



Summer Medium Term Plan – Year 1

School Driver Focus

Summer 1 – Independent Enquirer

Summer 2 – Reflective Learner

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Science	Working scientifically	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	Questions, answers, equipment, gather, measure, record, results, sort, group, test, explore, observe, compare, describe, similar/ities, different/ces, beaker, pipette, syringe.	Know that you need to ask questions to be scientists. Know how to perform simple tests.
	Plants	<ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees 	<ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees 	Names of: wild plants, garden plants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem bark, stalk, vegetable.	Know what plants need in order to grow – water, light , food Know the parts of a plant, stem,roots, flower Know that plants spread seeds to reproduce. Know the difference between evergreen and deciduous trees.
	Everyday Materials	<ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including 	<ul style="list-style-type: none"> • Distinguish between an object and the material it is made from. Identify and name everyday materials, including wood, 	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, tear,	Know the names of common materials, wood, metal, glass, plastic, rock. Know which of these materials are waterproof.



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		<p>wood, plastic, glass, metal, water, and rock</p> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>plastic, glass, metal, water and rock.</p> <p>Describe the simple properties of a variety of everyday materials.</p> <p>Compare and group a variety of everyday objects based on the materials they are made from</p>	<p>rough, smooth, shiny, dull, see through, not see through.</p>	<p>Know which of these materials are suitable for different jobs</p>
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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Computing	E Safety	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p> <p>recognise common uses of information technology beyond school</p>	<ul style="list-style-type: none"> To begin to use technology safely and respectfully. To discuss and help Digi- duck follow Safety rules To discuss who to talk to about inappropriate websites. 	<p>Choices, internet, equipment, buttons, movement, screen, mouse, images keyboard paint, technology, share, create, internet, collect, photos, organise, count,</p>	<p>Know who to talk to about inappropriate websites</p>
	Technology (Digital Literacy)	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<ul style="list-style-type: none"> To recognise the ways we use technology in our classroom. To recognise ways that technology is used in my home and community. To use links to websites to find information. 	<p>Rules Online Private information Email Instructions Buttons Robots Patterns</p>	<p>Know the ways we use technology in our classroom.</p> <p>Know ways that technology is used in my home and community</p> <p>Know how to use links to websites to find information</p>



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		recognise common uses of information technology beyond school	<ul style="list-style-type: none"> To begin to identify some of the benefits of using technology. 	Program	
	Information technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> To use a trackpad on a laptop 	Photographs Video Sound Data Pictogram Digitally Purpose Online tools Communicate Videos Camera stills Sounds Image bank Word bank Space bar	Know how to use a trackpad on a laptop
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Geography	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	To teach led enquiries, to ask and respond to simple closed questions. <ul style="list-style-type: none"> To make basic maps of school grounds, using aerial viewpoints to help. To use 4 compass points to sketch what they see in all four directions. To draw picture maps of imaginary places and from 	Key Physical Geography vocabulary: forest, hill, mountain, sea, ocean, river, soil, season, weather. Key Human Geography vocabulary: city, capital city, town, village, factory, farm, house, office, shop, Manchester	Know the features of the Seaside. Know the features of a town.



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		<p>the location of features and routes on a map Geography – key stages 1 and 2 3.</p> <p>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>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.</p>	<p>stories e.g Jack and the beanstalk</p> <ul style="list-style-type: none"> • To use locational and directional language [e.g near, far, left, right] to describe locations of features (in school grounds/classroom) • To use a simple picture map to move around the school; • To recognise that it is about a place. • To use relative vocabulary (e.g. bigger/smaller, like/dislike) • To draw around objects to make a plan. 	<p>Use locational and directional language [e.g near, far, left, right]</p>	
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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
History	Chronological understanding	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.	<ul style="list-style-type: none"> • To sequence 3 or 4 artefacts from distinctly different periods of time. • To match objects to people of different ages. • To place events on a simple timeline. 	Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important	<p>Know where to put trains and cars on a timeline.</p> <p>Know that george Stephenson invented the train and it changed peoples lives.</p>



