

Year One Summer One					
Science Knowledge (animals including humans)	Know the meaning of carnivore, herbivore and omnivore. Name animals from each group.	Know the names of common fish, amphibians, reptiles, birds, and mammals – including pets.	Know the name of common animal structures from all categories.	Know how to care for animals and that they need to be in their natural environment.	BROADENING HORIZONS Farm visit or visitors Zoo lab visit Visit from a vet
Science Skills	Simple test – can you identify the droppings for each category of animal	Use your senses to compare differences – textures, sounds, smells Draw and label diagrams of animals	Describe and compare the structures of animals Sort/classify into groups	Draw and label diagrams of animals.	Continue ongoing work on seasons – plant vegetables
Geography Knowledge	Know physical geographic vocabulary – beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather.	Know manmade geographic vocabulary – city, town, village, factory, farm, house, office, port, harbour, shop.	Know the four seasons – ongoing work on weather and observations.		
Geography Skills	Observations of locality	Observe seasonal changes			
Art Knowledge (printing)	Know the different between natural and manmade objects	Know that a rubbing creates a copy on paper	Recognise and copy patterns in the environment		
Art Skills	Use objects to make prints of objects.	Use different levels of pressure to create prints	Use printing inks with care to create clear images		

Year One Summer One					
History Knowledge					
History Skills					
DT Knowledge (food tech)	We should try to eat 5 pieces of fruit and veg a day	We need to use good hand hygiene when we prepare food	Know that we design for a purpose.		
DT Skills	Be able to chop fruit safely using a bridge and a claw hold	Be able to select from a range of ingredients.			
Computing Knowledge (Coding 1.7)	To understand what coding means.				
Computing Skills	To use design mode to set up a scene.	To add characters.	To use code blocks to make the character perform actions.	To use collision detection	To save and share work.

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RE Knowledge (Christianity)	Know the rituals associated with Christenings	Know that Christians pray e.g say grace and bedtime prayers			
RE Skills	Talk about their own beliefs and experiences of religious rituals				
PSHE Knowledge	I know it is important to look after my body (health)	I know what my body needs to stay healthy: exercise and diet	I know how to brush my teeth	I know how and why we need to wash our hands	
PSHE Skills	I can sort healthy and unhealthy food	I can explain why exercise is important	I can keep myself clean		
Music Knowledge	Singing: know three scheme songs by heart (in unison)	Playing: Know the name of their instruments and how to play them – maracas and tambourines			
Music Skills	Can sing or rap with good control of voice, starting and stopping following a leader	Can begin to play class instruments correctly Play in time to the pulse	Can play the easy glockenspiel part		
PE Knowledge (Gym, rocking and rolling – Athletics –	Know the term spin, rock, roll Know basic body parts	Know the difference between fast and slow	Know the different between high and low		GROWTH MINDSET Sponsored event Supporting an Olympic athlete. Visit to school
PE Skills	Gym – learn to spin, rock and roll with control on various body parts Athletics – Show basic jumps and simple combinations	Gym – Perform jumps and landings safely Athletics – move at different speeds with control	Gym – Show they can rock on different body parts to stand up or turn over. Athletics – Demonstrate underarm throw and two-handed push throw	Athletics – Use different ways to travel, jump and throw. Crossover Skills – Plan and link movements together smoothly	Crossover skills – To work safely with an awareness of others. Adapt work from floor onto apparatus safely. Understand high and low levels

Year One Summer Two					
Science Knowledge (Everyday Materials)	Know the names of everyday materials – wood, plastic, glass, metal, water, rock, paper, fabric	Know the vocabulary needed to describe properties – hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy,	waterproof/not waterproof, absorbent/not absorbent, opaque/transparent		
Science Skills	Distinguish between an object and the material from which it is made.	Describe the simple physical properties of everyday materials. Sort into names.	Use first-hand observations using sight, sound, touch	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Use simple properties chart Simple test to see what properties are e.g., banging, touching
Geography Knowledge					
Geography Skills					
Art (Self-portraits) – transition focus					
Art Skills	Evaluate the work of an artist.	Talk about how they can use an artist's work to give you ideas for your own work – link portraits			

Year One Summer Two					
History Knowledge (TBC poss Mary Rose, Local History – Field Place – sig places/event in our locality)	Know where the people and events they study fit within a chronological framework.	Know about significant places in their own locality – Field Place through time.			BROADENING HORIZONS Visit to Portsmouth/Field Place
History Skills	Place events on a timeline. Describe changes that have happened in the locality of school through history.	Ask questions such as what was it like for people, what happened, how long ago Use pictures to find out about the past	Use words and phrases such as a long time ago, recently, when my parents/grandparents were children	Begin to use years, decades and centuries to describe the passing of time.	
DT Knowledge (bridges)	Know that we can try ideas to make them better.	Know how to make structures stronger, stiffer, and more stable.	Recognise that pillars, bases and buttresses make a bridge stronger		
DT Skills	Be able to make a bridge stronger by making a pillar, base, buttresses or using a different material				GROWTH MINDSET Perseverance if your build does not work first time
Computing Knowledge (technology outside of school 1.9)	Understand the different uses of technology and identify some examples.				
Computing Skills	To walk around the school and find examples of where technology is used				

Year One Summer Two					
RE Knowledge					
RE Skills					
PSHE Knowledge	I know about changes happening at the end of term	I know that changes cause us to have different feelings		I know how to stay safe in the sun – hat, water, suncream	
PSHE Skills	I can talk about moving to year 2	I can talk about how I feel about moving to year 2			
Music Knowledge	Improvising: know that improvising means making music on the spot and everyone can improvise	Know you can improvise on one note.	Composing: know that composing is like writing a story with music and that everyone can compose	Performing: Toa about a recording of their song/music	LOVE OF THE NATURAL WORLD: Multicultural instruments – know instruments can be made out of natural materials eg seed shaker, guirros etc
Music Skills	Can improvise through clapping, playing instruments and using voice.		Can create a class composition using the online resources and class instruments	Can say what they like best, what went well	
PE Knowledge (Dance – rainbow fish, Athletics)	Know the language of direction – forward, backward, left, right	Know the language pivot.			BROADENING HORIZONS PE sport taster day TBC
PE Skills	Dance – Vary speed, direction, and pathways Athletics – Show basic jumps and combinations with a partner	Dance – perform basic travelling, jumping, turning, gesture and shape. Athletics – Move pivot to change direction	Dance – Perform a whole dance with simple structure. Athletics – Use overarm throw with accuracy	Athletics – Explain what they can do to improve performance. Crossover – Engage in challenge with confidence	Describe changes in the body. Know how their bodies feel after exercise. Choose movements to express dance ideas.