



## 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> <p>Fantasy stories. Plan their writing by:</p> <ul style="list-style-type: none"><li>• Using drama to investigate characters and events</li><li>• Developing story telling language and technique</li><li>• Writing a list of adjectives to describe a character</li><li>• Using <i>and</i> or <i>but</i> to form compound sentences</li></ul> <p>Traditional poems. Plan their writing by:</p>

	<ul style="list-style-type: none"> <li>• Looking for rhyming and near rhyming words</li> <li>• Looking at words that sound the same but have different meaning – comparing the spellings</li> <li>• Looking at the use of exclamation marks</li> </ul> <p>Stories with repeating patterns. Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Listening to, following and enjoying a story with a repeating pattern</li> <li>• Re-telling a familiar story using repeated phrases and sentences</li> <li>• Using a capital letter at the start of the sentence.</li> <li>• Using a full stop or an exclamation mark at the end of the sentence.</li> </ul> <p>Labels, lists and signs. Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Sequencing the events in a familiar story</li> <li>• Writing a descriptive sentence.</li> <li>• Punctuating a sentence correctly.</li> <li>• Re-reading their writing to check it makes sense</li> </ul> <p>Poems about nature. Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Writing questions, and punctuate using a question mark</li> <li>• Reading and understanding the structure of a haiku.</li> <li>• Reading and responding to haiku, giving reasons for preferences</li> <li>• Contributing to a class haiku</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> <li>• All standard 1 punctuation correctly used</li> </ul>
<b>Mathematics</b>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens</li> <li>• given a number, identify one more and one less</li> <li>• identify and represent numbers using objects and pictorial</li> </ul>

	<p>representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <ul style="list-style-type: none"> <li>• read and write numbers from 1 to 20 in numerals and words</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• measure and begin to record the following: <ul style="list-style-type: none"> <li>– <i>lengths and heights</i></li> <li>– <i>mass/weight</i></li> <li>– <i>capacity and volume</i></li> <li>– time (hours, minutes, seconds)</li> </ul> </li> <li>• recognise and know the value of different denominations of coins and notes</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <p><b>Geometry: properties of shapes</b></p> <ul style="list-style-type: none"> <li>• recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <li>– <i>2-D shapes [for example, rectangles (including squares), circles and triangles]</i></li> <li>– <i>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</i></li> </ul> </li> </ul> <p><b>Geometry: position and direction</b></p> <ul style="list-style-type: none"> <li>• <i>describe position, direction and movement, including whole, half, quarter and three-quarter turns</i></li> </ul>
<b>Science</b>	<b>Practical scientific methods processes and skills developed throughout the year:</b>

	<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, an on-going 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 : Beside the Seaside</b>  <b>Main Focus:</b> History  We will use pictures and artefacts to find out what seaside holidays were like in the past.</p> <ul style="list-style-type: none"> <li>• uses common words and phrases about the passing of time</li> <li>• can find answers to simple questions about the past from pictures and artefacts</li> <li>• can tell the difference between past and present in their own and others' lives</li> <li>• can communicate their knowledge of the past in pictures, discussion and role play</li> </ul> <p><b>Summer 2: Olympics</b>  <b>Main focus:</b> Geography  We will learn that there are lots of different countries in the world and focus on one contrasting country to make comparisons with our own country</p> <ul style="list-style-type: none"> <li>• uses simple vocabulary to describe another country</li> <li>• can use pictures and photographs to make observations about places</li> <li>• can use a picture map or globe to find their own country and another country</li> <li>• makes simple comparisons between another country and their locality</li> </ul>
<p><b>Physical Education</b></p>	<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> <p><b>Invasion games</b></p> <ul style="list-style-type: none"> <li>• play games using modified courts and a small range of throwing skills</li> <li>• make effective decisions when they have the ball, but take time to make them</li> <li>• use bigger target areas to aim for</li> <li>• move to find space when they have not got the ball, when prompted and guided use simple rules fairly</li> </ul> <p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>• use skills with control and reasonable accuracy</li> <li>• hit a stationary ball and retrieve and throw it when fielding</li> <li>• use skills and tactics in games</li> <li>• come up with sensible solutions, given time to think about their actions</li> </ul>

	<ul style="list-style-type: none"><li>• carry out practices to improve their work and understand why they are useful</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>