

# Year 1 Curriculum – Summer Term Overview

## Key Concepts: The UK and Change

<p align="center"><b>Religious Education 1</b> Judaism: Part 1: Unit 1 – Shabbat – A day of rest</p> <p><b>Key questions:</b> <b>Why is Shabbat important to Jews?</b> Why do Jews attend the synagogue? What events take place during the Shabbat and why? What does this look like in our world today-compare to own life?</p> <p><b>Vocabulary:</b> Jewish, Jew, community, Synagogue, prayer, creation Tzedakah, Shabbat, Torah, Havdalah, rituals, kosher</p>	<p align="center"><b>History Summer 1</b> The lives of significant individuals in the past who have contributed to National and international achievement: Grace Darling and the RNLI Assessment</p> <p><b>Key Questions</b> <b>What Impact has Grace Darling had on our lives? How do we look after people in difficulty what are the similarities and differences between then and now?</b> · When was Grace Darling alive and how was life different? What did she do and why is she important? · What was her most significant achievement and why? · How have rescue services changed over time? · Why are rescue services important? · Where is Grace Darling placed on the global class timeline? <b>Vocabulary:</b> past/present rescue service impact lifeboat significance similarity</p>		<p align="center"><b>Religious Education 2</b> Judaism: Part 1: Unit 2 – Festivals in the Jewish year</p> <p><b>Key questions:</b> <b>How do the festival events help to teach young Jews about their past?</b> Why is it important to keep traditions/ customs alive? How do the festival events help to teach young Jews about their past? <b>Vocabulary:</b> Sukkot (Sukkoth), festival, Tabernacles, Moses, Exodus Synagogue, Harvest, Passover (Pesach), Egypt, symbol Ritual, Seder meal, Israel, Purim, Esther, traditions</p>	
<p align="center"><b>Computing</b> Computer Science – Algorithms and debugging</p> <p><b>Key Questions:</b> <b>What is an algorithm? What does debug mean?</b> <b>Can you give unambiguous instructions?</b></p> <p><b>Vocabulary:</b> Algorithm, debug, error</p>	<p align="center"><b>History Summer 2</b> Changes within living memory Ships, boats and their significance</p> <p><b>Key Questions</b> <b>How have ships/boats and their use developed over time?</b> <b>What are their similarities and difference?</b> Can you order these boats from oldest to newest? When was this made/ how do you know? What differences can we find between boats from past to boats we see and build now? Who do you think these boats belong to and why? How and why has the design of boats changed over time? How and why have boats been used through time? (trade, Invasion, discovery, travel) How has the significance of boats (for Britain) changed over time? <b>Vocabulary:</b> Before/After Titanic voyage, class, iceberg, disaster, survivor, wreckage, Cutty Sark, Tea Clipper, Victorian, trade, tea, wool</p>			
<p align="center"><b>RHE – SRE</b> Naming body parts</p> <p><b>Key Questions:</b> Why is it important to know the correct names for your body? <b>Vocabulary:</b> Body, boy, girl, male, female, private parts</p>	<p align="center"><b>French</b></p> <p>In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.</p>		<p align="center"><b>PE 1</b> Ball Skills &amp; Locomotion</p> <p><b>Key Questions:</b> <b>Can you move safely?</b> <b>Can you explore different ways to catch a ball?</b> <b>Vocabulary:</b> Jump, move, catch</p>	<p align="center"><b>PE 2</b> Team Building &amp; Gym</p> <p><b>Key Questions:</b> <b>Can you complete an obstacle course using communication?</b> <b>Can you use apparatus appropriately?</b> <b>Vocabulary:</b> Team, communicate, apparatus, use</p>
<p align="center"><b>Music</b> Understanding phrasing and singing expressively</p> <p><b>Key Questions:</b> <b>What does the conductor do?</b> How many instrument families can you name? How are these instruments played? <b>Vocabulary:</b> conductor, orchestra, String, woodwind, brass, percussion <b>Composition and Improvisation</b> <b>Key Questions:</b> <b>Can you play a rhythm on an instrument?</b> What lyrics can we use instead of ...? <b>Vocabulary:</b> phrase, compose, lyrics, rhythm, percussion, improvisation</p>	<p align="center"><b>Science Summer 1</b> Materials 2</p> <p>Distinguish between an object and the material from which it is made · Identify and name a variety of everyday materials (wood, glass, plastic, metal, rock) Describe the simple properties of a variety of everyday materials · Compare and group a variety of everyday materials on the basis of their physical properties</p>	<p align="center"><b>Science Summer 2</b> Plants Common and Wild</p> <p><b>Key Questions:</b> <b>What are the different parts of a plant?</b> <b>Why are there so many different types of plant?</b> <b>Vocabulary:</b> Deciduous, evergreen, petals, roots, bulb, seed, stem</p>	<p align="center"><b>DT</b> To design a rescue boat</p> <p><b>Key Questions</b> <b>What materials are good at floating? What is the purpose of a rescue boat? What are the challenges for rescue boats? What improvements could be made to make your boat buoyant/stable/waterproof?</b></p> <p><b>Vocabulary:</b> Rescue Boat floating, buoyant, stable sinking, bow, hull, waterproof, water resistant, equipment</p>	<p align="center"><b>Art</b> Art in Nature - Plants</p> <p>Children will study Georgia O'Keefe <b>Painting:</b> Experiment with mixing paint on different surfaces and creating a variety of textures eg. candle wax resist and colour wash <b>Key questions:</b> <b>What different shapes can you see in this painting?</b> What happens when we add paint to our crayon drawing? <b>Vocabulary:</b> colour names, primary colours</p>
<p><b>Scientific working procedural knowledge:</b> <b>Observe:</b> Look closely, to gather more information and viewpoints. What do you notice about...? Let's wait and see what happens when... What do you see now? Children begin to ask simple questions. <b>Compare:</b> Make comparisons to and express relationships between things. How are these the same and/or different? Where have you seen similar? <b>Sort and Organise:</b> Group things by recognisable traits and begin to understand that objects can belong to more than one group at a time. Record their findings in pictures and graphs.</p>				

