

Year 1 Curriculum Overview Summer Term

ENGLISH

Writing:

- Fantasy worlds, poetry, recounts, non-fiction writing and poetry.
- To write descriptive sentences based on fantasy settings: Short film clip called Bubbles and the soundtrack by the Literacy Shed.
- To explore familiar themes and characters through improvisation and role-play.
- To sequence events in a fantasy story.
- To describe how the character Beegu feels and to show empathy towards him/her.
- To create a lost poster.
- To sequence sentences into a letter.
- To plan and write a story with a simple plot.
- Develop story openers.
- To research and write a fact-file about a famous Olympian.
- To write factual sentences about the Olympics.
- To create their own similes.

Spellings and Phonics:

- To revise basic sounds learnt previously.
- To learn ew, ou, ow, oi, oy, or, al, nk, er, ir, ur, au, aw sounds.
- Tricky Words: because, want, saw, put, could, should, would, right, two, four, goes, does, made, their, once, upon, always, also, of, eight, love, cover, after, every, mother, father.

Grammar:

- Final consonant blends, Adverbs, plurals, antonyms, using a dictionary and a thesaurus, inverted commas (speech marks), questions and revision on nouns, verbs and adjectives, compound words and alphabetical order.

Comprehension:

- To recount events from a diary.
- Answer questions about fantasy worlds based on The Tiger who Came for Tea by Judith Kerr and The Sandcastle by MP Robertson.
- To recall events and make predictions about a story.
- Read and respond to poems.
- To investigate patterns in language.
- To find out facts about a famous sportsperson from a diverse background.
- To make simple inferences from a text.

Handwriting:

- Using phonic sounds to develop joined Reddiford script.

Speaking and Listening:

- To take turns to speak.
- To speak in a clear and audible voice.

- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- To be able to justify their opinions and to offer explanations.
- To be able to describe a character using adjectives.

MATHEMATICS

Number:

- Development of children's understanding of number up to 100 by representing numbers in words, digits pictures and concrete apparatus.
- Odd and even numbers
- Counting in 2s, 5s and 10s
- Comparing and ordering numbers
- Fractions- halves and quarters of shapes and numbers
- Doubling and near doubles
- Word Problem
- Addition and subtraction facts to 20 and above.
- Adding strategies by adding tens and ones. Adding by bridging through 10
- Multiplication-arrays
- Division-sharing
- Quick maths to develop mental strategies

Measures:

- Money- making amounts, giving change and solving problems

Geometry:

- Simple 2D and 3D shape names and properties
- Position-half, quarter and three quarter turns

SCIENCE

Pushes and Pulls:

- Different movements
- Starting and stopping
- Hazards of moving objects
- Different causes of movements e.g. wind and water
- Science Day

Growing Plants:

- Characteristics of different plants
- Observations of plant growth
- Requirements for plant growth
- Food from plants
- Identifying wild and garden plants
- Seasonal impact on plants.

HISTORY AND GEOGRAPHY COMBINED

- Introduction to the Olympic Games
- Comparing the Ancient and Modern Olympic games.
- History of the Marathon
- History of the Winter Olympics
- Paralympics
- National sports
- Famous Olympians from around the world – map work
- Flags
- Olympic Day

SPANISH

- Minibeasts:
 - Say 2 minibeasts in Spanish and follow some instructions in preparation for the race.
 - Listen and watch the story of the sports day race in Spanish to find out who wins.
- My Dream Home:
 - Learn the names of name of 7 rooms of the house and say a phrase about each.

RE

- Recognising religious books e.g. The Bible, The Torah, The Qur'an, The Bhagavad Gita, Tiptaka
- Miracles of Jesus
- Reflection

PE

- The children explore running, jumping and throwing activities, and take part in simple challenges and competitions.
- They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.
- As in all athletic activities, children think about how to achieve the greatest possible speed, distance or accuracy in preparation for Sports Day.
- The children are introduced to net games. They learn how to hold a tennis racket and strike a tennis ball. They will develop their hand-eye coordination.

Music & Movement:

- To use movement imaginatively, responding to stimuli, including music.
- Different ways of movement, e.g. changing rhythm, speed and direction.
- Create and perform simple dances, including those from other cultures.
- To develop listening skills and to express and communicate feelings and ideas.

Swimming:

- The children will continue to develop their confidence in the water through learning water skills, e.g. jumping in, floating and submerging.
- They will continue to develop their strokes when swimming on their front and back.