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	Range and depth of historical knowledge	Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> To talk about simple similarities and differences between life at different times. 	Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember	Know different forms of transport past and present. Know the similarities and differences of Seaside past and present.
	Historical interpretation	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> To compare adults talking about their past – How reliable are their memories? 		Know to read books to find out about the past
	Historical enquiry	Children should ask and answer questions, using other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> To find answers to simple questions about the past from sources of information e.g. artefacts. To ask and answer simple Historical questions. 		Know how to ask questions about artefacts.
	Organising and presenting	Pupils should use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> To communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT. To use simple terms to talk about the passing of time. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Ar	Painting	KS1 pupils should be taught to use painting to develop their	Experiment with paint media using a range of tools, e.g.	adhesive Carve	Know the name Van Gogh and that he painted Sunflowers



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	ideas, experiences and imagination.	<p>different brush sizes, hands, feet, rollers and pads.</p> <ul style="list-style-type: none"> • To explore techniques such as lightening and darkening paint without the use of black or white. • To begin to show control over the types of marks made. • To paint on different surfaces with a range of media. • To name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 	<p>Chalk Crayon Colours crumple dark dough environment fabric Felt tips fold Impressed print knead light man made natural overlap pattern Pencil Poster paint plasticine Primary colours Relief print Repeating rollers</p>	
Sculpture	KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none"> • To continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • To impress and apply simple decoration techniques, including painting. • To use tools and equipment safely and in the correct way. 	<p>Secondary colours Shape Tools Tone Rubbings Roll</p>	
Textiles	KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<ul style="list-style-type: none"> • To investigate textures by describing, naming, rubbing, copying. • To produce an expanding range of patterns and textures. 		



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			<ul style="list-style-type: none"> • To begin to understand how colours can link to moods and feelings in art. • To use printmaking to create a repeating pattern. 	weave	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PE	Athletics	<p>Pupils should develop fundamental movement skills before becoming increasingly competent and confident. They should access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> . Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple 	<p>Health and fitness</p> <ul style="list-style-type: none"> • To describe how the body feels before and after exercise. • To carry and place equipment safely. <p>Running</p> <ul style="list-style-type: none"> • To vary their pace and speed when running. • To run with a basic technique over different distances. • To show good posture and balance. • To jog and sprint in a straight line. • To change direction when jogging and sprinting. <p>Jumping</p> <ul style="list-style-type: none"> • To maintain control as they change direction when jogging and sprinting • To perform different types of jumps. • To perform a short jumping sequence. 	Balance Hopping Jog Mobility Obstacle Overarm throw Relay Speed Sprint Take-off and Landing Underarm	



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		tactics for attacking and defending.	<ul style="list-style-type: none"> • To jump as high and as far as possible. • To land safely and with control. • To work with a partner to develop the control of their jumps <p>Throwing</p> <ul style="list-style-type: none"> • To throw underarm and overarm. • To throw a ball towards a target with increasing accuracy. • To improve the distance they can throw by using more power <p>Compete/Perform</p> <ul style="list-style-type: none"> • To begin to perform learnt skills with some control. • To engage in competitive activities and team games. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch and describe performances. • To begin to say how they could improve. 		
	Games	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and	<p>Health and Fitness</p> <ul style="list-style-type: none"> • To describe how the body feels before and after exercise. • To carry and place equipment safely. <p>Striking and hitting a ball</p> <ul style="list-style-type: none"> • To use hitting skills in a game. 	<p>Accuracy</p> <p>Agility</p> <p>Aim</p> <p>Balance</p> <p>Base</p> <p>Co-ordination</p> <p>Control</p>	



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	<p>with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • To practise basic striking, sending and receiving. <p>Throwing and Catching a ball</p> <ul style="list-style-type: none"> • To throw underarm and overarm. • To catch and bounce a ball. • To use rolling skills in a game. • To practise accurate throwing and consistent catching <p>Travelling with the ball</p> <ul style="list-style-type: none"> • To travel with a ball in different ways. • To travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. <p>Passing a ball</p> <ul style="list-style-type: none"> • To pass the ball to another player in a game. Use kicking skills in a game. <p>Using Space</p> <ul style="list-style-type: none"> • To use different ways of travelling in different directions or pathways. • To run at different speeds. • To begin to use space in a game. <p>Attacking and Defending</p> <ul style="list-style-type: none"> • To begin to use the terms attacking and defending. Use simple defensive skills such as 	<p>Fluency Guide Movement Push Rotate Target Technique Timings Transitions Travel Bat Racket Catch Fielding Rounders Scoring Strike Target Throw Warm up</p>	
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		<p>marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p>Tactics and Rules</p> <ul style="list-style-type: none"> • To follow simple rules to play games, including team games. <p>Use simple attacking skills such as dodging to get past a defender.</p> <ul style="list-style-type: none"> • To use simple defensive skills such as marking a player or defending a space. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform using a range of actions and body parts with some coordination. • To begin to perform learnt skills with some control. • To engage in competitive activities and team games. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch and describe performances. • To begin to say how they could improve 		
	Gymnastics	<p>The main KS1 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, 	<p>Health and Fitness</p> <ul style="list-style-type: none"> • To describe how the body feels before, during and after exercise. 	<p>Along Direction Level Link Onto and Off</p>



