, positive relationships, cultural diversity and promotes healthy lifestyles

Geography linked to new NC strands

Name and locate the world's 7 continents:
Atlas work in Moving Along, study of Africa, Asia, North America, Australia and India.
Identifying 7 continents and countries on a map.
Similarities and differences in human and physical geography of a small area in UK and a non-European country.
Weather patterns looked at for each continent.

History linked to new NC strands

Use evidence and various sources to show that they know and understand key features of events: Library books on history of transport
Key events beyond living memory that are significant nationally or globally: FIRST CAR/ FIRST BIKES

Changes within living memory - studies in national life over the past 100 years: Transport: how has it changed over the past 100-200 years:

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: Neil Armstrong.

PE

Swimming
Athletics
Outdoor activities

Summer Maths

Adding and subtracting one and two digit numbers using a 100 square

Multiplication and Division

Investigations

- Measure
- Money
- Time
- Number
- Shape

SMSC: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

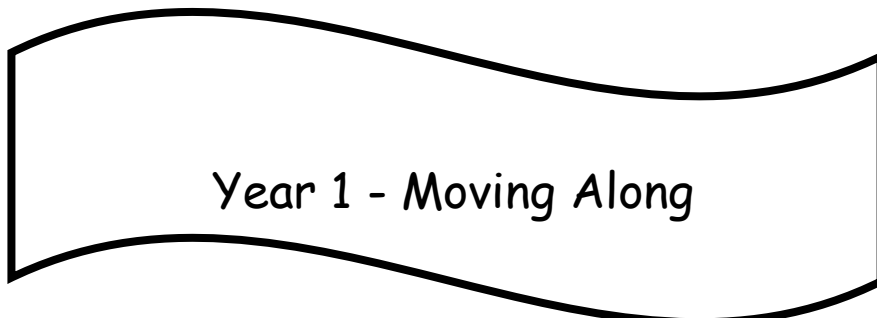
RE

Church—baptism, stained glass windows, features of a church.

Creation— creation story, natural world, man made world

Computing

In addition to using and applying the skills learnt from the previous term, the children will learn to:
Sort and label pictures/objects using a word bank
Collect and enter data
Select icons to represent data
Create a pictogram and explain how they created it and answer questions about it
Write and test simple programs using a computer/I-pad
Debug simple programs
Use logical reasoning to predict outcomes for algorithms
Recognise common uses of information technology at home, work and outdoors
Use technology safely
Know the rules for staying safe and apply them when they are using technology



PSHE

Getting on and falling out:

It's good to be me

Circle time booklet

(following PSHE file)

SMSC: The children have a clearly defined sense of right and wrong presented to them through the school vision, behaviour charts (gems etc) and school rules.

Music

Round and Round—Bossa Nova, Latin style, film music. Big band jazz style, Mash up style (house, funk and swing). Combination of Latin, rock and jazz style made famous by Santana.

Accompaniments on glockenspiels and unturned percussion.

Improvise—vocal and instrumental.

Exploring pulse, rhythm, pitch and tempo

Musical games

Songs and activities linked to topic—Moving Along.

Science

Plants:
To identify evergreen and deciduous plants and trees.

Investigations
To be able to conduct a scientific enquiry.
To be able to use scientific language.

Skills:
To be able to ask simple questions and recognise that they can be answered in different ways
To be able to identify and classify objects
To be able to perform simple tests
To be able to observe closely, using simple equipment
To be able to use their observations and ideas to suggest answers to questions
To be able to gather and record data to help answer a question

SMSC: explore feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflection using the thinking hats to encourage confidence and an increase in self esteem.

Other:

Swimming weekly

Brooklands Museum

Where's Wally Day

Oral literacy: presentation skills with Show and Tell