

Year 1 Summer Term Skills and Knowledge

At Moorside Primary School our approach to our teaching and learning is through a skill based curriculum. Below are the subjects and skills being taught in the summer term:

Science – Plants and Seasons continued

Essential skills and knowledge

- 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
- *To observe changes across the four seasons*
- *To observe and describe weather associated with the seasons and how day length varies*

Communication skills

- To ask simple questions and recognise that they can be answered in different ways
- To observe closely, using simple equipment
- To perform simple tests
- To identify and classify
- To use observations and ideas to suggest answers to questions
- *To talk about changes in the weather and seasons*

Working together- collaborative skills

- To follow instructions
- To share equipment with others safely
- To work with a partner to find something out
- To listen to other people's ideas
- *To work with others to make displays about seasonal changes*

Problem solving

- To help set up an experiment to find out what a plant needs to grow
- To perform simple tests to explore questions

Application of number

- To fill in charts about what I see
- With some help, to make up a chart about what I have been investigating
- To count how many times I see something
- To gather and record data to help in answering questions
- To use simple measurements to gather data and explain what I have found out

Information Technology

- To take effective pictures with a hand held device to record observations
- To use photographs and videos to observe and compare change over time in plants

Computing – Programming, network, internet, e-safety

Programming and making things work with understanding

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To understand that information can be stored in different ways (sound, text, video, images)
- To use a range of programs to gather and store information
- To recognise a range of technology in the home and in the world around
- To describe the use of technology and begin to understand how to use technology for a range of purposes
- To play computer games

Network and internet

- To know that information comes in different forms
- To begin to experiment with simple research findings using the internet

Keeping safe

- To use technology safely and respectfully, keeping personal information private
- To know where to go for help and support when they have concerns about material on the internet
- To understand when and why passwords are used

- To understand and can discuss and agree rules for using the computer
- To understand 'long on'
- To know how to communicate online – with support – independently

Physical Education

Outdoor/ Adventure - Developing skills

- To follow a range of instructions and directions
- To work with others to follow instructions
- To work as part of a group to create a simple game
- To use skills learnt to put into our game of movements or dance

Outdoor/Adventure - Making and applying

- To successfully apply my skills as part of a team
- To support others in following our instructions and moves

Outdoor/ Adventure - Physical and mental

- To understand the excitement and enjoyment of completing the task
- To support others in making and following the game or dance

Outdoor/ Adventure - Evaluate and improve

- To be clear about what I have to achieve and recognise the importance of planning and working together
- To identify what I have done well and adapt plans to help others to be successful

Athletics – Developing skills

- To choose and sustain an appropriate running pace
- To change direction while running
- To use an appropriate technique for push throws

Athletics – Physical and mental

- To identify and record when a body is cool, warm or hot
- To recognise and record that a body works differently in different types of challenges and event
- To carry out stretching and warm-up activities safely

Athletics – Evaluate and improve

- To watch and describe specific aspects of running, jumping and throwing styles
- To suggest, with guidance, a target for improving distance or height

History – Mary Seacole (Lives of significant people)

Historical knowledge (constructing the past and sequencing the past)

- To sequence a few events, objects or pieces of information on a simple timeline
- To use a wider range of "time" terms including: recently, before, between, yesterday, after, now, later
- To make some comments about why people did things, why events happened and what happened as a result
- To place events, objects, themes and people from the history topic on a timeline
- To place a number of events, objects and people from topics studied on a timeline
- To talk or write about the past, including detail, ideas which show some understanding of before and after this at local, national and world levels
- To place historical periods studied as well as information about the topic on a timeline
- To use dates and historical period terms accurately
- To use historical periods as reference points
- To talk and write about the past, giving overviews as well as detailed accounts noting connections over time

History concepts (change and development, cause and effect, significance and interpretations)

- To describe changes within and between periods and societies studied
- To describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world
- To suggest which people and causes and consequences of change are more important
- To explain suggestions when giving reasons for and results of historical events, situations and change
- To point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time
- To analyse and explain reasons for and results of historical events, situations and changes

Historical enquiry (planning and carrying out historical enquiry/using sources of evidence)

- To compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences

- To say which sources (from a selection) are likely to be the most useful for a task
- To present findings about the past using speaking, writing, maths (data handling), ICT, dram and drawing skills
- To comment on the usefulness and accuracy of different sources of evidence
- To organise answers, in written work, state conclusions, give reasons for ideas and use dates and historical terms
- To compare sources of evidence to help identify reliable information
- To answer, in writing, well rounded, well organized conclusions, supported by sources and reasons
- To take account of a range of information (author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness
- To discuss how and why different arguments and interpretations of the past have been constructed

Geography – Physical and human features – beach contrasting with local environment

Geographical knowledge (location)

