



Curriculum Overview

Year 1 Summer Term

Subject	Content
Religious Education	<p>Easter</p> <ul style="list-style-type: none">• know that Easter celebrates the Resurrection of Jesus from the dead and know the story of the empty tomb• explain the symbols on the Easter candle <p>Pentecost</p> <ul style="list-style-type: none">• know the story of Pentecost• identify some symbols associated with the Holy Spirit <p>Sharing Jesus' Life</p> <ul style="list-style-type: none">• recall some stories about Jesus and his disciples• identify some characteristics of discipleship and describe some ways in which Jesus changes or affects people's lives• understand that they belong to the Church through Baptism and this means being part of God's family and a follower of Jesus• describe how they and other members of the Church, follow Jesus and celebrate his life
Literacy	<p>Phonics: Phase 5 Letters and Sounds</p> <p>Reading</p> <ul style="list-style-type: none">• read independently and talk in detail about the characters and plot in a story• read non-fiction books and share information with children and adults <p>Writing: Final writing outcomes:</p> <p>Fantasy stories. Plan their writing by:</p> <ul style="list-style-type: none">• Using drama to investigate characters and events• Developing story telling language and technique• Writing a list of adjectives to describe a character• Using <i>and/or but</i> to form compound sentences <p>Traditional poems. Plan their writing by:</p>

	<ul style="list-style-type: none"> • Looking for rhyming and near rhyming words • Looking at words that sound the same but have different meaning – comparing the spellings • Looking at the use of exclamation marks <p>Stories with repeating patterns. Plan their writing by:</p> <ul style="list-style-type: none"> • Listening to, following and enjoying a story with a repeating pattern • Re-telling a familiar story using repeated phrases and sentences • Using a capital letter at the start of the sentence. • Using a full stop or an exclamation mark at the end of the sentence. <p>Labels, lists and signs. Plan their writing by:</p> <ul style="list-style-type: none"> • Sequencing the events in a familiar story • Writing a descriptive sentence. • Punctuating a sentence correctly. • Re-reading their writing to check it makes sense <p>Poems about nature. Plan their writing by:</p> <ul style="list-style-type: none"> • Writing questions, and punctuate using a question mark • Reading and understanding the structure of a haiku. • Reading and responding to haiku, giving reasons for preferences • Contributing to a class haiku <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none"> • write regularly at greater length, at least 6 – 8 sentences twice a week. • Use capital letters and full stops accurately in written work • Spell 100 high frequency words accurately in written work • All standard 1 punctuation correctly used
Mathematics	<p>Number and place value</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens • given a number, identify one more and one less • identify and represent numbers using objects and pictorial

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

	<ul style="list-style-type: none"> • ask simple questions • observe closely using simple equipment • perform simple tests • identify and classify • use observations and ideas to suggest answers to questions • gather and record data to help answer questions <p>Biology: Plants</p> <ul style="list-style-type: none"> • identify and name- including deciduous and evergreen. • simple structure e.g. plant parts and functions <p>Physics: Seasonal changes, an on-going topic throughout the year</p> <ul style="list-style-type: none"> • apparent movement of the sun • changes over seasons • weather- and day length change
Computing	<ul style="list-style-type: none"> • break down a process into simple clear steps as in an algorithm • use a video camera to capture moving images • use the web safely to find ideas for an illustration • select and use appropriate painting tools to create and change images on the computer • create an illustration for a particular purpose
Creative Curriculum:	<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>Summer 1 : Food Glorious Food</p> <p>Main Focus: Art</p> <ul style="list-style-type: none"> • use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • use a sketchbook to gather and collect artwork. • begin to explore the use of line, shape and colour <p>Printing</p> <ul style="list-style-type: none"> • make marks in print with a variety of objects, including natural and made objects. • carry out different printing techniques e.g. mono-print, block, relief and resist printing. • make rubbings. • build a repeating pattern and recognise pattern in the environment. <p>Summer 2: Environment: Homes</p> <p>Main focus: Design and Technology</p> <ul style="list-style-type: none"> • suggest ideas and explain what they are going to do • model their ideas in card and paper • with help, measure, mark and cut out a range of materials • assemble join and combine materials using a variety of temporary methods
<p>Physical Education</p>	<p>Athletics:</p> <ul style="list-style-type: none"> • run at different speeds • take part in a relay activity with guidance • jump with accuracy into and out of areas from a standing position • throw a variety of objects, using a small range of techniques • recognise when their heart rate and temperature have changed <p>Invasion games</p> <ul style="list-style-type: none"> • play games using modified courts and a small range of throwing skills • make effective decisions when they have the ball, but take time to make them • use bigger target areas to aim for • move to find space when they have not got the ball, when prompted and guided use simple rules fairly <p>Striking and Fielding</p> <ul style="list-style-type: none"> • use skills with control and reasonable accuracy • hit a stationary ball and retrieve and throw it when fielding • use skills and tactics in games • come up with sensible solutions, given time to think about their actions • carry out practices to improve their work and understand why they are useful

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- describe how needs are different from wants
- name some feelings and expresses some of their own positive qualities
- share their views and opinions (for example talking about fairness)
- describe some of the groups and communities they belong to and recognises that people in their communities are different