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		throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	<p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> • To create and perform a movement sequence. • To copy actions and movement sequences with a beginning, middle and end. • To link two actions to make a sequence. <p>Perform/Compete</p> <ul style="list-style-type: none"> • To perform using a range of actions and body parts with some coordination. • To begin to perform learnt skills with some control. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch and describe performances. • To begin to say how they could improve 	<p>Over</p> <p>Pike</p> <p>Posture</p> <p>Rolling: egg, log</p> <p>Forward, teddy bear rolls.</p> <p>Sequence</p> <p>Straddle</p> <p>Straight</p> <p>Tension</p> <p>Travel</p> <p>Tuck</p>	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Music	Singing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes;	<ul style="list-style-type: none"> • To sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • To begin with simple songs with a very small range, mi-so and then slightly wider. 	<p>Body, percussion, ostinato, pizzicato,duration, free/arrhythmic, [no beat], drone, graphic, score, Melodic, phrase, notation,[dot/graphic], score, beater, claves, guiro, cabasa, woodblock,</p>	



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		<ul style="list-style-type: none"> • To sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. 	structure, timbre [sound quality], tuned percussion, untuned percussion, volume [dynamics], interlude, claves, maracas, chime bars, sustained [sounds], loud soft short [sounds], instrument voice	
Listening	Listen with concentration and understanding to a range of high-quality live and recorded music;	<ul style="list-style-type: none"> • To develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. • To listen to recorded performances and opportunities to experience live music making in and out of school. 		
Composting	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> • To improvise simple vocal chants, using question and answer phrases. • To create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. • To understand the difference between creating a rhythm pattern and a pitch pattern. • To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. 		



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		<ul style="list-style-type: none"> • To use music technology, if available, to capture, change and combine sounds. • To recognise how graphic notation can represent created sounds. Explore and invent own symbols. 		
Musicianship pulse/beat	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> • To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • To use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • To respond to the pulse in recorded/live music through movement and dance. 		
Musicianship pitch	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> • To listen to sounds in the local school environment, comparing high and low sounds. • To sing familiar songs in both low and high voices and talk about the difference in sound. 		



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			<ul style="list-style-type: none"> • To explore percussion sounds to enhance storytelling • To follow pictures and symbols to guide singing and playing. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Design Technology	Technical Knowledge - Cooking and Nutrition	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	<ul style="list-style-type: none"> • To describe textures • To wash hands & clean surfaces • To think of interesting ways to decorate food • To say where some foods come from, (i.e. plant or animal) • To describe differences between some food groups (i.e. sweet, vegetable etc.) • To discuss how fruit and vegetables are healthy • To cut, peel and grate safely, with support 	Fruit and Vegetable names, names of equipment and utensils, sensory vocabulary e.g soft juicy, crunchy sweet sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients.	
	Technical Knowledge Materials and structure	Build structures, exploring how they can be made stronger, stiffer and more stable	<ul style="list-style-type: none"> • To begin to measure and join materials, with some support • To describe differences in materials • To suggest ways to make material/product stronger 	Cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder	



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				Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish.	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
RE	What does it mean to belong to a faith community (living)		<ul style="list-style-type: none"> Recognise and name some symbols for Christians and 1 other religion and suggest what they might mean. Give an account of what happens at a baptism/marriage and what the symbols mean. Respond to examples of cooperation between different peoples. 	<p>Christianity Christian, God, Creator, Christmas, disciple, Easter, Jesus, Church, altar, font, Bible, Gospel, Holy Spirit, baptism, Christening, faith, Harvest, holy, Hymn, prayer, priest, vicar, worship</p> <p>Islam Muslim, Islam, Allah, Prophet, Mosque, Eid, Qur'an, moon and star.</p> <p>Judaism Jewish, Synagogue, Torah, Bimah, Hanukkah, Ark, Judaism, Shabbat, Joseph, Kippah</p> <p>Hinduism Murtis, Gods and Goddesses, puja, home shrine, devotion,</p>	<ul style="list-style-type: none">



