## English

Animal poetry: Farmyard Hullabaloo. Recognising and joining in with predictable phrases. Writing riddles.
Non-fiction: Instructions. Discussing word meanings, linking new meanings to those already known.
Fiction: Traditional tales. Becoming very familiar with key stories, fairy stories, and traditional tales, retelling them and considering their particular characteristics.
Non-fiction: Explanation text. Understanding both books they can read and ones they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.
Fiction: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Paws, Claws and Whiskers: Recounts; Fables; Booklets and lists; Instructions; Nursery rhymes and poems.

## Computing

An introduction to computer programming using a floor robot (Beebot). Programming a robot. Using individual commands. Predicting the outcomes of programmes.

## PSHE

Relationships, People who love and care for us. Friendship. Kind and unkind behaviour. Bullying.

## RE

Is Shabbat important to Jewish children?
Does celebrating Chanukah make Jewish children feel closer to God? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?

## History

N/A

## Music

Animal songs.
Composing: Songs from the Music Express Book. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Musicianship: 'Hot Cross Buns' and 'Jack and the Beanstalk'. Pitch: Listen to sounds in the local school environment, comparing high and low sounds.
Sing familiar songs in both low and high voices and talk about the difference in sound.

## Physical Education

OAA Explorers
Strikers
Athletics
Golden Miles

## Mathematics

Numbers to 100: Counting to 100; Finding tens and ones; Comparing numbers; Number patterns.
Time: Telling time to the hour and half hour; Using Next, Before and After; Estimating duration of time; Comparing time; Using a calendar.
Money: Recognising coins and notes.
Volume and capacity: Comparing volume and capacity; Finding volume and capacity; Describing volume using half and a quarter.
Mass: Comparing and finding mass.
Space: Describing positions and movements; Making turns.

## Science

**Seasonal Changes:** Observe changes across the four seasons- summer. Observe and describe weather associated with the seasons and how day length varies- summer.

**Animals Including Humans**: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; Identify and name a variety of common animals that are carnivores, herbivores and omnivores; Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

**Paws, Claws and Whiskers:** Animals, including humans; Working scientifically.

## Design and Technology

**Making puppets** Design a product for themselves using design criteria.

Research similar existing products.

Measure, mark out, cut and shape with support.

Try to use finishing techniques to make the product look good.

Shape textiles using a template. Cut accurately using scissors. Thread a needle. Join front and back using a running stitch. Decorate using a range of features.

Begin to talk about what could make the product better.

**Year: 1**
**Term: Summer**
**Topic: Paws, Claws and Whiskers**

## Starting Point

Animal treasure hunt

## End Product

**Written outcome:**
Why are there so many unique animals?
**Creative outcome:**
Look after a mystery animal

## Visits/Visitors

Visit a zoo, wildlife park or rescue centre

## Geography

Using and making maps; Identifying and describing features using ground and aerial photographs. Using locational language to describe features. Identifying and following a route on a map. Drawing a map of the school grounds using symbol and a key.There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. Identify patterns in daily and seasonal weather; Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. Carry out fieldwork tasks to identify characteristics of the school grounds or locality; Litter and pollution have a harmful effect on the areas where we live, work and play. Describe how pollution and litter affect the local environment and school grounds;

## Art and Design

**Talking about art; Drawing; Collage; Making models; Painting; Sculpture; Animal Masks.**
**Portraits**: Leonardo Da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh, Andy Warhol, Pablo Picasso and Paul Klee; A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Design and make art to express ideas. Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Communicate their ideas simply before creating artwork. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary. Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape. Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. Make transient art and pattern work using a range or combination of man-made and natural materials. Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Draw or paint a place from memory, imagination or observation. Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Identify similarities and differences between two or more pieces of art. Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist