

**Non-Topic Termly Overviews**

Year: 1

Term: Summer

Subjects	Objectives/Learning intentions
Computing	Multimedia <ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages Technology in lives <ul style="list-style-type: none"> Use a range of devices and applications across all curriculum areas
Music	Listen and Appraise <ul style="list-style-type: none"> I know the Year 1 songs by heart I know what our songs are about I can know the names and can recognise the sound of some of the instruments they use. I can learn how to enjoy moving to music by dancing, marching, being animals or pop stars. Musical Activities <p>Games</p> <ul style="list-style-type: none"> I know that music has a steady pulse, like a heartbeat I can find the pulse of the song on my own or with support I can clap the rhythm of my name, favourite colour etc I can listen to a rhythm and clap back I can listen and sing back <p>Singing</p> <ul style="list-style-type: none"> I can sing or rap our songs from memory and in unison I can learn about voices, singing notes in different pitches - high and low I can make different types of sounds with my voice – rapping or saying words in rhythm I can start and stop singing when following a leader <p>Playing</p> <ul style="list-style-type: none"> I know the name of the instruments I am playing I can play an instrumental part that matches my musical challenge – one-note, simple or medium I know the names of the notes in my part from memory or when written down <p>Improvisation</p> <ul style="list-style-type: none"> I know improvisation is making up your own tunes on the spot and it isn't written down – everyone can improvise I can improvise – I can clap/sing my own answers, I can play my own answer, I can improvise with one or two notes <p>Compositions</p> <ul style="list-style-type: none"> I know composing is like a story with music – everyone can compose I can help to compose a simple melody using one, two or three notes Performance <ul style="list-style-type: none"> I know performance is sharing music with an audience I can perform a song and say how I felt about it I know it can be for a special occasion and involve different size groups
PE	To Acquire and Develop Skills (Copy and repeat simple skills) <p>Games</p> <ul style="list-style-type: none"> Use the basic actions for rolling, hitting, running, jumping, catching and kicking skills in combination showing control and accuracy. Move fluently, changing direction and speed easily avoiding collisions <p>Athletics</p> <ul style="list-style-type: none"> Basic running, jumping and throwing skills; run at different speeds, jump with accuracy, use a small range of techniques To Select and Apply skills, tactics and compositional ideas (Pupils link simple actions and skills) <p>Games</p>

	<ul style="list-style-type: none"> Choose and use skills effectively for particular games understanding the concepts of aiming, hitting into space and taking the ball to a good position for aiming Use skills in different ways in games, and try to win by changing the way they use their skills in response to their opponent's actions <p>Athletics</p> <ul style="list-style-type: none"> Apply and combine skills Choose which throwing and retrieving technique to use <p>To have a knowledge and understanding of health and fitness</p> <ul style="list-style-type: none"> Can describe how their bodies feel when still and when exercising Can talk about how to exercise safely
PSHE	<p>Growing Up and Relationships</p> <ul style="list-style-type: none"> I know what respect means I know people who care for me e.g. parents, siblings, grandparents, relatives, friends and teachers I know the role these people play in my life and how they care for me I know what it means to be a family and how families are different I know how important it is to tell someone – and how to tell them – if I am worried about something in my family I can recognise what makes me special and unique (including my likes, dislikes and what they are good at) I know who to tell when finding things difficult, or when things go wrong I know that I am the same and different to others I know about situations when someone's body or feelings might be hurt and whom to go to for help I know about what it means to keep something private, including parts of the body that are private I can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) I know how to respond if being touched makes me feel uncomfortable or unsafe I know when it is important to ask for permission to touch others I know how to ask for and give/not give permission. <p>Being safe</p> <ul style="list-style-type: none"> I know how rules can keep us safe I can say why some things have age restrictions e.g. TV and film, games, toys or play areas I can say how I can keep safe in the sun I know what to do if I feel unsafe or feel bad about any adult I can explain how to wash my hands correctly as part of my hygiene routine I can explain why sleep and rest are important for growth and keeping healthy I can talk about different ways that germs are spread.
RE	<p>Sacred Places</p> <p>What are Christian places of worship like?</p> <ul style="list-style-type: none"> What makes somewhere sacred? What are the names given to features/objects you would see in a Christian place of worship? Do you know how some of these are used? How are different Christian sacred places similar and/or different? What would your sacred place be and why would it be sacred to you? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> Talk about a place that is special, why it is special and what is sacred in a particular place of worship Give examples of symbols, features and objects that you would see in a Christian place of worship Recognise and share the similarities and differences between my special place and a sacred place

	<ul style="list-style-type: none"> Suggest two reasons why a person belonging to a particular religion chooses to go to their place of worship <p>World Views</p> <p>What does it mean to belong to a community?</p> <ul style="list-style-type: none"> What did Jesus teach us about love and being valued? What does Islam teach about love? How do people show they love each other and belong to each other when they get married? How do people express their identity and belonging within faith and non-faith communities? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Identify at least two ways people show they love each other and belong to each other when they get married (Christian and non-religious) Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas
Cultural Capital	<p>Money week</p> <ul style="list-style-type: none"> I know that everyone has different strengths, in and out of school I know that you need different strengths and interests to do different jobs I know about people whose job it is to help us in the community I can name different jobs and the work people do
English	Jack and the Beanstalk

