



Churchfields Infants' School: Year One Curriculum Information

Summer Term 1: 'All the World'



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?
Art and Design	Refer to separate medium term planning for this subject (as adapted from Kapow scheme of learning)			
Computing	<p style="text-align: center;">We Are Detectives</p> <ul style="list-style-type: none"> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content -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 -Recognise common uses of technology beyond school -Learn how data can be structured as records with fields for information -How data can be organised into groups and subgroups -How data can be structured as a tree -How data can be organised into a table -How data in a table can be filtered and searched <p>Revision:</p> <ul style="list-style-type: none"> -How to stay safe when using technology -Use technology purposefully to create, organise, store, manipulate and retrieve digital content -Recognise common uses of technology beyond school 	<p style="text-align: center;">We Are Detectives</p> <ul style="list-style-type: none"> -Exploring a dataset to understand the structure of data -Exploring a dataset as virtual cards in Popplet -Creating a tree for identification of data -Inputting data into an online form in order to create a table -Creating filters to identify subsets of their data -Searching a database to solve clues! <p>Revision:</p> <ul style="list-style-type: none"> -Accessing saved work from previous sessions -Using commands and features of programmes to access, store and manipulate their own work over a period of time -Editing own work -Evaluating finished work against success criteria 	<ul style="list-style-type: none"> computing technology tablet keyboard log on log off username password online safe trusted adults privacy database dataset field filter form leaf record sort table tree 	<ul style="list-style-type: none"> -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 -Play games at home such as Guess Who? as they will complement the learning taking place in Computing about how information is organised on a database, using questions and clues to organise different pieces of information. Our brains play this game like a computer! -Share information presented in different ways with your child e.g. a simple table in a book (or on the local weather are simple and easy to read and understand) or a graph showing simple data -This free website (JIT5 (j2e.com)) (you may need to log in using your child's USO – on the back of their Reading Record!) could be incredibly useful to support children in creating their own branch database to sort some items using simple questions! (If your child is a pro at Guess Who? you may like to choose the 'People' option!) The trick is not to put too many items in on your first few goes!

Design and Technology	N/A	N/A	N/A	-In preparation for next half term, you could look at (and taste) different fruits and vegetables together: *What do they look like? *What do they feel like? *What do they smell like? *What do they taste like?
Geography	<p>Rainforests</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting environment (rainforests) <p>The following are taught throughout the year:</p> <ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Revision:</p> <ul style="list-style-type: none"> - <i>map skills</i> - <i>comparing human and physical features</i> - <i>applying knowledge of the local area in order to compare it to a more general area that is contrasting</i> 	<p>Rainforests</p> <ul style="list-style-type: none"> - identifying the area on a world map where you would find rainforests - exploring the environment in rainforests and discuss human and physical features - listing similarities and differences between South Woodford and the rainforest - creating a travel brochure for the rainforest! 	<p>map world oceans countries</p> <p>rainforest climate temperate rainy humid wildlife river waterfall</p> <p>human/physical features</p>	<p>- have a look at this website to learn more about the rainforest: https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zxdsvcw</p> <p>- have a look at this video showing some clips of a rainforest. How is it similar to and different from where we live? Can you name some human and physical features you see in the video? https://www.bbc.co.uk/teach/class-clips-video/expedition-to-guyana-rivers-and-waterfalls-no-narration/zjf92sg</p> <p>- can you show an adult some places you might find rainforests on a world map?</p>
History	N/A	N/A	N/A	N/A

