

Summer Medium Term Overview 2023.24

Year Group: 1 Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1 Yr 1 and Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
<h2>History</h2>			
<p><u>Significant Event</u> Neil Armstrong and The Moon Landing</p> <p><u>Vocabulary</u></p>	<p>Investigate and interpret evidence</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<p>Lesson 1 - Has man ever been to the moon and how can we know for sure? Slow reveal of the topic we will be covering. Visual clues to prove that man has travelled to the moon.</p> <p>Lesson 2 – Why did the astronauts risk their lives to travel to the moon? Use the story “The Sea of Tranquility” Look at Armstrongs career briefly. Why might they have gone to the moon – discuss the space race.</p> <p>Lesson 3 – How were they able to get to the moon and back safely? Main stages of the outward and inwards journey. Link to Geography and location of take off.</p> <p>Lesson 4 – What did they do on the moon? Look in detail at Man's first steps on the moon and other elements of their visit. Mime and create a video.</p> <p>Lesson 5 – Would you take the golden ticket and travel to the moon? Discuss good and bad reasons for going to the moon – think about Armstrong's experience.</p> <p>Lesson 6 – Commemorating the moon landing. How should we remember the moon landing? Link to other ways we commemorate e.g. Guy Fawkes – bonfire night, Remembrance Day – poppies, Florence Nightingale had some stamps or may be on bank notes.</p>
	<p>Build an overview of world history</p>	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	

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Understand Chronology

- Place events and artefacts in order on a timeline.
- Label timelines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

Communicate historically

- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Geography

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<p>Continents and Oceans</p> <p>Vocabulary: continent country ocean sea hemisphere equator physical features human features map landmarks population currency Iceberg conditions Temporary climate</p>	<p>Investigate places</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the 	<p>Main source:</p> <p>Lesson one – What is a Continent? Begin by thinking about where we live – Grantham – England – UK. Zoom out further to show where on Earth we are in comparison to other countries – discuss continents. Order by size and look briefly at each continent.</p> <p>Lesson 2 – The Arctic Ocean – Northern hemisphere, which continents are near it. Ports in the Arctic Ocean. Oil and gas found under the ocean floor. Climate change and the arctic polar ice cap melting.</p> <p>Lesson 3 – The Atlantic Ocean – locate near continents. Equator divides the atlantic in to north and south. Marine species living in the Atlantic – some are endangered. Drift nets and the problems with it for sea animals.</p> <p>Lesson 4 – The Pacific Ocean – locate near continents. South Pacific islands – tourism. Plastic pollution problem in the Pacific. Deepest of the oceans. First people to see the sun every day are those in Samoa in the Pacific.</p> <p>Lesson 5 – The Indian Ocean – locate near continents. Trade routes in the Indian ocean. Oil beneath the ocean floor. Suez Canal.</p> <p>Lesson 6 – The Southern Ocean – locate near continents. Southern ocean freezes – ice reaker ships accompany passenger ships. Weather and seasons. Emperor penguins, wandering albatrosses, blue whales and elephant seals as well as the colossal squid.</p>
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		<p>United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none">Name and locate the world's continents and oceans.	
	Investigate patterns	<ul style="list-style-type: none">Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.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.Identify land use around the school.	
	Communicate geographically	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley,	

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		<p>vegetation and weather.</p> <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	
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Art & Design

<p>Printmaking</p> <p><u>Vocabulary</u> collage printing print repeating pattern rotating pattern block</p>	<p>Develop ideas</p>	<ul style="list-style-type: none"> • Respond to ideas and starting points • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<p>Lesson one: Introduction to printmaking and creating texture.</p> <p>1. Introduce Claude Monet-Who was he? What techniques did he use? What inspired his work? Discuss the key features of his work, what do you like? What is an impressionist?</p> <p>2. How is texture created? Use sponges to create a picture inspired by Monet's work, adding sand to paint to create a grainy feel (texture mixing).</p> <p>3. Use sponges to create texture and brushes with quick brushstrokes to create the feeling of movement.</p> <p>Resources needed: Paper, paint, sponges, sand (to add texture to the paint)</p> <p>Printmaking is an art technique.</p> <p>Lesson two:</p>
	<p>Master Techniques</p>	<p>PRINTING</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). 	

