



## SUMMER TERM CURRICULUM PLAN

### YEAR GROUP 1

<p><b>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</b></p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p><b>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</b></p>	<p>Our curriculum is <b>cohesive</b> across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is <b>creative</b>, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is <b>collaborative</b>. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>
<p>Experiences and the wider world of the environment for this term.</p>			

SCIENCE		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>I can gather and record data (using a table format) to help me answer questions</p>	<p><b><u>Keeping Fit (topic due to community demographic)</u></b>            Know why it is important to wash hands.            Find out about what makes a healthy lunch box.            Scientist: Nutritionist (talk through that it is the job they are doing rather than a specific person).   <b><u>Plants</u></b></p>	<p><b><u>Keeping Fit (topic due to community demographic)</u></b>            hygiene, bacteria, soap, clean, healthy, balanced, diet, vegetables, meat, carbohydrates, dairy</p>

	<ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> </ul> <p><b>Scientist:</b> Beatrix Potter</p> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>• Name and identify common animals including fish, amphibians, reptiles, birds and mammals. Sort pictures into groups based on their physical characteristics.</li> <li>• Name and identify carnivores, herbivores and omnivores. Looking at the animal's primary diet, Venn diagram pictures. Identify, name, draw and label the basic parts of the human body (eyes, nose, mouth, ears, hands, legs etc) Children to compare themselves against others (feet size etc.) and link parts to my senses (e.g. eyes to see, nose to smell etc.)</li> <li>• Compare the structure of a variety of common animals including fish, amphibians, reptiles, birds, mammals and pets.</li> </ul> <p><b>Scientist:</b> Zoologist, Marine biologist</p>	<p><b><u>Plants</u></b>  Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud.  Names of trees in the local area  Names of garden and wild flowering plants in the local area.</p> <p><b><u>Animals Including Humans</u></b>  Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves  Names of animals experienced first-hand from each vertebrate group</p>
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HISTORY		
Skills as an Historian	Substantive knowledge	Vocabulary
Historical significance Sources of evidence - how do we know about this?	Stories of rulers Who are they? Where did they live? How they ruled people How they ruled land.	
Chronological understanding Historical significance Change and continuity	Ships and seafarers Early boats/ floating and development Life on a ship Navigation / maps Local bodies of water Language of sea faring Trade	

GEOGRAPHY		
Skills as a geographer	Substantive knowledge	Vocabulary
Collecting and interpreting Analysing and communicating	Living by the sea Case study of Llandudno What is a coastline? Physical and human features Land use - open spaces and urban space Houses Staying safe	

	Compass points Contrast to Lichfield/ Stoke/ Birmingham/Great Haywood	
Collecting and interpreting Analysing and communicating	Working hard What is work? What jobs do we know? Earning a wage - buying and selling What jobs can be found in the city/countryside/coast? Working in a factory What jobs are there in our area?	

RELIGIOUS EDUCATION		
Skills as a Theologist	Substantive knowledge	Vocabulary
<p>I can say which day of the week is my favourite.</p> <p>I can talk about food I would like to share in special meal, for example, a birthday lunch.</p>	<p>I can use the right names for things that are special to Jewish people.</p> <ul style="list-style-type: none"> <li>- Kippah</li> <li>- Challah</li> <li>- Kiddush</li> <li>- Shabbat Candlesticks</li> <li>- Havdalah Candle</li> </ul> <p>I can explain why special things are used during Shabbat, see above.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour. Children to experience aspects of the Shabbat meal, listen to the blessings, etc. Children to learn about the significance of the food, the blessings, the ceremony and family time.</p>	<p>Jewish</p> <p>Shabbat</p> <p>Challah</p> <p>Kippah</p> <p>Synagogue</p> <p>Challah</p> <p>Kiddush cup</p> <p>Shabbat candlesticks</p> <p>Havdalah Candle</p>
<p>I can say how it feels to say sorry and what I have said sorry for, for example, when I have hurt a friend's feelings.</p>	<p>I can explain Rosh Hashanah (Jewish New Year) and Yom Kippur (The day of self reflection).</p> <p>I can choose a picture (of self reflection, an apology, a unkind act or a Synagogue- page 79 of Y1 Discovery RE resources).</p> <p>I can give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	<p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>Shofar</p>

