



# Churchfields Infants' School: Year One Curriculum Information

## Summer Term 2: 'Plenty More Wishes in the Sea'



Outlined below is a summary of the skills children will work on during their half term in Year One, along with some activities children will complete, key vocabulary that will be taught and ideas of how you can help to develop this learning at home. Information about learning, teaching and children's development in English and Maths can be found in separate documents.

Subject	Skills	Activities	Key Vocabulary	How can you help at home?
<b>Art and Design</b>	Refer to separate medium term planning for this subject (as adapted from Kapow scheme of learning)			
<b>Computing</b>	<p style="text-align: center;"><b>We Are Publishers</b></p> <ul style="list-style-type: none"> <li>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>-Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet and other online technologies</li> <li>-Recognise common uses of technology beyond school</li> <li>-Plan a small multimedia eBook</li> <li>-Choose and import images</li> <li>-Record audio commentary</li> <li>-Add and format titles and other text</li> <li>-Think carefully about protecting their privacy</li> <li>-Respect other people's copyright</li> <li>-Revise and improve their work</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>-How to stay safe when using technology</li> <li>-Recognise common uses of technology beyond school</li> <li>-Use audio commentary</li> <li>-Manipulate text and pictures</li> <li>-Understand the advantages and possible disadvantages of using certain forms of technology</li> </ul>	<p style="text-align: center;"><b>We Are Publishers</b></p> <ul style="list-style-type: none"> <li>-Planning a multimedia eBook, thinking carefully about an intended audience</li> <li>-Selecting and importing images for an eBook, thinking carefully about what is appropriate for their intended audience</li> <li>-Recording high-quality audio commentary for an eBook</li> <li>-Adding text to eBook pages and formatting it</li> <li>- searching a picture library on the internet to add further images to their eBook, considering copyright and understanding what to do if they see inappropriate images when searching</li> <li>- reviewing and revising their eBook contents</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>-Using a range of programmes independently and safely to perform tasks</li> <li>-Understand the advantages and possible disadvantages of using certain forms of technology</li> <li>-Accessing saved work from previous sessions</li> <li>-Using commands and features of programmes to access, store and manipulate their own work over a period of time</li> <li>-Editing own work</li> <li>-Evaluating finished work against success criteria</li> </ul>	<ul style="list-style-type: none"> <li>computing</li> <li>technology</li> <li>tablet</li> <li>keyboard</li> <li>log on</li> <li>log off</li> <li>username</li> <li>password</li>   <li>online</li> <li>safe</li> <li>trusted adults</li> <li>privacy</li>   <li>audio</li> <li>clipart</li> <li>copyright</li> <li>creative commons</li> <li>eBook</li> <li>filter</li> <li>font</li> <li>images</li> <li>multimedia</li> <li>safe search</li> <li>speech synthesis</li> <li>voice dictation</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to reiterate messages delivered at school around internet safety and rules to follow so that children can ensure they are safe online. Consider use of filters and parental controls if you don't already to minimise risk when your child uses technology and continue to ensure they are never unsupervised when using devices</li> <li>-Discuss your child's achievements during Year One with them so they have some ideas of what to include in their book!</li> <li>-Rehearse selecting pictures from a selection (this could be photos from a camera roll) and adding them to a page on an app</li> <li>-You could perhaps search an online picture library together to see how we can use technology to find additional images for any projects we may be working on</li> <li>-If you'd like your child to show off their skills, you could create your own eBook showing what you go up to in the summer holidays! Add some photos to different pages and type a small amount under each to explain what you did! You'll have it to remember for years to come!</li> </ul>

