

Science

Working scientifically

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions

Geography

Location knowledge

- Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas

Skills and Fieldwork

- Use maps, atlases and globes to identify the UK and its countries

Art and Design

- To use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between work practices and disciplines, and making links to their own work
- Use a range of materials creatively to design and make products

Seahorse Class Summer

Cycle A- Bears

Computing

- Use technology purposefully to organise, store, retrieve & manipulate digital content
- KAPOW Units- Year 1: Digital Imagery (5 Lessons first half term) Year 1: Introduction to data (5 lessons second half term)

History

- Changes within living memory
- Know about the lives of significant individuals in the past who have contributed to national and international achievements

Design Technology

- Design purposeful, functional, appealing products based on a design criteria
- Evaluate their ideas and products against a design criteria
- Explore and evaluate a range of existing products
- Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients
- Select from and use a range of tools, equipment to perform a practical tasks.

Religious Education

1.7- Who is Jewish and how do they live?

- Recognise the words of the Shema as a Jewish prayer
- Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.
- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

1.9- How should we care for others and the world and why does it matter?

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world.
- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Physical Education

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

Music

- Listen & understand live and recorded music
- Experiment with and combine sounds using the dimensions of music

PSHE

Relationships

- Know that everyone's family is different
- Know that families function well when there is trust, respect, care, love and co-operation
- Know that there are lots of forms of physical contact within a family
- Know how to stay stop if someone is hurting them
- Know some reasons why friends have conflicts
- Know that friendships have ups and downs and sometimes change with time
- Know how to use the Mending Friendships or Solve-it-together problem-solving methods
- Know there are good secrets and worry secrets and why it is important to share worry secrets
- Know what trust is

Changing Me

- Know that life cycles exist in nature
- Know that aging is a natural process including old-age
- Know that some changes are out of an individual's control
- Know how their bodies have changed from when they were a baby and that they will continue to change as they age
- Know the physical differences between male and female bodies
- Know the correct names for private body parts
- Know that private body parts are special and that no one has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Know there are different types of touch and that some are acceptable