DESIGN TECHNOLOGY		
Skills as Design technologist	Substantive knowledge	Vocabulary
<p><u>Explore</u></p> <ul style="list-style-type: none"> <li>• I can think of ideas and recognise characteristics of familiar products (fruit).</li> <li>• I understand where food comes from</li> </ul>	<p><u>Explore</u></p> <ul style="list-style-type: none"> <li>- I know the names of different types of fruit and their tastes.</li> <li>- I know how to prepare fruit before it is used and eaten.</li> <li>- I know where different fruits originate.</li> <li>- I know what a fruit kebab is.</li> <li>- I know what a recipe is and why we need it.</li> </ul>	<p>Cut</p> <p>Measure</p> <p>Chop</p> <p>Ingredients</p> <p>Recipe</p> <p><b>Peel</b></p> <p><b>Skewer</b></p> <p>Grease-proof paper</p>

<p>(where to buy fruit and where fruits originate).</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can use pictures and words to describe what I want to do.</li> <li>I can label my drawing.</li> <li>I can use a template to create a design.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can explain what I am making and which tools I am using.</li> <li>I can use tools to cut, peel, skewer ingredients safely and hygienically with help.</li> <li>I can be hygienic when preparing food.</li> <li>I can use the basic principles of a healthy and varied diet to prepare dishes</li> </ul>	<p><u>Design</u></p> <ul style="list-style-type: none"> <li>I know what ingredients are needed to make a fruit kebab.</li> <li>I know what tools I need to make a fruit kebab.</li> <li>I can design what my fruit kebab with look like. For example, size of pieces, order of fruit.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I know and understand that clean hands prevent the spread of germs.</li> <li>I know what using tools safely looks like.</li> <li>I know what tools I need to carry out tasks. For example, a skewer, a knife to cut, chopping board, hands to peel.</li> <li>I know how to prepare fruit.</li> <li>I know how to assemble a fruit kebab.</li> </ul>	<p>Kitchen foil Knife Chopping board <b>Preparation</b> <b>Assemble</b></p>
<p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can talk about my own and other people's work in simple terms.</li> <li>I can describe how a product works.</li> </ul>	<p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I know what I like about my product.</li> <li>I know what I would change.</li> <li>I know what I like about another person's fruit kebab.</li> <li>I know what skills I used to make the fruit kebab.</li> </ul>	

ART		
Skills as an Artist	Substantive knowledge	Vocabulary
<p><u>Printing</u> I can press, roll, rub and stamp to make prints (using fruit and vegetables).</p> <p><u>3D</u> Use inspiration to make a collage using natural materials.</p>	<p><u>Printing</u> Know how to make prints by using press, roll and rub.</p> <p><u>3D</u> Know what a collage is. Know that different effects can be made through layering, putting different materials together and choosing colours to represent an image or create an effect.</p>	<p>Collage Print stamp</p>

	Know that there are a variety of materials, shapes and techniques that I can use to create a collage, / Know what materials I used to create my collage.	
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COMPUTING		
Skills as a Computer scientist	Substantive knowledge	Vocabulary
<p><b><u>E Safety</u></b></p> <p><b><u>Online reputation</u></b></p> <p>Recognise that information can stay online and could be copied.</p> <p><b><u>Online bullying</u></b></p> <p>Describe how to behave online in ways that do not upset others and give examples.</p> <p><b><u>Digital Literacy</u></b></p> <p>Paint with different colours. Paint with different brushes. Create shapes. I can take pictures, download and insert them into a text document, I can use digital video e.g in PE as a tool to evaluate, I can save, open and print documents.</p>	<p><b><u>E Safety</u></b></p> <p><b><u>Online reputation</u></b></p> <ul style="list-style-type: none"> <li>Know what information I should not put online without asking a trusted adult.</li> </ul> <p><b><u>Online bullying</u></b></p> <ul style="list-style-type: none"> <li>Know how to behave online in ways that does not upset others.</li> </ul> <p><b><u>Digital Literacy</u></b></p> <p>Know that you can use a digital device to create work. Know how to get information from one device to another.</p>	<p><b><u>Online reputation</u></b></p> <p>Online information</p> <p><b><u>Online bullying</u></b></p> <p>Online behaviour</p> <p>Download Text Keyboard Save Open Print</p>

