



Year 1 - Summer MTP

Subject	Geography Oceans and continents	History Great Fire of London	RE Why is the Bible special to Christians?	PSHCE Su1: Who helps keep us safe? Su2: How can we look after each other and the world?	Science Plants
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Name and locate the world's seven continents and five oceans <input type="checkbox"/> Identify the location of hot and cold area of the world in relation to the Equator and the North and South Poles <input type="checkbox"/> Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage <input type="checkbox"/> Use simple compass directions and locational and directional language to describe the location of features and routes on a map 	<ul style="list-style-type: none"> <input type="checkbox"/> know and understand the history of these islands as a coherent, chronological narrative <input type="checkbox"/> Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> <input type="checkbox"/> The Bible as the holy book of Christians which tells them about God <input type="checkbox"/> How the Bible is treated with respect e.g. read from the lectern in some churches, special Bibles <input type="checkbox"/> Some stories from the Bible—Old and New Testament 	<ul style="list-style-type: none"> <input type="checkbox"/> In school and wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <input type="checkbox"/> How to respond safely and appropriately to adults they may encounter (in all context, including online) whom they do not know <input type="checkbox"/> How to recognise and report feelings of being unsafe or feeling bad about any adult <input type="checkbox"/> How to ask for advice or help for themselves or others and to keep trying until they are heard <input type="checkbox"/> Where to get advice e.g. family, school and/ or other sources <input type="checkbox"/> How to make a clear and efficient call to emergency services if necessary 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <input type="checkbox"/> Identify and describe the basic structure of a variety of common flowering plants, including trees <input type="checkbox"/> Use the local environment throughout the year to explore and answer questions about plants growing in their habitat <input type="checkbox"/> Become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem)
Intent	Overview of the oceans and continents	Understanding this as a key event in our history and beginning to look at cause and effect	Know what the Bible is and some key stories	Su1: different jobs in the community who keep us safe Su2: being kind/ caring, looking after people, animals, environment	identify common plants and name basic structure
Proposed sequence- not necessarily one bullet point per lesson <small>(Lesson context/ activity idea/ notes may be added in brackets)</small>	<ul style="list-style-type: none"> <input type="checkbox"/> Global jigsaw – go over the 7/5 (split the globe into 5/6 pieces and look at a section each week) <input type="checkbox"/> Focus on Europe and Arctic Ocean <input type="checkbox"/> Africa and Atlantic Ocean <input type="checkbox"/> Asia and Indian Ocean <input type="checkbox"/> Australia and Pacific Ocean <input type="checkbox"/> The Americas and link back to Pacific Ocean <input type="checkbox"/> Antarctica and the Southern Ocean 	<ul style="list-style-type: none"> <input type="checkbox"/> City of London before the fire (buildings, layout, setting the scene) <input type="checkbox"/> Causes of the fire – why did it happen, whose fault was it? Baker on trial. <input type="checkbox"/> The fire – what happened <input type="checkbox"/> Samuel Pepys – what was it like to be there when there was the fire? <input type="checkbox"/> Fire time capsule – what would you bury? <input type="checkbox"/> A city in ruins <input type="checkbox"/> Aftermath – impact on fire service 	<ul style="list-style-type: none"> <input type="checkbox"/> What is the Bible? What's inside? <input type="checkbox"/> When and how the Bible is used. Link to rites of passage – weddings, christenings, etc. <input type="checkbox"/> Parables/ teachings <input type="checkbox"/> A story/ parable in each subsequent lesson and why it is important 	<ul style="list-style-type: none"> <input type="checkbox"/> that people have different roles in the community to help them (and others) keep safe <input type="checkbox"/> the jobs they do and how they help people <input type="checkbox"/> who can help them in different places and situations; how to attract someone's attention or ask for help; what to say <input type="checkbox"/> how to respond safely to adults they don't know <input type="checkbox"/> what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard <input type="checkbox"/> How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say <input type="checkbox"/> Behaviour – play (kind and unkind) <input type="checkbox"/> Responsibilities (of the children in school and outside) <input type="checkbox"/> How people and animals need to be looked after (role play) <input type="checkbox"/> What can harm the local and global environment and what we can do to help <input type="checkbox"/> Litter pick <input type="checkbox"/> How people grow and change as we grow from young to old <input type="checkbox"/> How to manage change when moving to a new class or year group 	<ul style="list-style-type: none"> <input type="checkbox"/> Parts of a plant and their functions <input type="checkbox"/> Different parts in different flowers <input type="checkbox"/> Dangerous plants/ plants in danger <input type="checkbox"/> Identify common flowers <input type="checkbox"/> Identify local plants and trees <input type="checkbox"/> Labelled diagrams of plants (from observation of real plants/ flowers in class) <input type="checkbox"/> Grouping and sorting plants <input type="checkbox"/> How tree/ plants change over time <input type="checkbox"/> Compare and contrast familiar plants



