

How is India different to the UK?



Derry Hill
C of E Primary
School

Year 1: Term 6: Summer 2026

National Curriculum
Subject

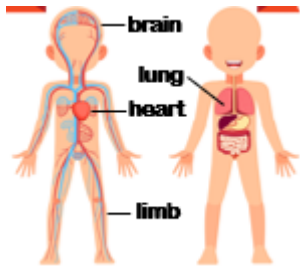
Key Vocabulary

Key Skills and Knowledge

Learning Intention and
Implementation

Science

All About Me
(Animals including Humans)



Head
Skull
Body
Skeleton
Brain
Heart
Lung
Limb
Ear
Sound
Pupil
Sound
Tongue
Taste

Key Skills:

To use observations, data and findings to name, label and organise items in a variety of ways.

To use tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings.

To use the senses and take measurements, using a range of equipment, to make observations about a scientific enquiry.

I can follow a method and use equipment accurately to carry out a scientific enquiry.

Key Knowledge:

I can identify the different parts of the human body, and explain what they're used for.




I know the basic parts of the eye and its functions.

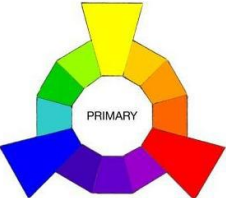
I know that our ears help us tell the direction sound is coming from.



I know that sound is made up of vibrations.



We will be identifying different parts of the body, and explaining what they are used for. We will have focused lessons on the different senses, understanding how specific parts of the body help us see, hear, taste etc. Including why these senses are so important, and what happens when one of our senses does not work.

Throughout our science learning we will be identifying and classifying, performing simple tests, gathering data, recording observations, making predictions, identifying patterns and making links.

		<p>I know that my tongue allows me to taste, and I can describe a range of flavours.</p> <p>I understand why our sense of taste is important.</p> <p>I know that our skin helps us to feel, and that our fingertips are sensitive to touch.</p> <p>I know that our sense of touch can identify different textures.</p> <p>I know that we can smell many different smells and that our sense of smell helps to keep us safe.</p>	
<p>Geography and History</p>   	<p>United Kingdom England Wales Scotland Northern Ireland London Cardiff Edinburgh Belfast New Delhi Weather Population The Taj Mahal Currency Language Temperature Compare Similarities and Differences</p>	<p>Key Skills:</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>To understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of an area in a contrasting non-European country</p> <p>To explore the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Key Knowledge:</p> <p>I know that London is the capital city of England</p> <p>I know that New Delhi is the capital city of India</p> <p>I know that England is in the United Kingdom, which is part of Europe</p> <p>I know that India is in Asia</p>	<p>We will be re-capping what we know about the United Kingdom; the four countries and their capital cities. We will explore India, such as looking at the types of foods they eat, clothes they wear and activities they enjoy. We will compare the two capital cities, London and New Delhi, for example the weather, food, how people travel.</p> <p>Later in the term we will investigate Isambard Kingdom Brunel. We will look at lots of facts about Isambard Kingdom Brunel, and think about how he has had a significant impact on the world we live in today. We will be inventors ourselves and combine our history learning with some DT, as we will design and make our own inventions.</p>

	<p>Isambard Kingdom Brunel</p> <p>Transport</p> <p>Timeline</p> <p>Famous Engineer</p>	<p>I know the ways in which London and New Dehli are different (population, weather, currency, local transport etc)</p> <p>I know that Isambard Kingdom Brunel was a famous engineer</p> <p>I know that Brunel engineered various structures, including the Thames tunnel, Clifton suspension bridge in Bristol, the SS Great Britain, and the Box tunnel (located locally, between Chippenham and Bath)</p>	
<p>Art</p> 	<p>Colour Mixing</p> <p>Colour Wheel</p> <p>Primary Colours</p> <p>Secondary Colours</p> <p>Tint</p> <p>Shade</p> <p>Light</p> <p>Dark</p> <p>Patter</p> <p>Line</p> <p>Texture</p> <p>Technique</p>	<p>Key Skills:</p> <p>To be able to use poster paints, crayon, chalk, pencils.</p> <p>To name colours</p> <p>To experiment with colours.</p> <p>To mix primary colours to make secondary colours</p> <p>To apply colour with different tools – brushes, rollers, fingers etc</p> <p>To explain what they and others have done.</p> <p>Use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>Key Knowledge:</p> <p>I know that I can mix colours to make another colour.</p> <p>I can name the primary colours.</p> <p>I know which colours are secondary.</p>	<p>This term we will be focusing on colour and colouring mixing. We will be recapping on the primary colours and learning about secondary colours. We will then move onto learning about tints and shades, by adding white and black. We will use our colour mixing skills and knowledge to create and paint our own Ganesh. We will also have some fun experimenting, and colour mixing, with chalks.</p>