- To enjoy books about places and show an interest in what is seen
- To make lists of places with similar characteristics
- To talk about places seen in books, videos and internet
- To understand the concept of close and far

Physical and human geography

- To use basic geographical vocabulary to refer to key human features, such as city, town, village and shop
- To use basic geographical vocabulary to refer to key human features, such as factory, farm, house, office, port and harbour
- To use geographical vocabulary to refer to key physical features, such as beach, cliff, coast, forest, hill and mountain
- To use geographical vocabulary to refer to key physical features, such as sea, ocean, river, soil, valley and vegetation
- To explain how the weather changes with each season
- To explain the main features of a hot and cold place
- To use basic geographical vocabulary to refer to key physical features, such as season and weather
- To explain how the weather changes with each season
- To explain the main features of a hot and cold place
- To begin to explain why they would wear different clothes at different times of the year
- To tell something about the people who live in hot and cold places
- To explain what people might wear if they lived in a very hot or a very cold place

Geographical skills and fieldwork

- To identify where people might have been on holiday or visited with family using a map
- To fill in and use a class weather chart
- To create and keep a weather chart and answer questions about it
- To use world maps, atlases and globes to explore and find out about the United Kingdom and its countries.
- To use simple compass directions (North, South, East and West)
- To use simple locational and directional language such as near and far; left and right
- To use this language to describe the location of features and routes on a map
- To use aerial photographs and plan perspectives to recognise landmarks
- To use the above approach to identify basic human and physical features
- To devise a simple map
- To devise a simple map and use and construct basic symbols in a key
- To take part in simple fieldwork
- To take part in simple fieldwork and use observational skills to study the geography of the school grounds
- To do the above and identify the key human and physical features of the surrounding environment

Art and design – Maru Rojas - artist

Developing, planning and communicating ideas

- To talk about colours to use
- To hold and use an appropriate sized paint brush
- To use painting to develop and share ideas, experiences and imagination

Working with tools, equipment, materials and components to make quality products

- To explore different painting tools
- To do simple printing
- To explain which tools have been used

- To mix colours randomly
- To use some control when painting

Drawing and painting

- To draw lines of different shapes and thickness
- To use 2 different grades of pencils
- To choose the appropriate thickness of a brush
- To paint a picture of something seen
- To use primary and secondary colours
- To use a range of pens, pencils, pastels and charcoal

Printing and sketch books

- To use sponges, vegetables and fruit to print
- To print onto paper and textile
- To create a repeating pattern
- To explore simple patterns

3D/collage and textiles

- To cut and tear paper and card for collages
- To create a collage using own ideas

Knowledge

- To begin to ask sensible questions about a piece of art
- To describe the differences and similarities between different practices and disciplines used by an artist and craft makers

Design and Technology – Food – fruit salad

Developing, planning and communicating ideas

- To use pictures and words to plan
- To generate ideas from own experience
- To make lists of materials needed

Working with tools, equipment, materials and components to make quality products

- To use a knife to cut, sometimes with help
- To select tools for folding
- To select tools and techniques appropriate to the job

Evaluating processes and products

- To describe how a commercial product works
- To explain why some products are useful

Cooking and nutrition

- To know about basic hygiene and safety
- To cut food safely
- To describe the texture of foods
- To describe the properties of the ingredients used
- To explain what it means to be hygienic
- To know the benefits of fruit and vegetables
- To say what healthy foods are
- To say where some food comes from
- To use basic principles of a healthy and varied diet to prepare dishes

Music – Un-tuned and tuned instruments

Elements of music (Listening and understanding)

- **Dynamics:** identify and respond to loud, quiet and silence
- **Tempo:** identify and respond to fast and slow
- **Texture:** recognise and respond to one sound and to many sounds combined
- To explore pitch and tempo
- To create and choose sounds in response to different starting points

Applying understanding

- To identify how musical elements can be organized and used expressively within simple structures
- To work with others to develop own signs or symbols for musical ideas linked to understanding of elements

Controlling

- To develop control of diction and dynamics when chanting

- To build and develop rhythmic and melodic memory through extending repertoire of songs and rhymes
- To build and develop rhythmic and melodic memory through extending repertoire of chants
- To use body sounds
- To use dominant hand with un-tuned percussion
- To use correct tuned percussion techniques (chime bars)

Creating

- To create and choose sounds in response to a range of given starting points e.g. iPods, iPads and story phones

Responding and reviewing

- To respond to changes in mood and character within pieces of music through movement, dance and art work
- To show some imagination in the use of sound
- To build the above as well as develop the ability to express an aesthetic response
- To be able to discuss how to improve work produced
- To be able to give reasons for changes made to improve work produced

RE

Summer 1: An introduction to the Bible through stories

Summer 2: Islam beliefs and practices

PSHE – Health and wellbeing

- To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- To know the importance of, and how to, maintain personal hygiene
- To know the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- To know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy