

At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Year 1 Summer Medium Term Planning Overview



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Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	Animals including humans I can identify, name, draw and label the basic parts of the human body	Animals including humans I can identify the senses and say which part of the body is associated with each sense.	Animals including humans I can identify a variety of common animals (fish, amphibians, reptiles, birds, mammals)	Animals including humans I can identify and name a variety of common carnivores, herbivores	Animals including humans I can identify and name a variety of common omnivores	Animals including humans I can describe and compare the structure of a variety of common animals (i.e. wings, feathers, scales, fins etc) (fish, amphibians, reptiles, birds and mammals)	
Geography	A contrasting Locality- Kenya The Savannah I can locate England and Africa on a map NC1	The Savannah I can use geographical vocabulary NC 2 & 3	The Savannah I can compare Kenya with Andover NC2	The Savannah Assessment I can describe the weather, use geographical vocabulary and make a comparison NC2			
RE	Special Places Communicate I can talk about my ideas of a special place	Special Places Apply I can identify how my ideas about special places relates to my own life and those of others	Special Places Enquire I can identify and talk about the concept of specialness in relation to special places.	Special Places Contextualise I can recognise that the church is a special place for Christians.	Special Places Contextualise I can recognise that the synagogue is a special place for Jews.	Special Places Evaluate I can talk in simple terms about the importance of the church as a special place for Christians.	Special Places Evaluate I can talk in simple terms about the importance of the synagogue as a special place for Jews.
Computing	1.7 Coding Instructions I can understand what instructions are. I can predict what will happen when instructions are followed. I can understand that computer programs work by following	1.7 Coding Objects and Actions I can use code to make a computer program. I can understand what objects and actions are. NC 2, 3	1.7 Coding Events I can understand what an event is. I can use an event to control an object. NC 2, 3	1.7 Coding When Code Executes I can understand what an event is. I can begin to understand how code executes when a program is run. NC1, 2, 3	1.7 Coding Setting the Scene I can understand what backgrounds and objects are. I can understand how to use the scale attribute (property). NC1, 2, 3	1.7 Coding Using a Plan I can plan a computer program. I can make a computer program. NC1, 2, 3	

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	instructions called code. NC1, 2, 3						
Art/DT	DT FOOD African food. I can talk about where rice comes from. NC 2	DT I can prepare Jollof Rice using a variety of cooking skills. NC 1	DT I can talk about where eggs come from. NC 2	DT I can prepare scrambled eggs on toast using a variety of cooking skills. NC 1	DT I can talk about where butter comes from. NC 2	DT I can prepare Kwanzaa Benne Cakes using a variety of cooking skills. NC 1	
PSHE	Being my Best Pre unit assessment I can eat a rainbow I can recognise the importance of eating at least 5 different fruits and vegetables a day. SCARF 5 lesson 1	Being my Best Eat well I can recognise which foods I need to eat more of and which I need to eat less of, to be healthy. SCARF 5 lesson 2	Being my Best Harold's wash and brush up I can recognise the importance of regular hygiene routines. SCARF 5 lesson 3	Being my Best Catch it! Bin it! Kill it! I can understand how diseases can spread and recognise and use simple strategies to prevent the spread of diseases. SCARF 5 lesson 4	Being my Best Harold learns to ride his bike I can recognise that learning a new skill requires practice. SCARF 5 lesson 5	Being my Best Pass on the praise I can demonstrate good listening skills and give and receive positive feedback. SCARF 5 lesson 6	Being my Best Post unit assessment
PE	FMS – Dance I can recognise how to move in a space safely. NC: 3 FMS- Athletics. I am able to send my body forwards at a walk safely moving into a run. NC: 1	FMS – Dance I can choose actions to show an idea. NC: 3 FMS- Athletics. I can run a distance at my own pace. NC: 1	FMS – Dance I can demonstrate actions in different spaces around my body. NC: 3 FMS- Athletics. I can send my body forwards in a long jump. NC: 1	FMS – Dance I can choose actions and link them amongst peers. NC: 3 FMS- Athletics. I can balance a ball or object on another piece of equipment. NC: 1	FMS – Dance I can choose actions that fit to a sound. NC: 3 FMS- Athletics. I can send and receive a ball towards a target. NC: 1	FMS – Dance I can choose actions the link to music. NC: 3 FMS- Athletics. I can move my body through, over or under obstacles. NC: 1	FMS – Dance I can choose actions and link them with sounds and music. NC: 3 FMS- Athletics. I can send and receive my body following simple sport expectations. NC: 1
Music	I can identify high and low-pitched sounds NC: 4	I can explore pitch by creating two-pitch patterns NC: 4	I can demonstrate tempo changes NC: 4	I can create a superhero theme tune with a variety in tempo and pitch NC: 4	I can perform a piece of superhero music showing a change of pitch and tempo NC: 4	Assessment checkpoint Perform, evidence and evaluate NC: 4	Music and Art Day
Collective Worship	Summer Term	St George's Day	Walk to School Week	Knights' Way	Respect	Resilient	Knights' Way

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Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	Longitudinal Study- Seasonal changes. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies						
History	The Titanic- significant historical event (local) I can gain information from a picture source NC4	The Titanic I can recall and sequence key events NC4	The Titanic I can find out what it was like for different people on board. NC4	The Titanic I can give reasons why the Titanic sank.	The Titanic I can explain how news travelled in the past NC4	The Titanic I can explain how we know out about the past. NC4	
RE	Belonging Communicate I can talk about my own responses to belonging	Belonging Apply I can identify how their response to the idea of belonging relates to their own lives.	Belonging Enquire I can identify and talk about the concept of belonging.	Belonging Enquire I can identify and talk about the concept of belonging.	Belonging Contextualise I can recognise how Jewish people show that they belong to the Jewish faith	Belonging Evaluate I can talk about the importance of belonging to Jewish people.	Belonging
Computing	1.9 Tech Outside School What is Technology? I can find and understand examples of where technology is used in the local community NC 5		1.9 Tech Outside School Technology outside school. I can record examples of technology outside school. NC 5				
Art/DT	ART Artist study Clarice Cliff Sculpture I can talk about an artist. NC 4	ART I can use colour to paint a pattern design. NC 2 and 3	ART I can manipulate clay. NC 1	ART I can plan a clay tile or coaster with a colourful pattern design. NC 1, 2 and 3	ART I can use clay to make a decorative tile or coaster. I can use tools to create pattern and texture. NC 1, 2 and 3	ART I can paint my coaster or tile with a colourful pattern design. NC 1, 2 and 3	ART I can evaluate my sculpture comparing it with the work of Clarice Cliff. NC 4

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PSHE	<p>Growing and Changing Healthy me Pre unit assessment I can understand that my body gets energy from food, water and air. SCARF 6 lesson 1</p>	<p>Growing and Changing Then and now I can Identify things I could do as a baby, a toddler and can do now and identify the people who helped meet those different stages. SCARF 6 lesson 2</p>	<p>Growing and Changing Taking care of a baby I can understand some of the tasks required to look after a baby and simply explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. SCARF 6 lesson 3</p>	<p>Growing and Changing Who can help? I can explain the difference between teasing and bullying and say who I could get help from in a bullying situation. SCARF 6 lesson 4</p>	<p>Growing and Changing Surprises and secrets I can explain the difference between a secret and a nice surprise, identify situations as being secrets or surprises and identify who I can talk to if I feel uncomfortable about any secret I am told, or told to keep. SCARF 6 lesson 5</p>	<p>Growing and Changing Keeping privates private I can Identify parts of the body that are private. I can describe ways in which private parts can be kept private and Identify people I can talk to about my private parts. SCARF 6 lesson 6</p>	<p>Growing and Changing Post unit assessment</p>
PE	<p>FMS- Sports day. I can use my athletic skills in a set activity. NC: 1</p> <p>FSS- Ball skills I can use the trampoline tennis equipment. NC:1</p>	<p>FMS- Sports day. I can co-ordinate actions with a partner. NC: 1</p> <p>FSS- Ball skills I can take part in tennis activities with tennis equipment. NC:1</p>	<p>FMS- Sports day. I can begin to co-ordinate activities in a team. NC: 1</p> <p>FSS- Ball skills I can take part in football type activities. NC:1</p>	<p>FMS- Sports day. I can show good sportsmanship. NC: 1</p> <p>FSS- Ball skills I can take part in hockey type activities. NC:1</p>	<p>FMS- Sports day. I can engage in competing against myself. NC: 1</p> <p>FSS- Ball skills I can use my Trigolf skills to take part in activities. NC:1</p>	<p>FMS- Sports day. I can engage in competing against a peer. NC: 1</p> <p>FSS- Ball skills I can take part in striking and fielding activities with a larger bat (tennis racquet). NC:1</p>	<p>FMS- Sports day. I can begin to take part in competitive activities. NC: 1</p> <p>FSS- Ball skills I can send and receive a ball using different pieces of equipment. NC:1</p>
Music		<p>I can explore tempo changes through movement NC:1-4</p>	<p>I can explore how dynamics can be represented by different symbols NC:1-4</p>	<p>I can clap simple rhythmic patterns while keeping the pulse NC:1-4</p>	<p>I can interpret symbols to demonstrate a pitch pattern NC:1-4</p>	<p>I can perform as part of a group to demonstrate dynamics, pitch and rhythm NC:1-4</p>	<p>Assessment Checkpoint Perform, evidence and evaluate NC:1-4</p>
Collective Worship	Summer Term	Clean Air Challenge	Collaborative	Sports Week	Nurturing	Independent	Celebrations