		<p>I know that I can add white to make a colour lighter.</p> <p>I know that I can add black to make a colour darker.</p>	
<p>RE</p> 	<p>Rosh Hashanah</p> <p>Shabbat</p> <p>Honey</p> <p>Pomegranate</p> <p>Resolutions</p> <p>Festival</p> <p>New Year</p> <p>Calendar</p> <p>Synagogue</p> <p>Shofar</p> <p>Sins</p> <p>Yom Kippur</p> <p>Judaism</p>	<p>Key Skills:</p> <p>I can use my own understanding of Yom Kippur to think of things I would like to achieve and how I might do this</p> <p>I can compare other religions to that of Christianity</p> <p>Key Knowledge:</p> <p>I know that different things are celebrated around the world at different times</p> <p>I know that Jewish people celebrate Rosh Hashanah and Yom Kippur (and how these are celebrated)</p>	<p>This term we will explore more about Judaism. We will learn about Rosh Hashanah and how and why this is celebrated, as well as introducing new festivals and celebrations, including Yom Kippur. We will link our own thoughts and understanding to this by exploring things we would like to achieve when moving up into year two.</p>
<p>Computing</p> 	<p>3D</p> <p>Digital Design</p> <p>Keyboard</p> <p>Mouse</p> <p>Click and drag</p> <p>Change</p> <p>Rotate</p> <p>Arrange</p> <p>Flip</p>	<p>Key Skills:</p> <p>I can use the mouse to control and move objects.</p> <p>I can use technology purposefully to create, organise and manipulate digital content</p> <p>Key Knowledge:</p> <p>I can change the colour and pattern of elements.</p> <p>I can position and rotate objects on a design.</p> <p>I can position objects in relation to each other.</p> <p>I know that I must ask a grown up before doing something new on the computer</p>	<p>This term the children will be undertaking some 3D design activities. This will give the children an insight into Computer Aided Design (CAD) software, allowing them to view 3D objects on a 2D screen. The children will be able to add 3D objects, resize them and change how they look.</p>

<p style="text-align: center;">PE</p> 	<p>balance control position roll chase bounce direction</p>	<p>Key Skills:</p> <p>I can start and stop quickly</p> <p>I can arrive in the correct position to collect the ball (timing)</p> <p>I can collect the ball with balance and control</p> <p>I can maintain balance throughout.</p> <p>I can balance and hold the correct position.</p> <p>I can balance with control when changing balance/position.</p>	<p>This term we will be practising for sports day, including running, passing a hoop over our head and hurdles.</p> <p>We will also continue to develop our ball and balance skills.</p> <p>During our in2sports sessions on Wednesdays we will be learning the skills to play cricket.</p>
<p style="text-align: center;">PSHE</p> 	<p>Sun Sun Screen Hydration Sun Hat Shade Road Safety High Visibility Reflective Clothing Stop/Look/Listen/Wait/Listen.. Money Earn/ed Value Bank Safe</p>	<p>Key Skills:</p> <p>To take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe.</p> <p>Key Knowledge:</p> <p>To know about safe and unsafe exposure to the sun. To understand the importance of sun safety and how to keep safe in the sun.</p> <p>To begin to understand the role of money in our society.</p> <p>To know why it is important to keep money safe.</p>	<p>In PSHE this term we will start the term learning about sun safety and road safety. We will then move on to learning about money; where money comes from, what it's used for (what we want and what we need), thinking about value, and why we should keep money safe.</p>

Music



beat
melody
verse
chorus
orchestra
conductor
rhythmic pattern
percussion (and names of instruments)
brass (and names of instruments)
woodwind (and names of instruments)
string (and names of instruments)
timbre
dynamics
tempo

Key Knowledge and Skills

I can identify similarities between instruments in different families of the orchestra and recognise the 4 instrumental families in pieces of music.

I know that different types of sound are called timbre and can select adjectives to describe them.

I can describe when music gets faster or slower / louder or quieter.

I can use body percussion to join in with the rhythm of part of 'The Young Person's Guide to the Orchestra'.

I can express an opinion about different pieces of music.

I can learn to sing 'The Seasons Song', keeping words and melody clear.

I can identify which pieces of music represent each season of the years and explain what the composer might be describing.

I can choose a season of the year to describe using percussion instruments and create a simple melody and rhythm to show this.

I can choose the best speed and dynamics for my piece of music.

This term we will revisit instruments; identifying and naming different instruments, learning about orchestras and the four groups; woodwind, brass, strings and percussion.

We will listen to different pieces of music played by orchestras, including Vivaldi's The Four Seasons.

We will learn a new song and we will continue to learn, and understand, the meaning of musical vocabulary, such as timbre, beat, melody, tempo etc..