<p><b>Design and Technology</b></p>	<p style="text-align: center;"><b>Food</b></p> <p>-Explain what a product is for and how it will work (purpose)          -Develop design criteria relevant to a brief          -Explore and evaluate existing products          -Use pictures/drawings and words to plan; communicate ideas          -Cut, peel and grate safely (with adult support)  <b>Revision:</b>  <i>-Understanding the stages of designing, making and evaluating</i>  <i>-Selecting suitable tools/equipment</i>  <i>-Practising safe hygiene and food handling</i></p> <p style="text-align: center;"><b>Mechanisms – Levers and Linkages</b></p> <p>-Explain what a product is for and how it will work (purpose)          -Explore and use mechanisms          -Develop design criteria relevant to a brief          -Explore and evaluate existing products          -Use pictures/drawings and words to plan; communicate ideas          -Select tools/equipment to cut, shape, join, finish and explain choices          -Select materials/components          -Evaluate product against design criteria  <b>Revision:</b>  <i>-Understanding the stages of designing, making and evaluating</i>  <i>-Selecting suitable tools/equipment</i></p>	<p>-Design, make and evaluate a rainforest fruit salad  <b>Revision:</b>  <i>-Chopping fruit (building on "snack table" activities from EYFS)</i></p> <p>-Design, make and evaluate a rainforest moving picture          -Design, make and evaluate a pivoting shadow puppet  <b>Revision:</b>  <i>-Purpose/use of moving pictures (pop-up storybooks) and puppets – link back to experiences during EYFS</i></p>	<p>healthy fruit vegetables ingredients recipe peel cut slice</p> <p>assemble design evaluate mechanism model slider lever template pivot</p>	<p>-Can you help your child to chop different fruits and vegetables as a healthy snack, or when preparing a meal?          -Can you research healthy fruit smoothies and create one of your own together? Can you write the recipe (including ingredients) for your own creation?</p>
<p style="text-align: center;"><b>Geography</b></p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>
<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b>The Life of David Attenborough</b></p> <p>- the lives of significant individuals in the past who have contributed to national and international achievements          - changes within living memory  <b>Revision:</b>  <i>- revising facts about significant individuals</i></p>	<p style="text-align: center;"><b>The Life of David Attenborough</b></p> <p>- adding events to the class timeline          - creating a timeline of David Attenborough's life using photographs          - finding out about David's dream to be a naturalist          - significant events and trips in David's life</p>	<p>naturalist broadcaster species research documentary fossils natural habitat wildlife biology knighthood</p>	<p>- visit The National Portrait Gallery and see if you can find a famous painting of David Attenborough  <a href="https://www.npg.org.uk/?gclid=EAlalQobChMI4JnTgl2gggMV1I5QBh17TQGhEAAAYASAAEgJEHfD_BwE">https://www.npg.org.uk/?gclid=EAlalQobChMI4JnTgl2gggMV1I5QBh17TQGhEAAAYASAAEgJEHfD_BwE</a>          - visit the BBC Earth Experience to learn more about David's significant contribution to national and international life</p>

	<p>- <i>revising facts about significant events (including dates)</i></p>	<p>- understanding how and why David's views on looking after the natural world have changed over time  <b>Revision:</b>  - <i>how did a little fire become The Great Fire?</i>  - <i>what was London like over 400 years ago?</i>  - <i>using a timeline to sequence events</i>  - <i>different changes over time</i>  - <i>beginning to understand different periods in History</i></p>	<p>Sir  extinct  rare  environment  natural world  planet  Earth    view  opinion</p>	<p><a href="https://bbcearthexperience.com/london">https://bbcearthexperience.com/london</a>  - watch some of David Attenborough's programmes (have a look on BBC iPlayer!)  - David had a very famous brother. can you find out about him?  <b>Facts to remember:</b>  - David Attenborough born: 8<sup>th</sup> May 1926</p>
<p><b>Music</b></p>	<p><b>Reflect, Rewind and Replay</b>  -Use their voices expressively and creatively by singing songs and speaking chants and rhymes  -Play tuned and untuned instruments musically  -Listen with concentration and understanding to a range of high-quality live and recorded music  -Experiment with sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, <b>structure</b> and appropriate musical notations)  -Use appropriate vocabulary to discuss the structure of a piece of music  <b>Revision:</b>  - <i>treat instruments carefully and with respect</i>  - <i>learn the names of the instruments they are playing</i>  - <i>learn how the notes of a composition can be changed if necessary to alter the sounds made</i></p>	<p><b>Reflect, Rewind and Replay</b>  <u>Listen and Appraise</u>  -Listening to high-quality music and discussing in more depth, using what they have learnt across Year One  <u>Building Musical Knowledge</u>  -Experimenting with structure of a piece of music and the effect it can have on a performance. What happens if we play the chorus before the verse?  <u>Singing</u>  -Singing tunefully, matching the pitch of a melody correctly and showing control over dynamics, tempo and duration of the notes they produce  <u>Playing</u>  -Playing tuned instruments with increased control over rhythm and pitch (following more complex rhythms at this stage)  <u>Improvisation</u>  -Improvising using an instrument (tuned)  <u>Composition</u>  -Creating more complex melodies using tuned instruments  <u>Performance</u>  -Perform an accompaniment confidently using instruments  -Perform a song of their choice  <b>Revision:</b>  -<i>Experimenting with texture of a piece of music and the effect it can have on a performance</i>  -<i>Record a performance, watch it back and say how they feel about it</i></p>	<p>Revisit all vocabulary from across the year</p>	<p>-These are some of the pieces of music children will listen to and appraise as part of this unit:</p> <ul style="list-style-type: none"> <li>• A Song Before Sunrise by Frederick Delius</li> <li>• The Firebird by Igor Stravinsky</li> <li>• The Bird by Sergei Prokofiev</li> <li>• Grand March from Aida by Giuseppe Verdi</li> <li>• Bolero by Maurice Ravel</li> <li>• The Lamb by John Tavener</li> </ul> <p>You may like to listen to these pieces at home and discuss them with your child. Do they like them? What types of instruments can they hear? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on verse/chorus/instrumental sections)?  -Explore musical structure at home – listen out for different sections in songs. Children will easily hear repetition of different sections of music by now e.g. that the choruses of a song are the same.  -Share some music you enjoyed or enjoyed in the past with your child – what do they think?  -Encourage your child to experiment with instruments you may have at home (either untuned or tuned instruments)! If you don't have any, maybe you could make your own or improvise with items you have indoors that you could play (think pots and</p>