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<p>collagraph monoprint relief texture rubbing motif pressure</p>		<ul style="list-style-type: none"> Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. <p>COLLAGE</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<p>What is print? Look at pattern and texture in the environment and within artists work.</p> <ol style="list-style-type: none"> Explore patterns. Give children a selection of patterns to investigate and sketch. Explore texture by making rubbings. Use wax crayons (use 3 different colours) to make rubbings (shells, bark, concrete) Create a repeating pattern using rubbings collected. <p>Resources needed: selection of patterns, wax crayons, paper, scissors, glue We can make patterns and textures by printing.</p> <p>Lesson three: exploring printing with objects Talk about Henri Matisse, how does he use colour in his work?</p> <ol style="list-style-type: none"> What is a monoprint? Discuss colour theory- warm and cool colours. Make a simple monoprint using (shells, stones). Create a repeating or rotated pattern. <p>Resources needed: paint, objects to print, paper. A monoprint uses two colours, consider colour theory.</p> <p>Lesson four: making your own stamps for printmaking</p> <ol style="list-style-type: none"> Look at patterns around us (draw some sketches of patterns found). Make our own stamps using cardboard and string to create wave shapes. Explore repeating patterns by overlapping colours and shapes <p>Resources needed: paint, cardboard, glue, scissors, paper, string. A repeating pattern uses the same image or print block over and over again.</p> <p>Lesson five: making a collagraph print What is a collagraph, show some artist examples...</p> <ol style="list-style-type: none"> Cut out some shapes Draw a design for a print block. Paint a textured background. Stick shapes to the page. <p>Resources needed: paint, cardboard, glue, scissors, paper. A collagraph print is made by sticking objects onto the print plate.</p> <p>Lesson six: polystyrene tile printing.</p>
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			<p>1. Design a block with a seaside scene. 2. Transfer image to polystyrene tile creating the outline. 3. Use printing ink to create image on calico. Resources needed: printing ink, rollers, polystyrene files, calico, pens for marking files.</p> <p>Lesson seven: collage – what is collage? Use Yuval Zommer’s Big Book of Bugs and Big Book of Blooms for inspiration. Make a collage using printed paper and printed objects from previous sessions. Resources needed: paper, glue, scissors, printed papers, magazines. We can use lots of different materials to create a collage.</p>
	Take inspiration from the greats	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<p>Artists to study: Natascha Maksimovic, Henri Matisse, William Morris, Salvador Dali</p>

Design & Technology

<u>Portable Snacks – Term 5</u>	Master practical skills	<ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. 	<p>Lesson 1 – Portable snacks – What are their features? Small, easy to hold, easy to transport, can eat without plates, knives and forks. What is the purpose of them? Who is the intended user for some of these products? Label and annotate some portable snacks with their design features. List the ingredients of one of the snacks, describe how you would transport this snack. Include discussion about a snack being nutritious and healthy.</p> <p>Lesson 2 and 3 – Food preparation – finger fluency. Begin practising food preparation techniques such as grating (carrot) peeling (carrot) bridge hold</p>
Threshold Concepts:			

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Master Practical Skills		<ul style="list-style-type: none"> • Assemble or cook ingredients. 	<p>(tomatoes) fork secure (cucumber) snipping (herbs) spreading (hummus on a wrap)</p> <p>Lesson 4 – Guided design of our portable snack. Show an example (from POP tasks) of a design of a wrap, showing the intended user, its purpose, features, ingredients and techniques used. Children to design their own portable snack. Use a mood board, selecting images of what they would want to include in their wrap. List your ingredients, write down the techniques you will use in your food preparation.</p> <p>Lesson 5 – Use the food techniques practised to make your nutritious wrap.</p> <p>Lesson 6 – Evaluation – share your thoughts about your wrap – what did you like about it? What would you change next time?</p>
	Design, make, evaluate and improve	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. 	
	Take inspiration from design throughout history		

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Science

Plants (Summer 1)

Planting C Growing and Cooking Seasonal Changes (Summer 2)

Understand Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Plants

1. Plant parts
2. Tree parts
3. Wild and garden plants
4. Plants in my local area
5. Deciduous trees
6. Evergreen trees
7. Trees in my local area.

