Curriculum Overview

Year 1 Summer Term

Subject	Content
Religious Education	**Easter** • 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 **Pentecost** • know the story of Pentecost • identify some symbols associated with the Holy Spirit **Sharing Jesus' Life** • 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
RSE	**Created and Loved by God** • The children will explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.
English	**Phonics**: Phase 5 Letters and Sounds **Reading** • 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 • **Writing:** • **Stories with repeating patterns** • listen to, following and enjoying a story with a repeating pattern • re-tell a familiar story using repeated phrases and sentences • use a capital letter at the start of the sentence.

	• use a full stop or an exclamation mark at the end of the sentence. **Traditional tales** • explain which is their favourite part of a traditional tale, giving reasons • write an extended sentence using description • use 'because' to join two simple sentences • understand that proper nouns (names) have capital letters **Labels, lists and signs** • sequence the events in a familiar story • write a descriptive sentence. • punctuate a sentence correctly. • re-read their writing to check it makes sense **Information texts** • sort books according to whether they are fiction/ non-fiction • understand how to find information in a non-fiction book • understand the difference between a label and a caption • Identify questions and understand that they are demarcated with question marks. **Traditional poems** • look for rhyming and near rhyming words • look at words that sound the same but have diff meaning – comparing the spellings • look at the use of exclamation marks **Grammar, Punctuation and Spelling:** • write regularly at greater length, at least 6 – 8 sentences • 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	**Multiplication and Division** • count in multiples of twos, fives and tens • 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

	- compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] **Position and Direction** - describe position, direction and movement, including whole, half, quarter and three quarter turns **Place Value** - 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 - 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 **Money** - recognise and know the value of different denominations of coins and notes **Time** - 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 on a clock face to show these times - compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] - measure and begin to record time (hours, minutes, seconds)
Physics	**Seasonal changes, an on-going topic throughout the year** **Using the observations from previous terms:** - understand the apparent movement of the sun - explain changes over seasons - understand changes in the weather - know how the day length changes throughout the year
Computing	**Unit 7 – Coding Lesson** Instructions - Children can give and follow instructions. - Children can draw symbols to represent instructions. - Children can arrange code blocks to create a set of instructions. - Objects and Actions - Children can create a program using code blocks.

- Children can use object and action code blocks.

Events
- Children can create a simple program using code blocks.
- Children can use event, object and action code blocks.

When Code Executes
- Children can create a simple program using code blocks.
- Children can use event, object and action code blocks.
- Children can notice when their code executes when their program is run.

Setting the Scene
- Children can edit a scene by adding, deleting and moving objects.
- Children can change the size of objects using the properties table.

Using a Plan
- Children can create a design plan for their Free Code Scene program.
- Children can use code to make the program they have designed work.

Unit 8 – Spreadsheets
Introduction to Spreadsheets
- Children can navigate around a spreadsheet.
- Children can explain what rows and columns are.
- Children can save and open sheets.
- Children can enter data into cells.

Adding Images to a Spreadsheet and Using the Image Toolbox
- Children can open the Image toolbox and find and add clipart.
- Children can use the 'move cell' tool so that images can be dragged around the spreadsheet.
- Children can use the 'lock' tool to prevent changes to cells.

Using the 'Speak' and 'Count' Tools in 2Calculate to Count Items
- Children can give images a value that the spreadsheet can use to count them.
- Children can add the count tool to count items.
- Children can add the speak tool so that the items are counted out loud.
- Children can use a spreadsheet to help work out a fair way to share items (Extension)

Unit 9 – Technology outside school
What is Technology?
- Children understand what is meant by 'technology'.
- Children have considered types of technology used in school and out of school.

Technology outside school.
- Children have recorded 4 examples of where technology is used away from school.

Creative Curriculum:

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.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

YEAR A	YEAR B
Summer 1: Sport and Leisure/ Team work	**Summer 1: Our Wonderful World**
Main focus: Art - Exploring sculptures in community parks	**Main focus**: **Music - composing**
- use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to explore ideas - use a sketchbook to gather and collect artwork. - make marks in clay with a variety of objects, including natural and made objects - learn about the work of a sculptor - manipulate clay into different shapes and create a 3d image	- use his/her voice expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments with growing control - begin to control their voice and instruments by responding to dynamics and tempo - begin to listen with growing concentration to live and recorded music - experiment with, create, select and combine sounds to make a class composition
Year A	**Year B**
Summer 2: Beside the Seaside	**Summer 2: Food Glorious Food**
Main focus: **Music – exploring and composing seaside sounds**	**Main Focus**: **Art**
- use his/her voice expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments with growing control - begin to control their voice and instruments by responding to dynamics and tempo - begin to listen with growing concentration to live and recorded music - experiment with, create, select and combine sounds to make a class composition	- 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 **Printing** - 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.
Physical Education	**Striking and Fielding Learning Outcomes:** • To aim and strike an object towards a set target. • To balance a ball on a racket with control. • To recognise and begin to use space in games. • To attempt to strike a ball over and beyond a target. • To attempt to 'set' a ball in the air repetitively (Volleyball). **Athletics Learning Outcomes:** • To consolidate appropriate running technique. • To jump with control & balance on landing. • To jump whilst travelling. • To throw towards a stationary target. • To know what the term 'healthy eating' means
PSHE	• 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