

**Engage: Mask making**  
**Express: Celebration carnival**

**Personal, Social and Emotional Development**

**PSCHE: Relationships**

WALT Identify the people who are important in the children's lives, including those who they care for and who care for them  
 WALT Recognise feelings of jealousy  
 WALT Develop pride in others' achievements  
 WALT Learn strategies for feeling better without hurting others

**R.E.: Is Shabbat important to Jewish children?**

WALT Empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.  
 WALT Share favourite days of the week and talk about food children would choose to share in a special meal.  
 WALT Use the right names for things that are special to Jewish people during Shabbat and explain why they are important.  
 WALT Make connections between being Jewish and decisions about behaviour.

**Understanding of the World**

**GEOGRAPHY:**

WALT Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area of a contrasting, non-European country  
 WALT Use world maps, atlases and globes to identify the UK and its countries  
 WALT Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.

**SCIENCE: Seasonal Changes**

WALT Observe changes across the four seasons  
 WALT Observe and describe weather associated with the seasons and how day length varies.

**Computing: iWrite**

WALT Use technology purposefully to create, organise, store, manipulate and retrieve digital content

**Literacy**

**Spoken Language:**

WALT Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  
 WALT Use relevant strategies to build their vocabulary  
 WALT Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading:**

WALT Learn to appreciate rhymes and poems and to recite some by heart  
 WALT Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  
 WALT Discuss word meanings  
 WALT Check that the text makes sense to them as they read  
 WALT Link what they read and hear to their own experiences

**Writing:**

WALT Read aloud their writing clearly enough to be heard by their peers and the teacher  
 WALT Compose a sentence orally before writing it  
 WALT Sequence sentences to form short narratives  
 WALT Say out loud what they are going to write about  
 WALT Re-read what they have written to check that it makes sense  
 WALT Discuss what they have written with other pupils  
 WALT Form lower-case letters in the correct direction, starting and finishing in the right place

**SUMMER TERM 1**

**Activities  
 Rio de Vida  
 Year 1**

**Knowledge Outcomes**

What country and continent is Rio in?  
 What continent Brazil in?  
 What is the climate in Rio?  
 What is Christ the Redeemer and where can it be found?

**Challenge**

**Why are London and Brazil different?**

**Physical Development**

**Athletics:**

WALT 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

**Expressive Art and Design**

**ART:**

WALT Use a range of materials creatively to design and make products  
 WALT Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**DT:**

WALT Design purposeful, functional, appealing products for themselves and other users based on design criteria  
 WALT Select from and use a wide range of materials and components, including construction materials, textiles and ingredients

**Music:**

WALT Listen with concentration and understanding to a range of high quality live and recorded music

**Mathematics**

Included on termly Success and Challenge cards