



Year 1 - Summer

History (Titanic)	Geography (Journey of the Titanic)	Computing (Word Processing)	Art /DT (Food)	Science (Plants)	RE (Christianity)
<ul style="list-style-type: none"> •Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> •Name and locate the world's seven continents and five oceans •The location of hot and cold areas of the world in relation to the Equator and the North and South Poles •Use world maps, atlases and globes to identify countries, continents and oceans studied •Use simple compass directions and locational and directional language 	<ul style="list-style-type: none"> •Use technology purposefully to create, organise, store, manipulate and retrieve digital content •Recognise common uses of information technology beyond school •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 or other online technologies. 	<ul style="list-style-type: none"> •Design purposeful, functional, appealing products for themselves and other users baser on design criteria •Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT •Select from and use a range of equipment to perform practical tasks •Select from and use a wide range of materials according to their characteristics •Explore and evaluate a range of exiting products •Evaluate their own ideas and products against design criteria •Use a range of materials creatively to design and make products •Use drawings and paintings to develop and share ideas, experiences and imagination •Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space •Learn about the work f a range of artists and make links to their own work 	<ul style="list-style-type: none"> •Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees •Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> •Why is the Bible special to Christians?
Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
<ul style="list-style-type: none"> ◊To understand what the Titanic was and why was it so famous (link to Victorians & great exhibition -the unsinkable ship) ◊The chronology of ship building—link to the local history and what industry in the area is like now ◊About the grandeur and opulence of the ship and begin to think about who it was built for—what did it look like inside? Why was it so impressive? ◊What the key differences would have been for first and third class passengers ◊Enrichment options—Sunderland museum, Newcastle discovery museum or historic ship yards 	<ul style="list-style-type: none"> ◊About industry in the North East—compare to Belfast where the Titanic was built (link back to Victorians) ◊Where the Titanic sunk and why ◊Plot the journey that the Titanic took/ should have taken (link back to oceans and the route that Shackleton took—would they have crossed over?) ◊What ultimately happened to the Titanic (link back to Polar regions) ◊Key differences between historic and modern day travel to America—compare how long it took and the routes ◊To explore New York—The Titanic's planned destination (link forward to America topic in Year 6) 	<ul style="list-style-type: none"> ◊To locate keys on a QWERTY keyboard (paper copy) ◊To practise typing on a QWERTY keyboard (iPad and mini laptop) ◊To practise typing given information by logging onto a website on an iPad (eg. spelling shed) ◊To open word and write your name (extension: with a capital letter) ◊To know how to delete and spell check text in a word document ◊To learn how to save a document ◊To open an existing document and add text ◊To identify common uses of information technology in and beyond school. 	<ul style="list-style-type: none"> <u>Art 1: Print making</u> ◊To explore a range of print art and create own prints using paint and sponges. ◊To choose the print/ object/ shape they wish to use for their pattern. ◊To create Plasticine prints by pressing the chosen objects into Plasticine. ◊To create patterns by painting Plasticine. <u>Art 2: Magic spells (observational drawings)</u> ◊Information about Van Gogh as an Artist and his famous art work. ◊To sketch and shade images of flowers using a pencil. ◊To use colour to highlight and create tone. ◊To observe still life sunflowers to produce a painting in the style of Van Gogh. <u>DT: Food—preparing fruit and vegetables</u> ◊To handle, taste, smell a range of fruit and vegetables; discuss how they are grown and a favourite/least favourite food they have tasted. ◊Basic food hygiene ◊How to prepare the food: washing, cutting, slicing, peeling, squeezing. ◊To create a simple design brief, including the purpose, who it is for, the food they will be using, how they will present it, utensils they will use ◊To create an annotated sketch ◊To use the design brief to make a fruit and vegetable kebab. ◊To evaluate the product against the original design, and discuss improvements that could be made next time 	<ul style="list-style-type: none"> ◊To name a range of common flowering plants and complete a flower hunt in school grounds ◊To identify and describe the basic structure of a variety of common flowering plants ◊How to plant a seed and grow a plant ◊To identify and explain fruit/ vegetables that grow on trees and underground ◊To identify and describe the basic structure of a variety of trees ◊To understand the meaning of 'deciduous' and 'evergreen' and identify examples of both ◊To explore how plants and trees change through the four seasons (applied maths—months of the year) ◊To visit Botanic Gardens, Durham to explore trees and plants ◊To explore plant life within a desert (problems, identify plant growth and label a cactus) ◊To explore plant life within a jungle (problems, identify plant growth and label a pitcher plant) ◊To compare plants/trees within different environments/habitats 	<ul style="list-style-type: none"> ◊What the Bible is and who uses it ◊To discuss their own favourite books and why the Bible is important to Christians— link to the story of Mary Jones. ◊How Christians use the Bible at home and at church. ◊To explore the Old and New Testaments in the Bible and understand the key differences ◊To discuss what Christians can learn about God through Bible stories
<p><u>Language</u></p> <p>Unsinkable/ sunk , first and third class, famous.</p>	<p><u>Language</u></p> <p>Belfast, destination, journey, ocean, route, New York</p>	<p><u>Language</u></p> <p>QWERTY, Word Document, Publisher, passwords, log ins, terms and conditions</p>	<p><u>Language</u></p> <p>Observational, highlight, tone, still life, hygiene, prepare</p>	<p><u>Language</u></p> <p>Common flowering plants, deciduous, evergreen, seasons, plant names, photosynthesis, habitat, environment</p>	<p><u>Language</u></p> <p>Bible, Old and New Testament, sacred texts and scriptures</p>