

Maths

Number: Place Value

Counting to 50—forward and backwards
Identifying one more and one less
Estimating on a number line—numbers to 50
Place value of numbers to 50

Multiplication and Division

Count in 2s, Count in 5s, Count in 10s,
Make arrays,
Make doubles,
Make equal groups – grouping,
Make equal groups – sharing.

Fractions

Halving shapes or objects, halving a quantity,
Find a quarter of a shape or object, find a quarter of a quantity.

Measurement:

Length and height; mass, volume and capacity

Compare lengths and use associated vocabulary
Measure lengths in centimetres
Compare mass and use associated vocabulary
Measure mass with non-standard units
Compare volume and use associated vocabulary
Compare capacity and use associated vocabulary



Year 1 Curriculum Overview

Summer 1

PSHE: Relationships

Value: Co-operation

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.
I know and can show what makes a good relationship

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, including pets).
To observe closely the growth of a chick.
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 in answer questions.

Seasons

To identify to key features of spring.

English

Phonics:

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

- ow: 'ow' as in ; down 'ow' as in throw
- i: 'i' as in in; 'i' as in kind
- o: 'o' as in hot; 'o' as in go; 'o' as in love
- ou: 'ou' as in out; 'ou' as in shoulder
- o: 'o' as in hot; 'o' as in love
- a: 'a' as in and; 'a' as in lady; 'a' as in was.
- u: 'u' as in up; 'u' as in unicorn
- 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 using the structure of Emma Jane's Aeroplane.

Re-reading writing to check it makes sense.

PE:Athletics

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

Games:

Throw and catch a range of equipment;

Kick and dribble a ball with control

Practise and develop sending and receiving skills in co-operative games with a partner.

RE: Belonging

The origins of the celebration of Eid ul Fitr

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.

ComputingProgramming using Scratch Junior

I can explore moving sprites

I can join blocks in Scratch

I can make a change in Scratch

HistorySignificant people and events:

Continuation of creating timeline on flight:

Tim Peake and his flight to the International Space Station

Geography

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

To devise simple maps.

I know the features of a simple map.

Design TechnologyStructures

To investigate existing products - Explore structures around the local area and identify their user and purpose.

To explore how structures can be made strong and sturdy.

To explore how to cut and join materials together.

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:

Having fun with improvisation

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