		<i>-Add their own ideas to a performance</i>		pans in your kitchen as a starting point!) -Take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!
<b>PE</b>	Refer to separate medium term planning for this subject			
<b>RE</b>	Refer to Redbridge Agreed Syllabus documentation for this subject			
<b>RSHE</b>	<p>-Learn the benefits of being online, but that it is possible that they may see or experience something that worries them</p> <p>-Learn and explain the positives of having some 'screen-free' time</p> <p>-Learn and explain how to protect their skin from unsafe exposure to the sun</p> <p>-Learn and explain what exercise is and how being active benefits their body and mind</p> <p><b>Revision:</b></p> <p><i>-Their own 'special' feelings</i></p> <p><i>-How each of us are special</i></p> <p><i>-How families can help us belong and the feelings they can build in us</i></p> <p><i>-How families can build on our sense of identity</i></p>	<p>-Range of discussion, responding to scenarios and engaging with stories and videos related to topics covered</p> <p><b>Revision:</b></p> <p><i>-Continuing to celebrate similarities and differences between themselves and others</i></p> <p><i>-Discussing our own family and finding out about the experiences of others</i></p>	<p>online technology safety concern worry share tell contact trusted adult screen time screen-free time</p> <p>skin sun sunburn UV rays sun tan lotion clothing hat shade midday</p> <p>exercise positive movement being active fitness mind body wellbeing benefit physical activity</p>	<p>-Reinforce messages around online safety</p> <p>-Ensure your child only has access to technology when fully supervised. If you would like some advice about parental controls when working online, please speak to your child's teacher</p> <p>-Model good ways of caring for your own skin, and your child's, especially in the sun now the weather should be getting warmer!</p> <p>-Ensure you have some 'screen-free' time as a family every so often to just enjoy being together! Rules count for grown ups too!</p> <p>-Enjoy getting some exercise together in any form you enjoy the best. You could encourage your child to try some new sports – while it's warm this is a brilliant time to get out and about!</p> <p>-Talk to your child about ways in which you look after your own wellbeing, both physically and mentally, and perhaps allow them to choose a couple of their own activities that they think will benefit theirs to try</p>
<b>Science</b>	<p><b>Seasonal Changes (x2)</b></p> <p>-Seasonal observations/changes (summer) – link to previous</p> <p>-Developing an understanding of sun safety</p> <p><b>Animals including Humans (x4)</b></p>	<p>-Observations/ photographs</p> <p><u>Link texts:</u></p> <p><i>As per Autumn 1</i></p>	As per Autumn 1	-You could create a poster or short clip/video about how to keep safe in the sunshine

	<p>-Discovering and identifying animal families</p> <p>-Identify and name mammals, birds, amphibians, reptiles and fish (link with geography work)</p> <p>-Describe and compare the structure of common animals</p> <p>-Discovering the types of food that living things eat (herbivores, omnivores and carnivores)</p> <p>-Understanding the difference between wild animals and pets</p> <p><b>Revision:</b></p> <p><i>-Identifying, naming, drawing and labelling body parts</i></p>	<p>-Image/photograph sorting activities (hoops)</p> <p><u>Link texts:</u></p> <p><i>*RSPB: My First Book of Garden Birds - Mike Unwin and Sarah Whittley</i></p> <p><i>*Snail Trail - Ruth Brown)</i></p> <p><i>*Superworm - Julia Donaldson and Axel Scheffler</i></p>	<p>animal</p> <p>pet</p> <p>mammal</p> <p>bird</p> <p>amphibian</p> <p>reptile</p> <p>fish</p> <p>herbivore</p> <p>omnivore</p> <p>carnivore</p> <p>vertebrate</p> <p>invertebrate</p>	<p>-Research different animal groups (mammals, birds, amphibians, reptiles and fish) and sort (or draw) pictures of each of these together</p> <p>-Research herbivores, omnivores and carnivores, and sort (or draw) pictures of each of these together</p>
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