

<u>Summer Plan for Year 1 Elm class</u>	<u>Summer Term 1 Knowledge &amp; Skills</u>	<u>Summer Term 2 Knowledge &amp; Skills</u>
<u>Topic</u>	Splendid Skies  Sci: Seasons	Enchanted Woodland  Sci: Growing plants
<u>History</u>	To know about a historical character/ significant people (Sir Francis Beaufort).	Know how to distinguish between fact and fiction  Comparing adults talking about the past - why are some memories different to others?
<u>Design and Technology</u>	To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Developing a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  Impressing and applying simple decoration. Using glue and paste carefully. Cutting shapes using scissors.	Recognise the importance of planning and designing before making and evaluating.  Building structures, exploring how they can be made stronger, stiffer and more stable.  Selecting and using a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

<p><b><u>Geography</u></b></p>	<p>To identify seasonal and daily weather patterns in the UK and the location of hot and cold countries of the world in relation to the equator and the North and South Poles</p> <p>To use basic geographical vocabulary to refer to key physical features including the season and weather.</p> <p><b>Observe and record</b> e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p><b>Express opinions</b> about the seasons and <b>relate the changes</b> to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>	<p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, to devise a simple map and use and construct basic symbols in a key.</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe the location of the features and routes on a map.</p>
<p><b><u>Science</u></b></p>	<p>To observe the changes across the four seasons.</p> <p>To observe this closely using simple equipment.</p> <p>To use these observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p> <p>To perform simple tests.</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p>	<p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To be able to identify and classify.</p>
<p><b><u>Computing</u></b></p>	<p>I can give instructions to my friend and follow their instructions to move around.</p>	<p>I can give instructions to my friend and follow their instructions to</p>

	<p>I can describe what happens when I press buttons on a robot.</p> <p>I can press the buttons in the correct order to make my robot do what I want.</p> <p>I can describe what action I will need to do to make something happen and begin to use the word 'algorithm'.</p> <p>I can begin to predict what will happen for a short sequence of instructions.</p> <p>I can begin to use software/apps to create movement and patterns on a screen.</p> <p>I can use the word 'debug' when I correct mistakes when I Program.</p>	<p>move around.</p> <p>I can describe what happens when I press buttons on a robot.</p> <p>I can press the buttons in the correct order to make my robot do what I want.</p> <p>I can describe what action I will need to do to make something happen and begin to use the word 'algorithm'.</p> <p>I can begin to predict what will happen for a short sequence of instructions.</p> <p>I can begin to use software/apps to create movement and pattern on a screen.</p> <p>I can use the word 'debug' when I correct mistakes when I Program.</p>
<b><u>Art</u></b>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To describe what they think and feel about their own work. To demonstrate some knowledge about the work of a range of artists, craft makers and designers.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
<b><u>Literacy</u></b>	<p><b>Fiction 5:</b> Fairy stories.</p> <p><b>Non-fiction 5:</b> Letters.</p> <p><b>Poetry 5:</b> Poems about nature.</p>	<p><b>Non-fiction 6:</b> Information texts.</p> <p><b>Poetry 4:</b> Traditional Poems.</p> <p><b>Fiction 6:</b> Fantasy Stories - Superheroes.</p>
<b><u>Numeracy</u></b>	<p>Counting in 10s.</p> <p>Adding and Subtracting.</p> <p>Telling the time.</p> <p>Problem Solving.</p>	<p>Add bridging 10.</p> <p>2D shapes.</p> <p>Rotation.</p> <p>Data.</p> <p>Finding Change.</p> <p>Days of the Week.</p> <p>Capacity.</p> <p>Multiplication and Division.</p>

<b><u>RE</u></b> <b>Come and See</b>	Easter	Pentecost and Mission
<b><u>Phonics</u></b>	<i>See separate planning for phonics</i>	<i>See separate planning for phonics</i>
<b><u>PE</u></b>	<u>Ball Skills and Invasion Games</u>  I can hit a ball with a bat. I can throw in different ways. I can use hitting, kicking and/or rolling in a game. I can follow rules.  I can describe what other people did.  I can say how I could improve.	<u>Ball Skills and Invasion Games</u>  I can hit a ball with a bat. I can throw in different ways. I can use hitting, kicking and/or rolling in a game. I can follow rules.  I can describe what other people did.  I can say how I could improve.