



## Curriculum Overview

### Year 1 Summer Term

Subject	Content
<b>Religious Education</b>	<p><b>Easter</b></p> <ul style="list-style-type: none"><li>• know that Easter celebrates the Resurrection of Jesus from the dead and know the story of the empty tomb</li><li>• explain the symbols on the Easter candle</li></ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"><li>• know the story of Pentecost</li><li>• identify some symbols associated with the Holy Spirit</li></ul> <p><b>Sharing Jesus' Life</b></p> <ul style="list-style-type: none"><li>• recall some stories about Jesus and his disciples</li><li>• identify some characteristics of discipleship and describe some ways in which Jesus changes or affects people's lives</li><li>• understand that they belong to the Church through Baptism and this means being part of God's family and a follower of Jesus</li><li>• describe how they and other members of the Church, follow Jesus and celebrate his life</li></ul>
<b>Literacy</b>	<p><b>Phonics:</b> Phase 5 Letters and Sounds</p> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• read independently and talk in detail about the characters and plot in a story</li><li>• read non-fiction books and share information with children and adults</li></ul> <p><b>Writing:</b> Final writing outcomes:</p> <ul style="list-style-type: none"><li>• write retelling of a traditional story</li><li>• report writing</li><li>• explanations</li><li>• poetry appreciation "take one poet"</li></ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"><li>• write regularly at greater length, at least 6 – 8 sentences twice a week.</li><li>• Use capital letters and full stops accurately in written work</li><li>• Spell 100 high frequency words accurately in written work</li></ul>

<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Counting sorting and properties of numbers to 100</li> <li>• Odd/even</li> <li>• Place value and ordering</li> <li>• Understanding + and –</li> <li>• Mental calculation strategies + and -</li> <li>• Problem solving and decisions</li> <li>• Money and real life problems</li> <li>• Measures and time</li> <li>• Shape and space-2D and 3D including problem solving</li> <li>• Reasoning about shapes</li> <li>• Statistics- construct and interpret simple pictograms, tally charts, block diagrams and simple tables</li> </ul>
<b>Science</b>	<p><b>Practical scientific methods processes and skills developed throughout the year:</b></p> <ul style="list-style-type: none"> <li>• ask simple questions</li> <li>• observe closely using simple equipment</li> <li>• perform simple tests</li> <li>• identify and classify</li> <li>• use observations and ideas to suggest answers to questions</li> <li>• gather and record data to help answer questions</li> </ul> <p><b>Biology: Plants</b></p> <ul style="list-style-type: none"> <li>• identify and name- including deciduous and evergreen.</li> <li>• simple structure e.g. plant parts and functions</li> </ul> <p><b>Physics: Seasonal changes, a continuous topic throughout the year</b></p> <ul style="list-style-type: none"> <li>• apparent movement of the sun</li> <li>• changes over seasons</li> <li>• weather- and day length change</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• break down a process into simple clear steps as in an algorithm</li> <li>• use a video camera to capture moving images</li> <li>• use the web safely to find ideas for an illustration</li> <li>• select and use appropriate painting tools to create and change images on the computer</li> <li>• create an illustration for a particular purpose</li> </ul>
<b>Creative Curriculum:</b>	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.</p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p> <p>(See Creative Curriculum Two Year Cycle).</p>

	<p><b>Summer 1 : Food Glorious Food</b>  <b>Main Focus:</b> Art –Picture this!  We will use viewfinders to frame pictures and investigate still life using food as a stimulus.</p> <ul style="list-style-type: none"> <li>• use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>• use a sketchbook to gather and collect artwork.</li> <li>• begin to explore the use of line, shape and colour</li> <li>• Mix and match colours to artefacts and objects in painting and colouring</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• make marks in print with a variety of objects, including natural and made objects.</li> <li>• carry out different printing techniques e.g. mono-print, block, relief and resist printing, make rubbings.</li> <li>•</li> </ul> <p><b>Summer 2: Environment: Homes</b>  <b>Main focus:</b> Design and Technology  We will develop our understanding of structures by creating models and finding out how to make them stronger and more stable.</p> <ul style="list-style-type: none"> <li>• suggest ideas and explain what they are going to do</li> <li>• model their ideas in card and paper</li> <li>• recognise and name mathematical shapes eg square, rectangle, triangle, circle in the context of buildings</li> <li>• with help, measure, mark and cut out a range of materials</li> <li>• use basic tools eg scissors and snips safely and effectively</li> <li>• assemble join and combine materials using a variety of temporary methods</li> <li>• begin to understand how they can make their structures more stable</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• perform basic body actions</li> <li>• use different parts of the body singly and in combination</li> <li>• show some sense of dynamic, expressive and rhythmic qualities in their own dance</li> <li>• choose appropriate movements for different dance ideas</li> <li>• remember and repeat short dance phrases and simple dances</li> <li>• move with control</li> <li>• vary the way they use space</li> <li>• describe how their lungs and heart work when dancing</li> <li>• describe basic body actions and simple expressive and dynamic qualities of movement</li> </ul> <p><b>Athletics:</b></p>

	<ul style="list-style-type: none"><li>• run at different speeds</li><li>• take part in a relay activity with guidance</li><li>• jump with accuracy into and out of areas from a standing position</li><li>• throw a variety of objects, using a small range of techniques</li><li>• recognise when their heart rate and temperature have changed</li></ul>
<b>PSHE</b>	<ul style="list-style-type: none"><li>• describe how needs are different from wants</li><li>• name some feelings and expresses some of their own positive qualities</li><li>• share their views and opinions (for example talking about fairness)</li><li>• describe some of the groups and communities they belong to and recognises that people in their communities are different</li></ul>