PSHE	
<p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> <li>what it means to be healthy and why it is important.</li> <li>ways to take care of themselves on a daily basis</li> <li>about basic hygiene routines, e.g. hand washing</li> <li>about healthy and unhealthy foods, including sugar intake</li> <li>about physical activity and how it keeps people healthy</li> <li>Know the difference between healthy and unhealthy choices and how they make them feel.</li> <li>about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>how to keep safe in the sun</li> <li>how to cross the road safely.</li> </ul>
<p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>to recognise what makes them special and unique including their likes, dislikes, interests and what they are good at</li> <li>how to manage and whom to tell when finding things difficult, or when things go wrong both in school and out of school.</li> <li>how they are the same and different: gender, race, interests, likes and dislikes.</li> <li>About different kinds of feelings and the language to express these emotions.</li> <li>how to recognise feelings in themselves and others</li> <li>how feelings can affect how people behave.</li> <li>About the basic life cycles of animals and humans.</li> </ul>

	<ul style="list-style-type: none"> <li>• How we change as we grow up and that we all grow and change at different rates.</li> </ul>
<p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> <li>• how rules can help to keep us safe – what the rules are at school and why we have them.</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>

<b>MUSIC</b>		
Skills as a Musician	Substantive knowledge	Vocabulary
<p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Explore making different sounds with the voice ( including beatboxing) and percussion instruments and the body.</li> <li>• Sing and chant songs and rhymes in unison, keeping a steady beat for exercise, i.e Jump Rope song.</li> <li>• Follow a leader when Performing as a group to be louder and quieter.</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>• Use beat boxing and body percussion to create simple rhythmic patterns.</li> <li>• Add additional words/lines: to Head, Shoulders, Knees and Toes.</li> </ul>	<p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Recognise visual signs for start, stop, mime actions, sing in your head.</li> <li>• Know and sing: Heads, Shoulders, Knees and Toes; One Finger, One Thumb Keep Moving; Grand old Duke of York, Jump Rope, Teddy Bear.</li> <li>• Know what beat boxing is.</li> <li>• Know that body percussion can be used to make rhythms: tapping, clapping, rubbing hands and clicking.</li> <li>• Know the meaning of the words: dynamics, crescendo and diminuendo.</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>• Know how to use percussion instruments and body percussion to add a pulse or rhythm to an existing song or a beat box composition.</li> <li>• Know that instruments, voices and body percussion can be used to create crescendos and diminuendos.</li> </ul>	<p>Pulse Rhythm Pitch Dynamics Conductor Composition Verse Chorus</p> <p><b>Crescendo</b> <b>Diminuendo</b> <b>Volume</b></p>