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Subject	Computing	D.T. Preparing fruit and vegetables	Art Plasticine printing Barnabus Project	Music	PE Team Games
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Understand what algorithms are <input type="checkbox"/> Create and debug simple programs <input type="checkbox"/> Use logical reasoning to predict the behaviour of simple programs <input type="checkbox"/> Use technology purposively to create, organise, store, manipulate and retrieve digital content <input type="checkbox"/> Recognise common uses for IT beyond school <input type="checkbox"/> Use technology safely and respectfully 	<ul style="list-style-type: none"> <input type="checkbox"/> Use basic principles of a healthy and varied diet to prepare dishes <input type="checkbox"/> Understand where food comes from 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of materials creatively (plasticine, clay, string, card) <input type="checkbox"/> Use printing and sculpture to develop and share their ideas, experiences and imagination <input type="checkbox"/> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> <input type="checkbox"/> Sing Chants, Unison Songs, Pentatonic and Call and response songs <input type="checkbox"/> Develop confidence in Pulse/Beat/ Pitch <input type="checkbox"/> Use Crotchet/Quaver/Rest notation <input type="checkbox"/> Listen to music from different genres <input type="checkbox"/> Identify instruments in school <input type="checkbox"/> Use Classroom percussion 	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop competence to excel in a broad range of physical activities <input type="checkbox"/> Are physically active for sustained periods of time <input type="checkbox"/> Engage in competitive sports and activities <input type="checkbox"/> Lead healthy, active lives <input type="checkbox"/> 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 <input type="checkbox"/> Participate in team games, developing simple tactics for attacking and defending
Intent	Apply skills to a range of software products within Purple Mash	Use a range of tools to prepare fruit and vegetables	Print using plasticine. Model plasticine from imagination.	<input type="checkbox"/> Singing in different styles.	To apply previous FUNdamental movement skills into game situations
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to spreadsheets <input type="checkbox"/> Adding images to a spreadsheet and using the image toolbox <input type="checkbox"/> Using the 'speak' and 'count' tools in 2Calculate to count items <input type="checkbox"/> What is technology? <input type="checkbox"/> Technology outside school 	<ul style="list-style-type: none"> <input type="checkbox"/> What can be learnt through experiencing some common fruit and vegetables? <input type="checkbox"/> Design an appealing fruit or vegetable dish, selecting ingredients based on their characteristics <input type="checkbox"/> Use simple utensils and equipment to peel, cut, slice, squeeze, grate or chop safely. <input type="checkbox"/> Taste and evaluate their finished product 	Printing: <ul style="list-style-type: none"> <input type="checkbox"/> Explore printing using different items and the effects it can have <input type="checkbox"/> Experiment with relief and impressed printing and the difference between the two <input type="checkbox"/> Create detailed prints using plasticine and applying colour wheel work Barnabus Project: <ul style="list-style-type: none"> <input type="checkbox"/> Use plasticine and clay to model rolling, pinching and kneading and the difference between the materials <input type="checkbox"/> Read stimulus story and example animals - practice forming some from the materials <input type="checkbox"/> Mould 'failed' project from imagination - not drawing first 	<ul style="list-style-type: none"> <input type="checkbox"/> Sing Dr Knickerbocker/Your Imagination/Orange Song/Superman Song <input type="checkbox"/> Movement to find the Pulse games <input type="checkbox"/> Identify high/Low pitches on Glock. Understand the concept of Pitch. <input type="checkbox"/> Listen to Music from different genres, what instruments are playing? Is the song happy/sad? <input type="checkbox"/> Use Blob grids to introduce notation. Tea/Coffee/rest <input type="checkbox"/> Play Small percussion instruments along with the beat. Improvise rhythms—Make a classroom Band! 	<ul style="list-style-type: none"> <input type="checkbox"/> Please refer to the PE progression document for specific skills taught