



Year 1 Curriculum Overview Summer Term

English

Reading

We will be:

- Reading other words of more than one syllable that contain taught GPCs and reading words with contractions (e.g., I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
- Reading books aloud, accurately, that are consistent with their developing phonic knowledge and to build up fluency.
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far.

Fiction Writing

We will be:

- Exploring the narratives of 'The Lighthouse Keeper's Lunch', 'Bubbles' and 'The Disgusting Sandwich'
- Introducing using powerful verbs to make writing interesting.
- Recapping and highlighting capital letters, full stops, question marks, exclamation marks.

Non-Fiction Writing

We will be:

- Writing explanation texts using adverbials of time (first, next, then etc).
- Writing non-chronological reports and introducing bullet points within this about sea creatures.
- Explanation texts: life cycle of a frog.

Spellings and Phonics

We will be:

- Following the Little Wandle programme for phonics/spelling.
- Ensuring incorporation into writing through Revise, Teach, Practise, Apply strategies throughout the week.

Speaking and Listening

We will be:

- Gaining, maintaining and monitoring the interest of the listener(s)
- Considering and evaluating different viewpoints, attending to and building on the contributions of others.
- Selecting and using appropriate registers for effective communication.

Poetry

We will be:

- Using similes (as/like) and adjectives within our writing for good poetic effect.

Topic: History

History:

We will answer the question "What makes a good explorer?"

We will:

- Explain what makes a good explorer and what an explorer needs.
- Explain how explorers travelled.
- Name and describe Ibn Battuta, Matthew Henson, Neil Armstrong and Felicity Aston.

Geography: "Let's Go Around the World"

We will:

- Name and locate the continents and oceans of the world.
- Observe aerial photographs and learn the points on a compass.
- Understand the location and key features of hot and cold countries around the world.
- Understand the geographical similarities and differences between the UK and Nigeria.

Science

'Animals Including Humans' / 'Plants'

We will be:

Animals Including Humans:

- Identifying and grouping animals.
- Describing and comparing different animals.
- Identifying and sorting animals by what they eat.

Plants:

- Identifying and naming a variety of common plants.
- Making observations and identifying a variety of common plants.
- Planting seeds and making observations.
- Identifying and describing parts of a plant.
- Understanding the dispersion of seeds.
- Identifying different common trees and recognise deciduous and evergreen trees.

Maths

Multiplication and Division

- Count in multiples of 2s, 5s and 10s.
- Make arrays and doubles
- Make equal groups and use sharing
- Add equal groups of numbers together
- Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

- 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.

Geometry – position and direction

- Describe position, direction and movement, including whole, half, quarter and three quarter turns.

Number: Place Value (to 100)

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read, write and compare numbers to 100 in numerals.
- Partition numbers to 100
- One more or one less of any given number (up to 100)
- Given a number, identify one more and one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.

Measurement: Money and Time

- Recognise and know the value of different denominations of coins and notes inc. counting
- Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands of a clock face to show these times.
- Compare, describe and solve practical problems for time.
- Measure and begin to record time (hours, minutes, seconds).

Physical Education

In P.E. we will be:

Striking and fielding:

- Developing ball handling skills.
- Exploring batting and introducing basic fielding skills.
- Introducing basic underarm/over arm bowling.
- Partaking in games using taught striking and fielding

Athletics:

- Using varying speeds when running.
- Exploring footwork patterns.
- Exploring arm mobility and different methods of throwing.
- Practising taking off from different positions.
- Practising short distance running
- Completing an obstacle course with control and agility.

Computing

In **COMPUTING** we will be:

- E-safety— managing online information and keeping safe online.
- Programming— exploring animation and building/ debugging sequences.
- Using a keyboard—digital writing.

Art

In **Art** we will be:

- Learning about the artist 'Alison Jacobs'.
- Exploring her iPad art of seascapes and ammonites using acrylic paints.
- Weave using recycled materials.

Music

In **Music** we will be:

Learning about composition (Your Imagination)

- Creativity and Composition/Improvisation.
 - Listening and editing compositions
- Reflecting, Rewinding and Replaying

- Performance
- Listen and appraise classical music

RE

In **R.E.** we will be looking at:

What do Muslim's believe about Allah?

- Understand the religion of Islam.
- Understand that Muslims believe Allah is the creator of the universe.
- Understand who Muslims believe was the messenger of God.
- Understand some Islamic stories ('Why was Muhammed sad when he heard the camel cry?').
- Understand the will of Allah (Khalifah) through the 5 pillars of Islam.

Design Technology

In **DT** we will be:

Structures

- Free standing structures - making penguin structures out of plastic bottles and recycled materials.
- Designing, making and evaluating a penguin bottle structure.
- Exploring different ways of strengthening, stiffening and reinforcing materials to create our penguin bottle structure.

Spanish

In **Spanish** we will be:

- Learning the names of different fruits.
- Learning vocabulary to do with 'the seaside'.

PSHE

In **PSHE** we will be:

- Identifying the members of our family and understand that there are lots of different types of families.
- Identifying what being a good friend means to me and recognise good qualities in a person.
- Learning appropriate ways of physical contact to greet my friends and know.
- Identifying parts of the body that make boys different to girls

Trips and Visits

Sealife Centre Trip

As part of our 'Animals Including Humans Topic' looking at sea creatures, the children will go on a trip to the Sealife Centre in Weymouth. Here, the children will be able to look at many different sea creatures and explore life that lives in the ocean. The children can ask questions and share their own knowledge about sea life. This learning opportunity will enable the children to consolidate their understanding of this topic and offer a fun, hands-on experience. There will also be links to our work on plastic pollution as we highlight the impact it can have on many sea creatures and the environment.