<p><b><u>Aural awareness</u></b></p> <ul style="list-style-type: none"> <li>Identify body percussion sounds.</li> <li>Copy back simple rhythmic patterns and melodies using songs.</li> <li>Recognise duration as being long or short.</li> <li>Recognise differences in dynamics as loud or soft.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>Comment on own performances and compositions, saying how improvements could be made.</li> <li>Talk about how the music makes them feel and why.</li> </ul>	<p><b><u>Aural awareness</u></b></p> <ul style="list-style-type: none"> <li>Know that sounds can be created with the voice and body (beat boxing and body percussion).</li> <li>Know that notes can be made longer and shorter.</li> <li>Know that sounds can be louder or quieter.</li> </ul>	
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PHYSICAL EDUCATION		
Skills as an Athlete	Substantive knowledge	Vocabulary
<p><u>Teamwork</u></p> <ul style="list-style-type: none"> <li>- I can take turns.</li> <li>- I can listen when someone else is giving their idea.</li> <li>- I can follow instructions based on a job role.</li> </ul> <p><u>Fitness</u></p> <ul style="list-style-type: none"> <li>- I can do 60 minutes of active exercise in a day.</li> </ul> <p><u>Health and Safety</u></p> <ul style="list-style-type: none"> <li>- I can say what safe means to me.</li> <li>- I can begin to identify actions/areas that may be unsafe.</li> <li>- I can begin to set up equipment and apparatus safely.</li> </ul> <p><u>Competition</u></p> <ul style="list-style-type: none"> <li>- I can compete against my peers.</li> <li>- I can win and lose without becoming upset.</li> <li>- I can be pleased for the winner.</li> </ul> <p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>- I can lead a partner.</li> </ul> <p><u>Healthy Lifestyle</u></p>	<ul style="list-style-type: none"> <li>- I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward)</li> <li>- I can perform a jump forward.</li> <li>- I can perform a jump side wards.</li> <li>- I can introduce speed to my jumps whilst remaining consistent.</li> <li>- I can work to beat my score each time.</li> <li>- I can show a burst of speed from a standing start.</li> <li>- I can push off from a start position.</li> <li>- I can run at my top speed.</li> <li>- I can show a good technique when running.</li> <li>- I can make an exchange of a baton in an effective way.</li> <li>- I can show 'ready' with an open hand and a start position.</li> <li>- I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward)</li> <li>- I can introduce distance to my jumps.</li> <li>- I can perform a jump forwards whilst walking, then jogging and then running.</li> <li>- I can keep my technique consistent.</li> <li>- I can land safely with bended knees.</li> <li>- I can work on an area that I have found challenging.</li> <li>- I know how to run and jump correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Move</li> <li>- Control</li> <li>- Purpose</li> <li>- Changing</li> <li>- Hopping</li> <li>- Walking</li> <li>- Jogging</li> <li>- Running</li> <li>- Personal best</li> <li>- Jump</li> <li>- Land</li> <li>- Bended knees</li> </ul>



<ul style="list-style-type: none"> <li>- I can identify the changes I can feel when I exercise (heart rate, breathing, sweating)</li> <li>- I can begin to understand why I need to exercise.</li> <li>- I can take part in a warm-up and cool down.</li> </ul> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>- I can make a positive comment on another's performance.</li> <li>- I can explain how I did something.</li> </ul>	<ul style="list-style-type: none"> <li>- I can perform &amp; create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.)</li> <li>- I can select &amp; use a wide range of compositional skills to demonstrate ideas.</li> <li>- I can participate for at least 90% of the lesson with full enthusiasm.</li> <li>- I can stretch my muscles, using my knowledge of which muscles will be used.</li> <li>- I am able to touch my toes both standing and sitting and can guide others to follow suit.</li> <li>- I can lead my own warm up &amp; demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation.</li> <li>- I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements.</li> <li>- I know that a warm up and cool down is essential to prevent injury.</li> </ul>	<ul style="list-style-type: none"> <li>- Warm up</li> <li>- Cool down</li> <li>- Muscle groups</li> <li>- Arms: forearms, triceps, biceps, shoulders</li> <li>- Legs: quads, hamstrings, calves, glutes</li> <li>- Core: abdominal, chest, back</li> </ul>
	<ul style="list-style-type: none"> <li>- I can roll a ball with control using both hands.</li> <li>- I can scoop the ball from the floor.</li> <li>- I can use the correct amount of force when rolling.</li> <li>- I can throw a ball with both hands.</li> <li>- I can throw a ball with control using both hands.</li> <li>- I can scoop catch the ball from the air.</li> <li>- I can use the correct amount of force when throwing.</li> <li>- I can throw a ball with both hands.</li> <li>- I can throw a ball with increasing control using both hands.</li> <li>- I can throw a small ball with both hands.</li> <li>- I can begin to throw a small ball with increasing control using both hands.</li> <li>- I can work on an area that I have found challenging.</li> </ul>	<ul style="list-style-type: none"> <li>- Chest push</li> <li>- Underarm</li> <li>- Scoop catch</li> <li>- Control</li> <li>- Consistency</li> <li>- Accuracy</li> </ul>