

Maths

INSPIRE Maths

See Long & Medium Term Planning

History

Children will continue to develop key historical skills:

To investigate and interpret the past / To build an overview of world history / To understand chronology / To communicate historically

Children will investigate Sunderland as a seaside town with specific focus on the Victorian era. They will recognise that some things change and others stay the same

DT

Children will continue to develop their designing skills:

To master practical skills / To design, make, evaluate and improve / To take inspiration from design throughout history

Children will study the historical aspect of food, exploring, designing and recreating common picnic food items and compare these with the Victorian era.. Children should develop their understanding of food safety and develop food preparation skills such as cutting, peeling and grating.

Personal Development

Being Safe

Health

Children will learn:

- 1.The difference between secrets and nice surprises..
- 2.To know what is meant by the term privacy..
3. To identify people who look after them, their family networks, who to go to if they are worried..
4. What constitutes a healthy lifestyle.
5. The importance of maintaining personal hygiene..
6. How some diseases are spread and can be controlled; the responsibilities they have for their own health; to develop simple skills to help prevent diseases spreading.
7. That household products, can be harmful if not used properly.

Science

Children will continue to develop their working scientifically skills, demonstrating they are able:

To generate ideas and ask questions / To investigate, observe and record / To conclude ideas and concepts

To evaluate

Plants

- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- To identify and describe the basic structure of a variety of common flowering plants, including trees.

Scientists and Inventors

Children will study at least two scientists/ inventors to look at in detail .

“All things are possible...”

Year 1 Summer Term Curriculum Map

The Seaside: Sunderland's History

RE

Judaism:

Who is Jewish and how do they live?

Music

Children will continue to develop their musical skills:

To perform / To compose / To transcribe

To describe music

Children will study local music past (Victorian Seaside) and present, composing, performing and evaluating their own work and others'

Computing

Children will continue to develop their computing skills:

Understanding and creating algorithms / Digital content and the internet / Understanding the application of ICT / E-safety and appropriate use

Children begin to fully develop their understanding of coding, using simple apps and software. Children will use IT to create charts and save and retrieve information. Children will continue to develop their understanding of the online world, internet safety and behaviour online.

Key Applications/ Programmes: Bee Bot / Daisy Dinosaur /Scratch Jr

PE

Striking and fielding games

(Football rounders)

Athletics

English

Children will cover a range of genres linked to coal mining focusing on our reading and writing assessment framework objectives.

Key Texts — see Medium Term Plan

Geography

Children will continue to develop key geographical skills:

**To investigate places / To investigate patterns
To communicate geographically**

Children will study Sunderland as a coastal town, recognising and describing the main human and physical features of our coastline, identifying weather patterns and environmental issues; children will compare these features to another coastal environment .

Art

Children will continue to develop their artistic skills:

To develop ideas / To master techniques / To take inspiration from the greats (classic and modern)

Children will use the works of classical French artist Boudin to create seaside inspired artwork using their own observations and real-life experiences to produce a final piece.

Key Artists: Boudin

Potential Educational Visits:

Seaside (beach school)