1.Observe changes (plants)

Growing and cooking

1. Where does my food come from?
2. What have I planted and grown this year?

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	<p>Works scientifically</p> <p>Understand the Earth's movement in space.</p>	<ul style="list-style-type: none">• Ask simple questions.• Use observations and ideas to suggest answers to questions.• Gather and record data to help in answering questions.• Observe changes across the four seasons.• Observe and describe weather associated with the seasons and how day length varies.	
<h2>Computing</h2>			
<p>Moving a robot /</p>	<p>Communicate</p>	<ul style="list-style-type: none">• Use a range of applications and devices in order to communicate	<p>Moving a robot (Floor map to be made using backing paper – earth, moon etc, Neil Armstrong getting from the Earth to the Moon)</p>

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<p>Introduction to animation <u>Vocabulary</u> Command, device, outcome, direction, memory, instruction, sequence, movements, forwards, backwards, left turn, right turn, program, debug, route</p>		<p>ideas, work and messages.</p>	<ol style="list-style-type: none"> 1. Buttons - This lesson introduces the learners to floor robots. Learners will talk about what the buttons might do and then try the buttons out. Time will be spent linking an outcome to a button press. Learners will consider the direction command buttons, as well as buttons to clear memory and run programs. 2. Directions - During this lesson, learners will think about the language used to give directions and how precise it needs to be. Learners will also work with a partner, giving and following instructions. This real-world activity should, at suitable points during this lesson, be related to the floor robot that was introduced in the last lesson. 3. Forwards and backwards - In this lesson, learners will focus on programming the floor robot to move forwards and backwards. They will see that the robot moves forwards and backwards a fixed distance. This highlights the idea that robots follow a clear (fixed) command in a precise and repeatable way. Learners will think about starting the robot from the same place each time. Using the same start position with fixed commands will allow learners to predict what a program will do. Note: This lesson focuses specifically on forwards and backwards movement only. This is to ensure that learners are developing a depth of knowledge in the concepts surrounding programming, as well as increasing their ability to make the robot move. The success criteria chosen highlight this and ensure that the learners' knowledge builds in a suitably paced way. 4. Four directions - In this lesson, learners will use left and right turn commands along with forwards and backwards commands. Doing this will allow learners to develop slightly more complex programs. Learners will create their programs in this lesson through trial and error before moving onto planning out their programs in the next lesson. In the last activity, learners will predict where given programs will move the robot. Learners will make their predictions by 'stepping through' the commands and matching the program steps to movements. 5. Getting there - In this lesson, learners will decide what their program will do. They will then create their program and test it on the robot. Where needed, learners will also debug their programs. 6. Routes - This lesson encourages learners to plan their routes before they start to write their programs. The activities also introduce the concept of there being more than one way to solve a problem. This concept applies to a lot of programming activities: the same outcome can be achieved through a number of different approaches, and there isn't necessarily a 'right' way. The lesson also introduces the idea of program design, in which learners need to plan what they want their program to achieve before they start programming. <p>Intro to animation -</p> <ol style="list-style-type: none"> 1. Comparing tools - During this lesson learners will become accustomed to the ScratchJr programming environment. They will discover that they can move characters on-screen using commands, and compare ScratchJr to the Bee-Bots used in the previous unit. 2. Joining blocks - During this lesson learners will discover that blocks can be joined together in ScratchJr. They will use a Start block to run their programs. They will also learn additional skills such as adding backgrounds and deleting sprites. Learners will follow given algorithms to create simple programs.
	<p>To code</p>	<ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn. 	

