

Art & DT -Textiles

Children will design, create and evaluate their own fabric puppets.

Design Process Skills:

- Explore and evaluate existing products
- Evaluate design throughout, note changes and make improvements
- Use pictures and words to convey what they want to design/make.
- Develop more than one idea and annotate ideas with notes to help explanations.
- Select and name materials/tools needed and explain why they are using them
- Check finished product against design criteria

Textile Skills:

- Cut out shapes which have been created by drawing round a template onto the fabric.
- Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.
- Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons.
- Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.
- Match and sort fabrics and threads for colour, texture, length, size and shape
- Create fabrics by weaving
- Apply colour with printing, dipping, fabric crayons etc.

Vocabulary: material/tools, running stitch, texture, colour, fabric, weaving, dipping, printing

Linked artists/designers: Lucien Day, Enid Marx, Sheila Hicks

PSHE - Health and well being

- Physical health and Mental wellbeing. Keeping healthy; food and exercise; hygiene routines; sun safety.

Vocabulary-Physical, mental, wellbeing, healthy, choices, hygiene, routines, unhealthy, foods, activity, play activities, help, parents, doctors, nurses, dentists, lunchtime supervisors, sunshine, sun cream, hats, shade, water, hydration.

- Growing and changing. Recognising what makes them unique and special; feelings; managing when things go wrong.

Vocabulary- Special, unique, likes, dislikes, choices, skills, talk, share, difficult, wrong, same, different, feelings, sad, happy, upset, cross, angry, scared, disappointed, behaviours, kind, unkind, nice.

- Keeping safe. How rules and age restrictions help us; keeping safe online.

Vocabulary- Rules, safe, safety, follow, learn, age, limit, online safety, internet, sharing, talking, explain, sad, happy,

MTP's Year 1 Summer

Science

Animals, including humans

- to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- to identify and name a variety of common animals that are carnivores, herbivores and omnivores
- to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- to understand how to take care of animals taken from their local environment and the need to return them safely after study

Skills/working scientifically:

Use their observations to compare and contrast animals at first hand or through videos and photographs.

Describe how they identify and group them.

Group animals according to what they eat.

Use their senses.

Vocabulary: As in Autumn 1

Seasonal Changes

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

Skills/working scientifically:

Make tables and charts about the weather.

Make displays of what happens in the world around them, including day length, as the seasons change.

Vocabulary: As in Autumn 1

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- use the local environment throughout the year to explore and answer questions about plants growing in their habitat

Skills/working scientifically:

Observe closely, perhaps using magnifying glasses.

Compare and contrast familiar plants.

Describe how they are able to identify and group them.

Draw diagrams showing the parts of different plants including trees.

Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.

Compare and contrast what they have found out about different plants.

Vocabulary: As in Autumn 1

Scientist Study: Sylvia Clarke - Marine Biologist

Art and Design - Printing

Children will:

Butterfly project - Children will use a variety of printing techniques to create pictures and patterns of caterpillars/butterflies.

Drawing Skills:

- Record and explore ideas from first hand observations/linked artist.
- Control the types of marks made with the range of media.
- Name, match and draw lines/marks/shape from observations.
- Create and invent new lines/shape when drawing and draw on different surfaces
- Investigate tone/texture using light/dark patterns/line/shape and techniques such as rubbing
- Review, develop and evaluate own work and the work of others'

Printing Skills:

- To print with a range of hard and soft materials e.g. corks, pen barrels, sponge
- To make simple marks and prints on rollers and printing palettes
- To roll printing ink over found objects to create patterns e.g. plastic mesh, stencils
- To build repeating patterns and recognise pattern in the environment
- To create simple printing blocks with press print.
- Make rubbings to collect textures and patterns
- Build repeated patterns and recognise patterns in the environment (leaf/bark rubbings etc.)

Vocabulary: observational, lines, marks, form, shape, tone, texture, colour, media, light/dark, rubbings

Linked Artists: Eric Carle (illustrator), Lucy Arnold, Rosalind Monks, Kelly Stanford (insect artists)

Computing

Children will follow the Purple Mash scheme of work coding and spreadsheet topics.

Skills:

- To understand what coding means.
- To add images to a spreadsheet and using the image toolbox.
- To use code blocks to make the characters move automatically when the green Play button is clicked.
- To use the count feature to calculate.

Vocabulary - Algorithm, code, command, debug, run, spreadsheet, cells, delete key, backspace key

Online Safety - Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership (Educated for a Connected World - see progression within document) column 2

History

Children will:

- Pre-teach vocabulary
- The chronology of their life and that of chosen members of the Royal family using photos/oral history as sources
- Use an artefact led enquiry to compare and contrast their life and the life of the Royal Family (Changes within living memory and aspects of change in national life)
- A simple study of 'Myself' as a baby, toddler and now to develop an understanding of the passing of time using common words and phrases relating to the passing of time eg then/now, past/present. Be able to place photos in chronological order
- A simple study of The Queen/significant members of the Royal Family as a baby, child, teenager, adult to consolidate the difference between past and present

Compare their baby photos with that of the Queen and identify similarities and differences between ways of life in different periods

Black British history - Sequence images of Megan Markle as a significant member of the Royal Family

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Skills:

Chronology - Place a few events or objects in order using common phrases to show the passing of time

Communication - Describe special or significant events in their own lives

Enquiry, Interpretation and Using Sources - Make simple observations about different people, events, beliefs and communities

Events. People and Changes

Changes within living memory (including aspects of national life where appropriate)

Vocabulary: birth, born, young, younger, **then**, **now**, **past**, **present**, compare, similar, different, child, teenager, adult, artefact.

MTP's Year 1 Summer Term

Music

Children will:

- Look at how music can recreate a place - The Seaside
- Chant music - Engine Engine Number 9
- Use chanting music to help with an inner pulse
- Understand rhythm
- Understand that music can represent a range of emotions. (How can music make you feel?)
- Understand pulse
- Use new vocabulary in a song - Pizzicato
- Use music to create movement
- Look at musical structures and be able to identify the verse and chorus of a song
- Look at duration of notes. To be able to say that duration means how long and short the note is.
- Learn that 'dynamic' means volume. To learn the Italian words 'diminuendo' and 'crescendo' and to put this into writing
- Perform a song on a glockenspiel

Skills: identifying, understanding duration, identifying low and high, using their inner ear, putting music into words, performing.

Vocabulary: Pitch, high, low, dynamics, diminuendo, crescendo, glockenspiel, verse, chorus, structure.

Geography

The children will learn the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

- Know that maps give information about places in the world
- Use the directions north and south on a map/globe
- Ask simple geographical questions 'where', 'what', 'who' questions about the world eg What is it like to live in this place?
- Investigate hot and cold areas through observation of photos, interactive programs eg electronic globes and description through story
- Notice and describe patterns about the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Speak about, write about, draw, observe and describe hot and cold areas of the world
- The children will establish a Spring to Summer seasonal display/nature table. They will discuss the weather on a daily basis as part of their 'Good Morning' routine and record seasonal changes using cameras, i-pads, natural resources provided for the children or sourced by the children, artwork, extended writing etc.

Skills:

Mapping

Use a range of maps and globes at different scales

Know that maps give information about places in the world

Begin to realise why maps need a key

Enquiry and Investigation

Ask simple geographical questions - where, what and who questions about the world and their environment eg What is it like to live in this place?

Communication

Speak, write about, draw, observe and describe simple geographical concepts

Notice and describe patterns

Use of ICT/technology

Use simple electronic globes and maps

Vocabulary: north, south, cold, Arctic, North Pole, Antarctica, South Pole, hot, Equator, globe, map key