

Driver – Geography

- Know where the equator, North Pole and South Pole are on a globe
- Know which is N, E, S and W on a compass
- Know their address, including postcode
- Can I identify the seven continents and five oceans of the world on a map?
- Can I describe in my own words what each continent is like?

History – supporting the driver

- Know the name of a famous person, or a famous place, close to where they live
- Can I learn about the life of Sir George Cayley from Brompton-by-Sawdon (near Scarborough) and his achievements in flying? Do I know how this was this important nationally and globally?
- Can I learn about the life of Captain Cook and about his life and discoveries?
- **Plot** significant people and events on a timeline including links to locality.

PSHE

Knowledge

- Know that everyone's family is different
 - Know that there are lots of different types of families
 - Know that families are founded on belonging, love and care
 - Know how to make a friend
 - Know the characteristics of healthy and safe friends
 - Know that physical contact can be used as a greeting
 - Know about the different people in the school community and how they help
 - Know who to ask for help in the school
- Community

Social and Emotional Skills

- Can express how it feels to be part of a family and to care for family members
- Can say what being a good friend means
- Can show skills of friendship
- Can identify forms of physical contact they prefer
- Can say no when they receive a touch they don't like
- Can praise themselves and others
- Can recognise some of their personal qualities
- Can say why they appreciate a special relationship

Year 1 Curriculum Map – Summer 1

Where do and did the wheels on the bus go?

Music

- Move and dance with the music.
- Find the steady beat.
- Begin to understand about different styles of music
- Recognise some band and orchestral instruments.
- Demonstrate good singing posture.
- Sing in unison.
- Copy back intervals of an octave and fifth (high/low).
- Explore ways of representing high and low sounds, using symbols and any appropriate means of notation.
- Explore stand notation using crotchets, quavers and minims and simple combinations of C D E F G F G A GB D D E F# G A D A C
- Rehearse and learn to play a simple melodic instrumental part by ear from simple notation in C major, F major, D major and D minor.
- Explore improvisation within a major and minor scale using the notes: C D E D E A F G A D F G
- Recognise how graphic notation can represent created sounds.
- Explore and invent own symbols.
- Use music technology, if available, to capture, change and combine sounds.
- Use simple notation – Create a simple melody using crotchets and minims. D F D F G D F G A D F G A C start and end on the same note D.
- Enjoy and have fun performing.
- Prepare a song to perform.
- Play some simple instrumental parts.
- Communicate the meaning of the song.

Computing

iData unit - Information Technology

Lesson 1: iSurvey

- To understand why pictograms are useful
- To collect and organise information to solve a problem

Lesson 2: iRepresent

- To create a graph using digital tools

Lesson 3: iPresent

- To create a pictogram using collected data

Lesson 4: iSort

To sort information and present data using a graph

PE

- make body curled, tense, stretched and relaxed
- control body when travelling and balancing
- copy sequences and repeat them
- roll, curl, travel and balance in different ways
- throw underarm
- throw and kick in different ways
- perform own dance moves
- copy or make up a short dance
- move safely in a space
- I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.

RE

Emerging:

- Recognise that there are special places where people go to worship, and talk about what people do there (A1).
- Identify at least three objects used in worship in two religions (A3).

Expected:

- Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).
- Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).
- Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).

Exceeding:

- Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).

DT

- use own ideas to design a road sign that will be effective
- design a product which moves explain to someone else how they want to make their product and make a simple plan before making
- label my sign and be able to identify the purpose
- use own ideas to make a road sign
- make an effective road sign using junk modelling of my choice
- describe how well the sign works when used with toy cars
- explain what works well and not so well in the road sign they have made
- make their own model stronger