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			<ol style="list-style-type: none"> 3. Make a change - During this lesson learners will discover that some blocks in ScratchJr have numbers underneath them. They will learn how to change these values and identify the effect on a block of changing a value. 4. Adding sprites - During this lesson learners will be taught how to add and delete sprites in ScratchJr. They will discover that each sprite has its own programming area, and learn how to add programming blocks to give instructions to each of the sprites. 5. Project design - During this lesson learners will choose appropriate backgrounds and sprites for a 'Space race' project. They will decide how each sprite will move, and create an algorithm based on the blocks available in ScratchJr that reflects this. 6. Design - During this lesson learners will use their project designs from the previous lesson to create their projects on-screen in ScratchJr. They will use their project design, including algorithms created in the previous lesson, to make programs for each of their rocket sprites. They will test whether their algorithms are effective when their programs are run.
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Music

<p>Y1 – Charanga Having fun with improvisation - What songs can we sing to help us through the day?</p> <p><u>Vocabulary</u> Keyboard, drums, bass, electric guitar, saxophone,</p>	<p>Perform</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<p>See separate planning documentation from Charanga.</p> <ul style="list-style-type: none"> -Start to learn the song -Sing the song -sing the song and play instrumental parts within the song.
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<p>trumpet, pulse,rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo,perform/performance, audience, rap, Reggae, glockenspiel.</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p> <ul style="list-style-type: none"> ●Rhythm – long and short sounds or patterns that happen over the pulse. ●Pitch – high and low sounds. ●Tempo – the speed of the music; fast or slow or in-between. ●Dynamics – how loud or quiet the music is. ●Timbre – all instruments, including voices, have a certain sound quality e.g. thetrumpet has a very different sound quality to the violin. ●Texture – layers of sound. Layers of sound working together make music veryinteresting to listen to. ●Structure – every piece of music has a structure e.g. an introduction, verse and chorusending. ●Notation – the link between sound and symbol. 	<p>Compose</p>	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<p>Warm up games Warm up games Flexible games (optional) Improvise Compose</p>
	<p>Transcribe</p>	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<p>Compose Play composition within your song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p>
	<p>Describe music</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<p>-Listen and appraise activities -Warm up games</p>

P.E

<p>Net and Wall Skills <u>Vocabulary</u> Throwing</p>	<p>Develop practical skills in order to</p>	<ul style="list-style-type: none"> • I can hit a ball using a racket. 	<p>Lesson 1- To defend space, using the ready position. Lesson2- To defend space, using the ready position. Lesson3- To play against an opponent and keep the score.</p>
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<p>Catching Hitting Tracking</p> <p>Invasion <u>Vocabulary</u> Throwing Catching Dribbling Dodging Kicking</p>	<p>participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • I can throw a ball to land over the net and into the court area. • I can track balls and other equipment sent to me. • I can use a ready position to move to the ball. • I know how to score points. • I recognise changes in my body when I do exercise. • I show honesty and fair play when playing against an opponent. • I am beginning to dribble a ball with my hands and feet. • I can change direction to move away from a defender. • I can recognise space when playing games. • I can send and receive a ball with hands and feet. • I can use simple rules to play fairly. • I know when I am successful. • I move my feet to stay with another player when defending. • I recognise changes in my body when I do exercise. • I understand when I am a defender and when I am an attacker. 	<p>Lesson4-To develop control when handling a racket. Lesson5- To develop racket and ball skills Lesson6- To develop sending a ball using a racket. Lesson 7-To develop playing over a net. To develop placing the ball. Lesson 8- To develop hitting over a net.</p> <p>Lesson 1- To develop dribbling towards a goal. To understand what being in possession means. Lesson2- To develop passing to a teammate with your feet. To understand who to pas to and why when playing against a defender. Lesson3- To develop dribbling a ball with hands. To move towards a goal with the ball. Lesson4- To develop throwing to a teammate. To support a teammate when in possession. Lesson5-To move into a space showing awareness of defenders. Lesson6- To develop dodging and use it to lose a defender. Lesson 7- To be able to stay with a player when defending. Lesson 8- To develop taking a ball towards goal.</p>
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R.E			
<p>Places of Worship</p> <p>Vocabulary Worship Prayer Baptism cross, bible, church, Christianity, Judaism, star of David, Yad</p>	<p>Understand beliefs and teachings</p> <ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	<p>Lesson 1- Remind children of Christianity and discuss what they can remember. Show pupils a photograph of the church. Pose questions about it – What is this building? Where? Who goes there? When? What can you see, its name etc. Show pictures of the inside of the place of worship and some appropriate Christian artefacts. Ask if anyone can describe / explain what he or she is seeing. Christians worship in churches.</p> <p>Lesson 2- Focus on the cross, shape, where they are placed, what they are used for. The cross reminds Christians that Jesus died on the cross.</p> <p>Lesson 3- Focus on the different styled crosses used across the different branches of Christianity. Talk about how some churches lay their pews out in a cross shape. Lesson 4- Focus on the dove of peace as a symbol. The dove is a symbol of peace in Christianity.</p> <p>Lesson 5 & 6 Focus on the font, where it is placed, what it is used for? The font is used in Christenings and Baptisms.</p> <p>Lesson 1- What is Judaism? Brief overview of the religion and how Christianity came from it. Compare Christianity and Judaism e.g. God and Yahweh. Christianity came from Judaism.</p> <p>Lesson 2- Show pupils a photograph of a synagogue. Pose questions about it – What is this building? Where? Who goes there? When? What can you see, its name etc. Show pictures of the inside of the place of worship and some appropriate artefacts. Ask if anyone can describe / explain what he or she is seeing. Jews worship in synagogues.</p>	<p>Understand practices and lifestyles</p> <ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices.
	<p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> Explain the meaning of some religious symbols. 		
	<p>Understand how beliefs are conveyed</p> <ul style="list-style-type: none"> Explain the meaning of some religious symbols. 		

