

## Year 1 Curriculum Objectives 2020 – 2021: Term 5

<p><b>SCIENCE</b>  <b>Animals, including humans: Classification of animals (moved from Term 1)</b>          identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals          identify and name a variety of common animals that are carnivores, herbivores and omnivores          describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)          identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Working Scientifically</b>          Asking simple questions and recognising that they can be answered in different ways          Observing closely, using simple equipment          Performing simple tests          Identifying and classifying          Using their observations and ideas to suggest answers to questions          Gathering and recording data to help in answering questions</p>	<p><b>GEOGRAPHY: Comparing the UK and Tanzania: Geographical features</b>  <b>Place knowledge:</b>          Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  <b>Human and physical geography:</b>          Use basic geographical vocabulary to refer to:          Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather          Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  <b>Geographical skills and fieldwork:</b>          Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	
<p><b>ART: PAINTING FOCUS</b>  <b>to use drawing to develop and share their ideas, experiences and imagination</b>          to use a range of materials creatively to design and make products          to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space          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</p>	<p><b>COMPUTING</b>  <b>Computational thinking.</b>          Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions: Create and debug simple programs; Use logical reasoning to predict the behaviour of simple programs.  <b>ONLINE SAFETY: Contact (protecting yourself, public v private)</b>          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.</p>	
<p><b>PSHE</b>  <b>Dot Com</b></p> <p><b>SRE: Families and Care</b>          To explore different types of families and who to ask for help          To say how family and friends can look after each other          To understand and respect that all families are different say how to be a good friend</p>	<p><b>PE</b>  <b>F4S:</b> Games  <b>Real PE:</b> Physical Application</p> <p><b>SPANISH</b>          Animals</p>	<p><b>RE</b>  <b>Judaism Unit 1</b>          To know the Jewish beliefs about God, the Creator.          To know the creation story from the Torah.          To know about Shabbat and understand that it is a gift from God and a response to creation.          To know the Jewish rules for living – Kashrut</p>