MUSIC

Listening:

- Different sounds and recognition of a verse and chorus in a song
- Playing percussion instruments with a steady beat
- Recognising pitch/high and low sounds
- Recognising musical symbols

Singing:

- Learning songs in preparation for Speech Day

ART & DESIGN TECHNOLOGY

Patterns:

- To be able to draw and paint a repeating pattern on their own
- To make a printed pattern
- Investigating natural patterns from nature

Clay work:

- To make a simple form from clay
- To make a sculpture from the forms made
- To learn how to make a coil pot and to decorate it

Common drawing tasks:

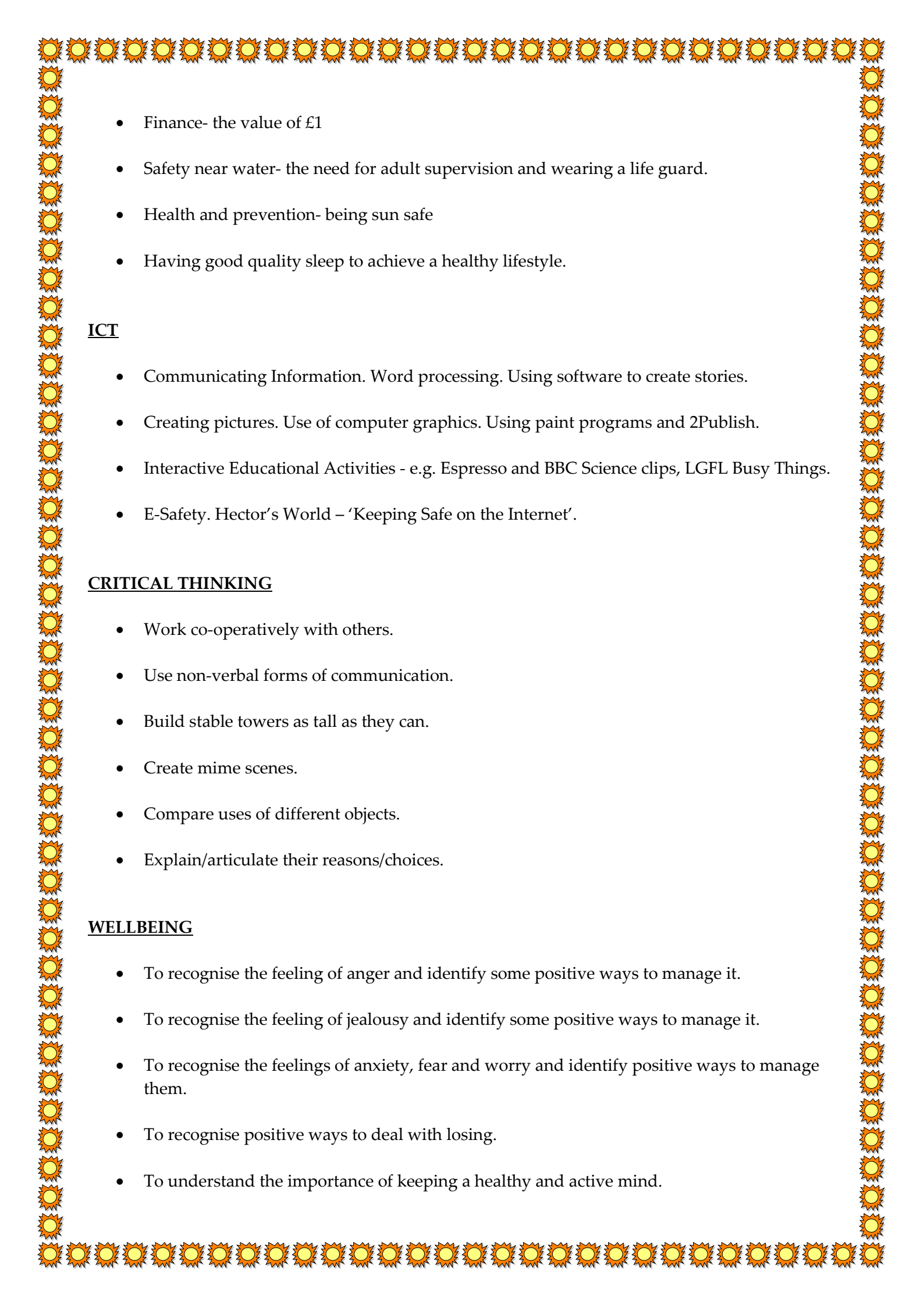
- Self portrait
- Life drawing

PSHE

- Safety on the internet - smart rules
- Fundamental British Values - Family life and relationships. Special people in the family and community. Respect of their beliefs and culture even though they may be different from our own.

Mental Health & Wellbeing

- Friends and friendship, Qualities needed in a friend. We should respect everyone as we all have something to offer.
- Families and friends and people who care for me. Special people in my family.
- Memories what is a memory, do they have any? Are they happy memories, how do they make them feel?
- Special places. Special places at home, school and outside. Do they have any, is it safe?
- Developing Self-Esteem. Tell a joke. Reasons why we laugh or become angry. Being kind to each other. - happiness, anger, bullying, taking frustrations out on others.
- Accepting the way, we are. We all different but, have something to offer.
- My autobiography. Discussion and accounts of pupil's lives.

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- Finance- the value of £1
 - Safety near water- the need for adult supervision and wearing a life guard.
 - Health and prevention- being sun safe
 - Having good quality sleep to achieve a healthy lifestyle.

