

Year 1 Half Termly Learning Journey Summer 1

Week	1	2	3	4	5	6
Overall theme	Colossal Castles and Deadly Dragons					
Science	<p>Identify, name, draw and label the basic parts of the human body</p> <p>make a labelled diagram of themselves in groups draw around a child labelling the different body parts - some may name bones as a challenge on a skeleton</p>	<p>Compare and describe differences in their own features (eye, hair, skin colour, etc.)</p> <p>Who is it? Take a photograph of a class member out of a bag. Describe them to the rest of the group. How quickly can they guess who it is? Compare themselves to a friend - similarities and differences</p>	<p>Say which part of the body is associated with each sense.</p> <p>What are our senses? Name the 5 senses and what they are all used for – why do we need our senses? Explore the senses -investigations</p>	<p>Say which part of the body is associated with each sense.</p> <p>Explore the senses of taste and touch.</p> <p>Explore the senses - investigations</p>	<p>By using their observations to compare and contrast animals (humans) at first hand</p> <p>Are all humans the same? Are all animals the same - look at life cycles of humans and animals</p>	<p>Recognise that humans are animals</p> <p>What is my body like? What is my body made up of? Are humans animals? Compare themselves to an animal - what is the same what is different</p>
Working Scientifically		Identifying and classifying	Asking simple questions and recognising that they can be answered in different ways	Asking simple questions and recognising that they can be answered in different ways	Using their observations and ideas to suggest answers to questions	Using their observations and ideas to suggest answers to questions
Computing	<p>Health and Wellbeing</p> <p>To explain the rules to keep myself safe online</p> <p>To give examples of the rules to stay safe online.</p>	<p>Health and Wellbeing</p> <p>To be able to understand the importance of asking for help from an adult when:</p> <p>Pop ups appear/unknown Emails, unfamiliar on the screen appears</p>	<p>Copyright and Ownership</p> <p>To explain why work I create using technology belongs to me.</p>	<p>Copyright and Ownership</p> <p>To save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content)</p>	<p>IT-Use of Skills</p> <p>To log on/off.</p> <p>To open software using a mouse</p> <p>To use Paint to draw a castle or dragon</p> <p>To save work under a suitable title.</p>	<p>IT-Use of Skills</p> <p>To log on/off.</p> <p>To open software using a mouse</p> <p>To use Paint to draw a castle or dragon</p> <p>To save work under a suitable title.</p>

Design Technology	Structures Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Castles linked to English Famous Designer – Thomas Harrison	Research Develop, model and communicate their ideas through talking, mock-ups and drawings. Play with raw materials to think about how they will make castle.	Design Generate, develop, model and communicate their ideas through talking drawing templates mock ups and where appropriate through ICT Design castles using planning format. Begin to make the castles. Create a mock up of their castle using paint to draw and label their castles.	Making Plan. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques. Make the castle using plans.	Making Plan. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques. Make the castle using plans.	Evaluating Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product Evaluate the castles thinking about what their friends work is like as well as their own.
Geography		To use world maps and globes to locate and name the seven continents.	To use world maps to locate and globes to locate and name the five oceans.	Identify hot and cold areas in relation to the Equator	To use a range of sources to find out more about the features of the continents. Ask and answer questions about them.	To use a range of sources to find out more about the features of the oceans. Ask and answer questions about them.
History	Use simple ways of recording their learning about the past e.g. labelling pictures or photographs Label pictures of the castle		Find answers to some simple questions about the past from simple sources of information. Research castle life			
Music	Having Fun With Improvisation Understanding Music	Having Fun With Improvisation Understanding Music	Having Fun With Improvisation Understanding Music	Having Fun With Improvisation Understanding Music	Having Fun With Improvisation Understanding Music	Having Fun With Improvisation Understanding Music

	Steady beat, rhythmic and melodic patterns. Listening and appraising Talk about thoughts, feelings and rhythm. Singing – Getting Dressed song Playing –Tuned instrument in time to song	Steady beat, rhythmic and melodic patterns. Listening and appraising Talk about thoughts, feelings and rhythm. Singing – Dress Up song Perform – Dress Up song	Steady beat, rhythmic and melodic patterns. Listening and appraising Talk about thoughts, feelings, beat, tempo. Singing – Brush our teeth song Improvise – using tuned instruments based on notes CDE Compose – class composition.	Steady beat, rhythmic and melodic patterns. Listening and appraising Talk about thoughts, feelings and rhythm. Singing – Get Ready song Playing –Tuned and non-tuned instrument in time to song Perform – Get Ready song	Steady beat, rhythmic and melodic patterns. Listening and appraising Talk about thoughts, feelings and rhythm. Singing – Up and Down song Perform –Up and Down song	Improvise together Listening and appraising Talk about thoughts, feelings and rhythm. Singing – range of songs from this term Improvise – using tuned instruments based on notes CDE Compose – class composition.
PE	Athletics To show a hopping skill with rhythm. To demonstrate rolling a ball with some accuracy. FMS- Kicking To explore different ways of kicking objects	Athletics To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy. FMS- Kicking To explore different ways of kicking objects with increasing accuracy and control. That being active is good for them and fun.	Athletics To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy FMS- Kicking To kick objects with increased accuracy. To receive a kick with control.	Athletics To show good posture when running fast. To demonstrate rolling a ball with some accuracy and control. FMS- Kicking To kick objects with increased accuracy. To receive a kick with control. To intercept a ball.	Athletics To complete a running and jumping course. FMS- Kicking To explore kicking with a variety of equipment. To choose skills effectively for a game.	Athletics To demonstrate the skills of running and changing direction. FMS- Kicking To explore kicking with a variety of equipment. To choose skills effectively for a game
RE		Islam How might beliefs about creation affect the way people treat the world? know that Muslims believe in one God (Allah)	Islam How might beliefs about creation affect the way people treat the world? know that Muslims believe the world was created by God	Islam How might beliefs about creation affect the way people treat the world? Suggest how Muslims might show respect for	Islam How might beliefs about creation affect the way people treat the world? know that Islam teaches that humans should be	

				God by caring for the natural world	caretakers (stewards/Khalifahs) of the planet	
PSHE	H3- to recognise what they are good at and set simple goals		H5- about how it feels when there is change or loss			H6/7-about basic personal hygiene
Values-	Patience					
SMSC-	Democracy					
Collective Worship	Looking for meaning/asking questions about God. Asking questions of God: what would you ask? Answering these 'ultimate' questions from religious and spiritual sources. Modeling excellence in handling 'personal search' questions					