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Lesson 3- Focus on the symbol of The Star of David
Lesson 4- Holy book and the use of the yad
Lesson 5 and 6- Cedar plate and Passover

RSE & PSED

Relationships
Changing me

Vocab

Healthy eating,
 physical activity,

Physical health
and Mental
wellbeing

Keeping healthy;
 food and
 exercise; hygiene
 routines; sun
 safety

- what it means to be healthy and why it is important
- ways to take care of themselves on a daily basis
- about basic hygiene routines, e.g. hand washing
- about healthy and unhealthy foods, including sugar intake
- about physical activity and how it keeps people healthy
- about different types of play, including balancing indoor, outdoor and screen-based play
- about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors

Relationships:

Families

I can identify the members of my family and understand that there are lots of different types of families
 I know how it feels to belong to a family and care about the people who are important to me

Making friends

I can identify what being a good friend means to me
 I know how to make a new friend

Greetings

I know appropriate ways of physical contact to greet my friends and know which ways I prefer
 I can recognise which forms of physical contact are acceptable and unacceptable to me

People who help us

I know who can help me in my school community
 I know when I need help and know how to ask for it

Being my own best friend

I can recognise my qualities as a person and a friend
 I know ways to praise myself

Celebrating my special relationships

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		<ul style="list-style-type: none"> • how to keep safe in the sun 	<p>I can tell you why I appreciate someone who is special to me</p> <p>Changing Me:</p> <p>Life cycles I and starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is ok</p> <p>Changing me I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are ok and that sometimes they will happen whether I want them to or not</p> <p>My changing body I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates</p> <p>Boys' and girls' bodies I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I respect my body and understand which parts are private</p> <p>Learning and growing I understand that every time I learn something new I change a little bit I enjoy learning new things</p> <p>Coping with changes I can tell you about changes that have happened in my life I know some ways to cope with changes</p> <p>Project Evolve</p> <p>Online bullying: I can describe how to behave online in ways that do not upset others and can give examples</p>
	<p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	
	<p>Keeping safe How rules and age restrictions help us; keeping safe online</p>	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel 	

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		unhappy, worried, or scared	Health, well-being and lifestyle. I can explain rules to keep myself safe when using technology both in and beyond the home.
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