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				<p>Ganesha, Aum, Diwali, offering, Rama, Sita, worship, Vishnu</p> <p>General religious vocabulary Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. creation story.</p> <ul style="list-style-type: none"> • 	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	<ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing. 3. How to manage risks to physical and emotional health and wellbeing. 4. Ways of keeping physically and emotionally safe. 5. about managing change, including puberty, transition and loss. 6. How to make informed choices about health and wellbeing and to recognise sources of help with this. 	<p>Sun safety - It's a Cover Up</p> <ul style="list-style-type: none"> • To understand the importance of sun safety • To know how to keep safe in the sun <p>To recognise and manage risk in everyday activities</p> <p>Road Safety - Green Cross Code</p> <ul style="list-style-type: none"> • To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe • To develop an awareness of the Green Cross Code <p>To demonstrate basic road safety skills</p>	<ul style="list-style-type: none"> • rules • difference • expectations • community • environment • negative • harassment • self-respect • attitude • authority • responsibility • truthfulness • trustworthiness • kindness 	



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		<p>7. How to respond in an emergency.</p> <p>8. To identify different influences on health and wellbeing.</p>		<ul style="list-style-type: none"> • generosity • decision making • collaborative • consideration • positive • feelings • nervous • surprise • fear • recognise • fear • sensitive • others • cooperative • listen • opinion • reflect • healthy eating • germs • infections • diseases • improve • health and well-being • positive life changes 	
	Relationships	<p>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p> <p>2. How to recognise and manage emotions within a range of relationships.</p> <p>3. How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>4. How to respond to risky or negative relationships and ask for help.</p> <p>5. How to respect equality and diversity in relationships</p>	<p>Kindness - Give a little</p> <ul style="list-style-type: none"> • To recognise what is kind and unkind behaviour • To understand that family and friends should care for each other <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>Family - My Family</p> <ul style="list-style-type: none"> • To learn about the importance of family • To recognise that family and friends should care for each other <p>To recognise that there are people who care for and look after them</p> <p>Family - Special People</p> <ul style="list-style-type: none"> • To identify their special people and what makes them special 		



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		To identify different relationships that they have and why these are important		
	Living in the wider world	<p>1. About respect for self and others and the importance of responsible behaviours and actions.</p> <p>2. About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>3. About different groups and communities.</p> <p>4. To respect equality and to be a productive member of a diverse community.</p> <p>5. About the importance of respecting and protecting the environment.</p> <p>6. About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>7. How money plays an important part in people’s lives.</p> <p>8. A basic understanding of enterprise.</p>	<p>Caring - Talking to Plants</p> <ul style="list-style-type: none"> • To understand that people and other living things have needs and that they have responsibilities to meet them • To learn about responsibility to others <p>To consider ways of looking after the school or community and how to care for the local environment</p> <p>Lending / Borrowing - The Borrowers</p> <ul style="list-style-type: none"> • To understand the concept of ‘borrowing <p>To show responsibility to others</p> <p>Sharing - Share the Booty</p> <ul style="list-style-type: none"> • To understanding the importance of sharing <p>To know that everyone has a responsibility to consider the needs of others</p> <p>Money - Grows on Trees?</p> <ul style="list-style-type: none"> • To understand where money comes from <p>To recognise notes and coins</p> <p>Money - Coining it in!</p>	<ul style="list-style-type: none"> • benefits • exercise • fair • right • wrong • respect • similarities • differences • real-life choices • improve • impact • bullying • name-calling • responsibilities • by-standers • impulsive • considered • peer pressure • positive • negative • secrets • surprises • risks • safety • attitude • behaviour • influence



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			<ul style="list-style-type: none"> • To understand the role of money in our society • To identify the different types of work people do and learn about different places of work To recognise where money comes from and the choices people make to spend money on things they want and need Money - Keep Money Safe • To understand why it is important to keep money safe 	<ul style="list-style-type: none"> • positive • relationships • reflect • respect • rules • views • opinions • consideration • decision making • independently • collaboratively • responsibility • safety • risk • Green Cross Code • road safety • workplace • money • spending 	
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