ICT

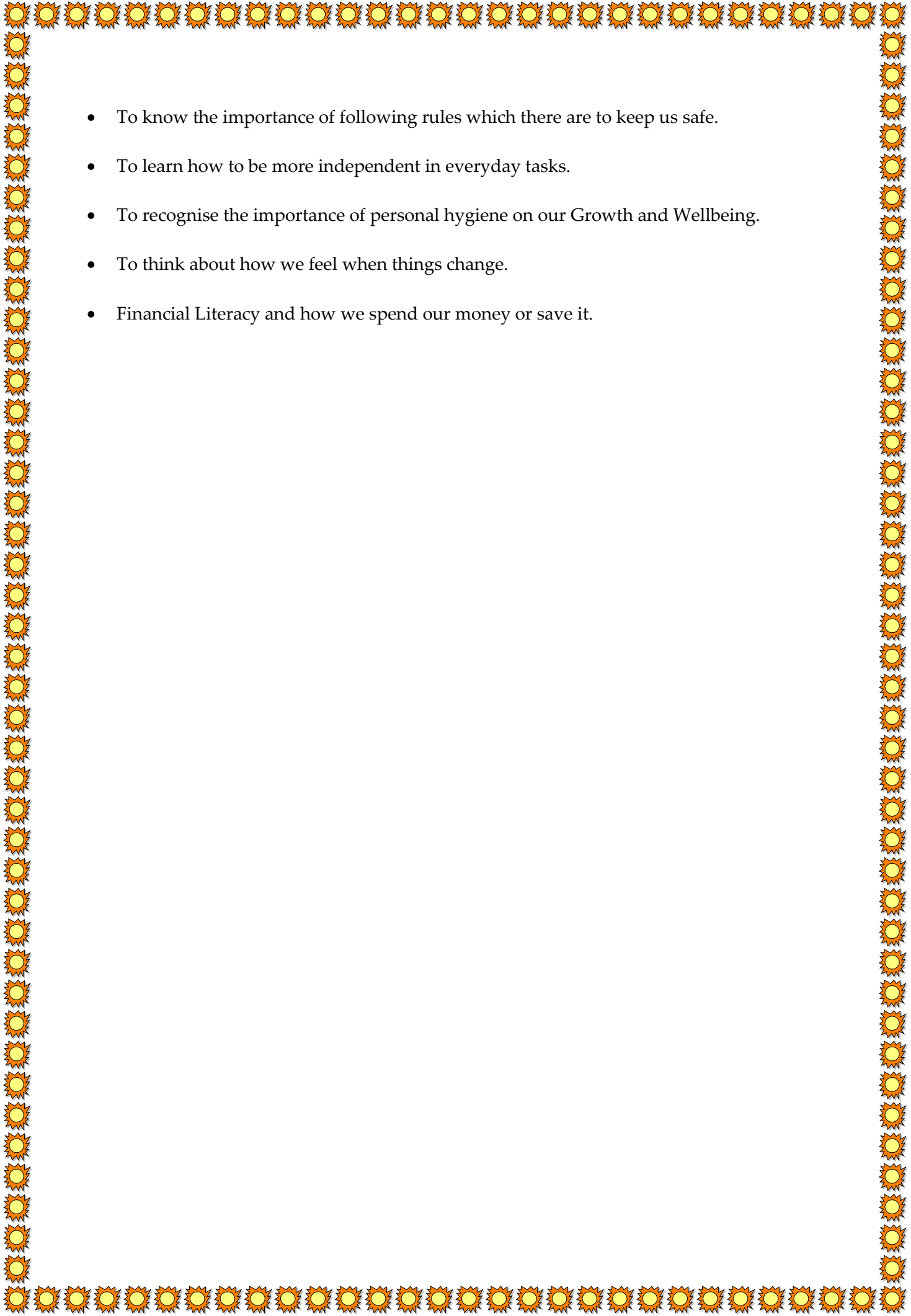
- Communicating Information. Word processing. Using software to create stories.
- Creating pictures. Use of computer graphics. Using paint programs and 2Publish.
- Interactive Educational Activities - e.g. Espresso and BBC Science clips, LGFL Busy Things.
- E-Safety. Hector's World – 'Keeping Safe on the Internet'.

CRITICAL THINKING

- Work co-operatively with others.
- Use non-verbal forms of communication.
- Build stable towers as tall as they can.
- Create mime scenes.
- Compare uses of different objects.
- Explain/articulate their reasons/choices.

WELLBEING

- To recognise the feeling of anger and identify some positive ways to manage it.
- To recognise the feeling of jealousy and identify some positive ways to manage it.
- To recognise the feelings of anxiety, fear and worry and identify positive ways to manage them.
- To recognise positive ways to deal with losing.
- To understand the importance of keeping a healthy and active mind.

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- To know the importance of following rules which there are to keep us safe.
 - To learn how to be more independent in everyday tasks.
 - To recognise the importance of personal hygiene on our Growth and Wellbeing.
 - To think about how we feel when things change.
 - Financial Literacy and how we spend our money or save it.