<p>Music</p>	<p>Your Imagination</p> <p>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-Play tuned and untuned instruments musically</p> <p>-Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>-Experiment with sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <p>-Learn how the notes of a composition can be changed if necessary to alter the sounds made</p> <p>Revision:</p> <p><i>-Treat instruments carefully and with respect</i></p> <p><i>-Learn the names of the instruments they are playing</i></p> <p><i>-Create a simple melody of one, two or three notes</i></p> <p><i>-Learn how the notes of a composition can be written down</i></p>	<p>Your Imagination</p> <p><u>Listen and Appraise</u></p> <p>-Listening to high-quality music and discussing in more depth, using what they have learnt so far</p> <p><u>Building Musical Knowledge</u></p> <p>-Experimenting with texture of a piece of music and the effect it can have on a performance</p> <p><u>Singing</u></p> <p><u>Playing</u></p> <p>-Playing tuned instruments with increased control over rhythm and pitch (following more complex rhythms at this stage)</p> <p><u>Improvisation</u></p> <p>-Improvising simply using an instrument (tuned)</p> <p><u>Composition</u></p> <p>-Creating melodies using tuned instruments</p> <p><u>Performance</u></p> <p>-Perform a simple accompaniment using instruments</p> <p>-Record a performance, watch it back and say how they feel about it</p> <p>-Add their own ideas to a performance</p> <p>Revision:</p> <p><i>-Experimenting with dynamics (loud and quiet sounds) and the effect they can have on a performance</i></p> <p><i>-Singing using increased control over pitch and dynamics to create an effect</i></p> <p><i>-Playing tuned instruments with increased control, moving between a small number of notes</i></p> <p><i>-Listening to and following instructions from a musical leader about when to start and stop playing</i></p>	<p>keyboard drums bass pulse rhythm pitch improvise compose perform audience imagination names of instruments (tuned and untuned)</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"> • Supercalifragilisticexpialidocious from Mary Poppins • Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack • Daydream Believer by The Monkees • Rainbow Connection from The Muppet Movie • A Whole New World from Aladdin <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)?</p> <p>-Listen to some music and discuss the timbre and texture of the music (how it is put together and the sound quality created).</p> <p>-Share some music you enjoyed or enjoyed in the past with your child – what do they think?</p> <p>-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 pans in your kitchen as a starting point!)</p> <p>-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!</p>
<p>PE</p>	<p>Refer to separate medium term planning for this subject</p>			

RE	Refer to Redbridge Agreed Syllabus documentation for this subject			
<p>RSHE</p>	<p>-Explain what makes them special and what makes them feel special -Celebrate and share similarities and differences between themselves and others -Understand and name some common characteristics of family life -Understand that families can provide love and safety -Explain what makes them feel happy and safe when they're with their family Revision: <i>-Know who their trusted grown ups are</i> <i>-Know that their body parts covered by their underwear belong to them</i> <i>-Know that their body parts covered by their underwear are private</i> <i>-Understand the effect a sense of belonging has on themselves and others</i></p>	<p>-Range of discussion, responding to scenarios and engaging with stories and videos related to topics covered Revision: <i>-Understanding private body parts</i> <i>-Behaving appropriately and showing respect for their own privacy and that of others</i></p>	<p>special individual different feelings similarity difference ourselves others sharing changes family Mum/Dad/brother/ sister etc., plus other names children may use for family members when discussing them values love caring respect happiness safety</p>	<p>-Ensure you continue to tell your child how special they are and why! Can they do the same for you? -Identify similarities and differences between your child and others, yourself and others, and your family and others -Celebrate similarities and differences and discuss how they can help you learn new things about others and the world -Maybe you could make a list together of what makes your family special? Talk about family events and celebrations, traditions in your family and things you like doing together</p>
<p>Science</p>	<p>Plants (x6) -Understanding that seeds grow into plants -Explore and observe garden and wild plants within the immediate environment -Identify and names common wild and garden plants and trees (including deciduous and evergreen) within the immediate environment -Identify and describe the parts of a plant and labelling these -Recognising fruits and vegetables as varieties of plants</p>	<p>-Immediate environment walk/exploration -Leaf and bark rubbings -Flowering plant observations (magnifying glasses) and dissection (basic structure/understanding of parts) -Potential visit to local garden centre or setting up own garden centres within classrooms (seeds or beans); make predictions about what will happen; how will we keep the plants healthy? -Set up diaries to observe growth/changes over time Link texts: <i>*A Little Guide to Wild Flowers - Charlotte Voake</i> <i>*Ten Seeds - Ruth Brown</i> <i>*The Things That I Love about Trees - Chris Butterworth</i> <i>*Harry's Hazelnut - Ruth Parsons</i> <i>*The Amazing Plant Life Cycle Story - Kay Barnham</i></p>	<p>flower leaf stem root sunlight air water food leaves trunk branches deciduous evergreen</p>	<p>-You could visit a nearby park or green space – what plants and trees do you notice there? -You could visit a nearby garden centre together; this could provide an opportunity to buy some seeds or beans to plant and grow together. How do we help them to grow? How do they change over time?</p>

