YEAR 1: SUMMER 1 **INTO SPACE**

Events

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RE & Values

RE:

Values:

Computing: Visual Information (taught across the Summer Term):

- To understand that information exists in many different forms.
- To understand that information in graphs can be simpler to understand than written text.
- To understand that the tools within graphing software can be used to present detailed information clearly.
- To understand that mistakes are easy to make when gathering and recording information.
- To understand that technology can sense conditions around us.
- To understand technology can record changes in conditions around us and we can use this to make general statements.
- To understand objects can be sorted according to a property.
- To understand that yes/no questions can provide useful information and can help us make decisions.
- To understand that branching databases can be used to organise objects and to identify them using yes/no questions.
- To understand computers use repeated processes to sort objects.
- To talk about the choices they made. Revisit and refine their work.
- To log on to the school system and save, locate and edit work using their own space; understand how and when to print.
- To ask permission before taking or using images of others.
- To use technology safely and increasingly respectfully, knowing how to respond if anything they access makes them feel uncomfortable or worried.

Topic: Into Space

History:

- Remembers parts of stories and memories about the past
- Tell the difference between past and present in own and other people's lives, including the lives of significant people.
- Begins to identify and recount some details from the past from sources (eg. pictures, stories)
- Finds answers to simple questions about the past from sources of information (eg. pictures, stories)

Art and Design:

Printing:

- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge
- Make simple marks on rollers and printing palettes
- Take simple prints i.e. mono -printing
- Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils
- Build repeating patterns and recognise pattern in the environment
- Create simple printing blocks with press print
- Design more repetitive patterns
- *Colour* - Experiment with overprinting motifs and colour

Design and Technology:

Food:

- Develop a food vocabulary using taste ,smell, texture and feel
- Group familiar food products e.g. fruit and vegetables
- Cut and chop a range of ingredients
- Work safely and hygienically
- Understand the need for a variety of foods in a diet
- Measure and weigh food items, using spoons, cups

Music:

Responding, reviewing and appraising:

- Hear the pulse in music.
- Hear different moods in music.
- Identify texture– one sound or several sounds?
- Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).

PE

Games

- Can travel in a variety of ways including running and jumping.
- Beginning to perform a range of throws.
- Receives a ball with basic control
- Beginning to develop hand-eye coordination
- Participates in simple games

Science:

Different Animals:

- identify and locate the sense organs
- use senses to describe textures, sounds and smells
- compare differences in texture, sounds and smells

Working Scientifically:

- asks simple questions and recognises that they can be answered in different ways
- recognises scientific and technical developments that help us
- performs simple tests or follows teachers' instructions
- experiences different types of science enquiry
- with guidance, suggests what they will do
- with guidance, identifies things to measure or observe that are relevant to the question
- uses resources provided or chosen from a limited range
- uses simple measurements and equipment to gather data
- suggests why a test is unfair
- observes closely (including changes over time), using simple equipment
- makes measurements using non-standard units
- uses simple secondary sources to find answers, e.g. books, videos, photographs or people
- gathers and records simple data to help in answering questions
- with support, prepares simple tables to record data
- with help, records their findings in a range of ways, e.g. simple tables, diagrams, pictograms, sorting circles, bar charts and templates
- talks about their findings using everyday terms, text scaffolds or simple scientific language