

Maths

Multiplication and Division

Count in 2s, Count in 5s, Count in 10s,

Make arrays,

Make doubles,

Make equal groups – grouping,

Make equal groups – sharing.

Make arrays

Fractions

Recognise half of an object or a shape

Find a half of an object or a shape

Recognise half of a quantity

Recognise a quarter of an object or a shape.

Find a quarter of an object or a shape

Recognise a quarter of a quantity

Find a quarter of a quantity.

Position and direction

Describe turns

Describe position—left and right

Describe position—forwards and backwards

Describe position—above and below

Ordinal numbers

Geography

Use simple compass directions (North, East, South and West)

To devise simple maps.

I know the features of a simple map.

Year 1 Curriculum Overview

Summer 1

Science: Animals

To identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.

To identify and name a variety of common animals that are carnivores, herbivores and omnivores.

To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals).

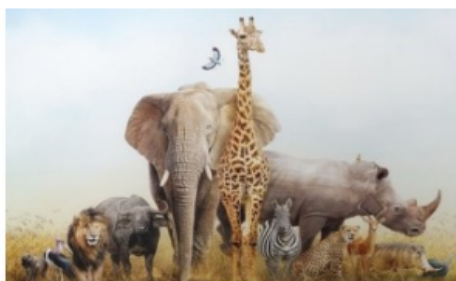
To ask simple questions and recognise that they can be answered in different ways.

To use their observations and ideas to suggest answers to questions.

To gather and record data to help to answer questions

Seasons

To identify the key features of spring



English

Phonics:

Revision of phase 5 split digraphs;
Learning graphemes with a different pronunciation.

- ie: 'ie' as in tie; 'ie' as in field
- ey: 'ey' as in key; 'ey' as in grey
- ea: 'ea' as in leaf; 'ea' as in feather
- er: 'er' as in letter; 'er' as in herb
- ow: 'ow' as in cow; 'ow' as in throw
- i: 'i' as in in; 'i' as in kind
- o: 'o' as in most; 'o' as in glove
- ou: 'ow' as in out; 'ou' as in shoulder
- e: 'e' as in bed; 'e' as in he
- ue: 'ue' as in blue; 'ue' as in rescue
- u-e: 'u-e' as in June; 'u-e' as in cute
- ew: 'ew' as in grew; 'ew' as in nephew
- y: 'y' as in yes; 'y' as in myth
- ear: 'ear' as in fear; 'ear' as in bear

Tricky words – reading and spelling of all year 1 words (See English page on website for full list)

Reading:

Whole class reading: Emma Jane's Aeroplane by Katie Haworth — prediction and comprehension.
Simple inference.

Comparison to Julia Donaldson's 'Room on the Broom'

Identifying event in a story and retelling a story.

Writing:

Consolidation of full stops, capital letters and finger spaces.

Using phonics knowledge and tricky words in spelling

Using question marks

Writing a simple narrative: an adventure story

Design Technology

Structures

To evaluate existing products— explore structures and identify their user and purpose.

To explore how structures can be made sturdy and strong.

To explore how to fold and join.

To design a free standing structure based on a design criteria.

To make and evaluate my own free standing structure.

Music

I can find the pulse of a piece of music

I can copy and clap back rhythms

I can create rhythmic patterns of my own

I can sing, play and improvise my own rhythms and melodies

I can perform my own music

Computing

Programming using Scratch Junior

I can explore moving sprites

I can join blocks in Scratch

I can make a change in Scratch

RE:

Belonging

To understand the importance people attach to belonging to a group, and be able to name a religious and non-religious group

To be able to talk about the groups they belong to



PSHE: Relationships

I know how to make friends

I can suggest ways to solve friendship problems when they occur

I can help others to feel part of a group

I can show respect in the way that I treat others

I know how to help myself and others if they are upset or hurt.

History

Not explicitly taught this 1/2 term.

Significant people/events from other subjects will be added to the class timeline.

PE:

Athletics

Skills ready for sports day: running, jumping and throwing.

Gymnastics

To carry and set up apparatus safely.

To perform shapes on large and small body parts.

To take off and land and use shape in our jumps.

To travel on our feet, showing good body tension.

How we can create different levels in our performance.

