

Year 1 Curriculum Objectives 2017 – 2018: Term 6

School Value focus	<i>British Values</i>		
Overview of term across the school	Science: <i>Plants and Living Things and their Habitats</i>	History: <i>Local history</i>	
	Geography: <i>Human and Physical Geography</i>	E-Safety: <i>Contact</i>	
	Computing: <i>Using and applying all skills</i>		

WRITING – LITERACY TREE/TEXTS Wolves		MATHS Busy Ants Book 1C	
SCIENCE Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Working Scientifically 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	GEOGRAPHY Place knowledge: 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 Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
HISTORY The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. Significant historical events, people and places in their own locality.		COMPUTING Time to master skills/cover any missed objectives. E-Safety: Contact (protecting yourself, public v private) 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.	
PSHE Dot Com: Keeping Safe D and A: To identify who should be able to give us medicines To keep myself safe in the sun To keep myself safe in different ways (on the roads and from medicines) To choose healthy foods and drinks To choose healthy activities	PE Games/Sports Day and Tennis	RE The Natural World Children investigate patterns, rhythms in nature, change, growth and the cycle of life. Pupils reflect on attitudes to life, living things and the world. pupils are introduced to the belief that for people of many faiths, and specifically for Christians, Jews and Muslims, a Creator, God, designed the world. Recap on the beliefs of the faiths studied this term.	
	SPANISH Explore the patterns and sounds of Spanish through songs and rhymes and link the spelling, sound and meaning of words.		