

Maths

Number: Place Value (within 20)

Count forwards and backwards and write numbers to 20 in numerals and words, Numbers from 11-20, tens and ones, count one more and one less, compare groups of objects, compare numbers, order groups of objects, order numbers.

Number: Place value within 50.

Numbers to 50, Tens and ones, Represent numbers to 50, One more one less, Compare objects within 50, Order numbers within 50, Count in 2's, 5's and 10's.

PE:

Outdoor Outdoor Games

Change direction when travelling without stopping.
Run, swerve, and dodge-around obstacles.
Move in different directions safely (forwards, backwards, sidestep).
I can find a safe space.

Indoor Dance

Perform dances using simple movement patterns.
Match movements to music in dance (e.g. fast, slow).
Know more complex dance routines.

Year 1 Curriculum Overview

Summer 1 - Dungeons & Dragons

Statements in blue show learning that is based on our 'Recovery Curriculum' as a result of the coronavirus pandemic. Children will be taught, or have the opportunity to revisit, gaps in their skills and knowledge from the previous year group's curriculum.

Science

Animals

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Identify and name a variety of common animals that are carnivores, herbivores and omnivores
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
I know the five groups of vertebrates (fish, amphibians, reptiles, birds and mammals), and name some animals, including humans, that belong to each group. I know some of their physical similarities and differences.

Music

Charanga - Your Imagination

Play tuned instruments musically.
Use voices expressively and creatively by singing songs and speaking chants and rhymes.
Listen with concentration and understanding to a range of high-quality live and recorded music.
Compose a simple rhythm using the notes C D F G on the glockenspiel.

English

Phonics: Revise Phase 5 sounds and tricky words.

Sounds explored through games, phoneme detectives, use of phoneme frames and comprehension associated with new vocabulary.

Teach blending of Phase 5 graphemes using real and non-sense words.

Teach alternative spellings of the graphemes taught. E.g. ai, ay, a-e.

Reading:

Using phonics to understand familiar vocabulary.

Reading class novels, poetry, familiar stories, non-fiction.

Guided reading sessions focussing on:

Developing and applying new phonic skills and understanding of the text.

Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views.

Listening to and enjoying a range of class novels, poetry and non-fiction texts.

Writing:

Grammar: punctuation and spelling - Capital letters, conjunctions (and) Compound words.

Non-fiction writing - constructing basic sentences using phonics, finger spaces, full stops and capital letters. (Castles, Banquet menus, retell of Kings and Queens Day).

Fiction - Learning the story 'Rumpelstiltskin' (Pie Corbett teaching style). Retelling the story and writing simple adapted stories.

Art and Design

Exploring different techniques within sculpture. (Play-doh)

Use sculpture to develop and share their ideas, experiences and imagination. (Clay Dragon),

Use a range of materials creatively to design and make products.

Develop a wide range of materials creatively to design and make products. (Clay, Carving tools, paint).



PSHE

VALUE: Honesty

Accept everyone is different, include others when working and playing, know how to help when someone is being bullied, trying to solve problems, using kind words, know how to give and receive compliments.



Design Technology

Banquet food - Kings & Queens Day

I know that I need to wash hands before preparing and eating food.

To evaluate existing 'banquet style' products on the market, to then be able to create and design their own banquet item.

To create a design criteria to make their own product.

To select from, and use a range of tools and equipment that they will need to make their product.

To evaluate their recipe and banquet item, using the design criteria.

Geography -

Explore and know the features of a simple map - adding keys to simple maps. (Dudley Zoo).

Designing a simple map using small world and construction item using key questions such as: What is this a map of? When would you need to use the map? What do you notice on the map?

Drawing a simple map of a zoo using pictures and keys to represent different areas of the zoo.

Computing

To discuss why it is important to stay safe when using different forms of technology. - Hector the Protector.

I know I can use technology to create and present my ideas.

I know that I can use different technology tools to be creative - Ipad app to draw creative their own dragon.

I can save information in a special place and then open it again with support. - Save image onto Ipad camera roll.

I can open and close programs with support

I can use technology to create and present my ideas - Ipads apps/mathletics.

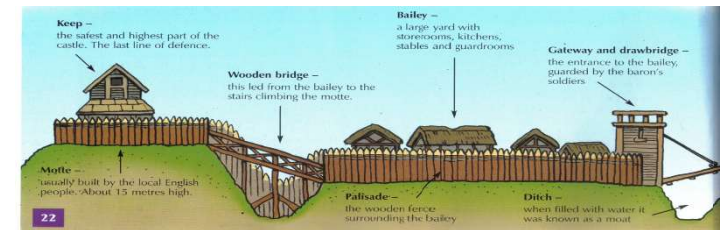
I can log on and log off Mathletics independently.

History -

To know that changes occur over time beyond living memory. - Castles.

Look at pictures and artefacts from the past and describe them - explore artefacts and pictures taken of castles.

Exploring how daily life has changed over time - castle jobs, clothing worn by people in a castle, types of buildings.



RE: Stories

To know a range of stories from different religions and recognise why they are important to different faiths.