

Our Curriculum:

Phase: KS1		Term: Summer	
		<u>Religious Education:</u> Summer 1 – (Humanism) What is philosophy? What is right and wrong? <ul style="list-style-type: none"> • Identify and sort behaviours into 'right' and 'wrong'. • Explore philosophical questions. • Identify how people make decisions about 'right' and 'wrong'. Summer 2 – (Hinduism) What do my senses tell me about the world or religion and belief? <ul style="list-style-type: none"> • Recognise how Christians use their senses in worship. • Recall what puja is. • Talk about how we use all the senses to welcome guests into our homes. • Describe how Hindus use all their senses in worship and why. 	
		<u>History:</u> Mary Seacole and Edith Cavell -Identify where Mary Seacole and Edith Cavell appear on a timeline and compare them to today. -Know the main events in Mary Seacole and Edith Cavell's lives. -Understand that because Mary Seacole was black, she was not remembered until more recently. -Ask historical questions about their lives and think about how we can learn from them.	<u>Geography:</u> Fieldwork skills in practice and The World -Name and identify the 7 continents, 5 oceans and the equator. -Use NSEW and other directional terms to identify features on maps and photographs. -Compare different types of geographical sources including maps and photographs. -Create maps with symbols and a key. -Identify a key on a map and use it to identify some features.
<u>Music:</u> On This Island: British Songs and Sounds -Learning about the music of the British Isles and singing confidently. -Learning about the music of the British Isles and creating music of our own. -Learning about the music of the British Isles and creating music of their own. -Composing a piece as part of a group to create a musical soundscape. -Improving a group composition and evaluating it.	<u>Design and Technology:</u> Food: A balanced diet -Name the four main food groups and identify foods that belong to each group. -Identify the correct food group of a given food and describe its taste, texture and smell. -Think about four different wrap ideas, considering flavour combinations. -Construct a wrap that meets the design brief and plan.	<u>Computing:</u> Robot algorithms -Describe a series of instructions as a sequence and give clear instructions. -Explain what happens when we change the order of instructions, using an algorithm to program a sequence on a floor bot. -Use logical reasoning to predict the outcome of a program. -Explain that programming projects can have code and artwork. -Design an algorithm to move a robot around a mat. -Create and debug a program by planning algorithms for different parts of a task.	
<u>Skills for Life:</u> Summer 1 – Being my best This unit focuses on developing skills in keeping healthy, developing a growth mind set (resilience), goal setting and achievement. Summer 2 – Growing and changing The children will find out about the human body, the changes that take place from birth to old age and being safe.	<u>Physical Education:</u> Summer 1 – Striking and fielding Games: Bat and ball skills including bowling, catching and throwing Summer 2 – Athletics: running, jumping and throwing		

