

## **Maths**

### Number: Fractions

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

### Geometry: Position & Direction

Describing turn and position of objects and movements,

### Number: Place Value within 100

Counting forwards and backwards within 100, partitioning numbers, comparing numbers, ordering numbers, one more, one less.

### Measurement: Money

Recognising coins, recognising notes, counting in coins.

### Measurement: Time

Measure and begin to record time, Recognise and use language relating to dates, including days of the week, weeks, months and years, Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening], Tell the time to the hour and half past and draw hands on clock faces to show these times.

## **PSHE: Changing Me**

To identify things about me that have changed and things that have stayed the same.

To identify strategies to help me cope with change

I can talk about a time I was resilient.

## Year 1 Curriculum Overview

### Summer 2

### Value: Resilience

## **English— Writing**

### Punctuation

Consolidate full stops, capital letters and finger spaces in all writing

### Handwriting -

Consolidate correct formation of all lower case and capital letters as well as numbers.

### Non-fiction writing

Writing a recount putting events in the correct order.

Writing a fact file

### Fiction -

The very hungry caterpillar—writing our own version,

### Spelling -

All Year One Common Exception words.

Plurals: adding s/es; Adding suffixes—er, est

## **Science: Living things**

### Animals:

Grouping animals: fish, birds, amphibians, reptiles, and mammals.

Animal diets: carnivores, herbivores and omnivores

Trip to Dudley Zoo—looking at animals from the different groups and discussing their diets.

## **English - Reading**

### Phonics:

Alternative pronunciation:

<e> pronounced /ee/ as in he;

<o> and <ou> pronounced /oa/ as in go and shoulder

<o> pronounced /u/ as in love

<a> pronounced /ai/ as in lady

<a> pronounced /o/ as in was

<u> pronounced /y-oo/ as in unicorn

<e> pronounced /ee/ as in he

<ue> and <u\_e> pronounced /y-oo/ as in rescue and cute

<ew> pronounced /y-oo/ as in new

<y> pronounced /i/ as in myth

<ear> pronounced /air/ as in bear

<y> pronounced /igh/ as in my

<or> pronounced /ur/ as in work

<c> pronounced /s/ as in princess

<ou> and <u> pronounced /oo/ as in you and truth

<g> pronounced /j/ as in magic

<ear> pronounced /ur/ as in learn

<ch> pronounced /k/ as in school + /sh/ as in chef

<a> pronounced /ar/ as in drama

### Whole class novels:

Listening to a story and responding to questions about what they have heard.

### Guided Reading:

Focus on reading longer words containing the alternative pronunciations to extend vocabulary.

**PE:**Athletics,

I can throw with some accuracy and power.  
 I can catch and throw with control.  
 I can change my direction whilst walking and running.  
 I can find a safe space.

Games:

1C—Tennis with the tennis coach  
 1L—Rugby with the rugby coach  
 1H—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.

**History**—toys

Look at and discuss toys from the past  
 Identify similarities and differences between toys from the past and our own toys.  
 Begin to explain reasons for these differences.

**RE:** Being hopeful

What do people hope for?  
 What do you hope for the future?  
 What do followers of Islam hope for now?  
 What do many Hindu believers look forward to?

**Art and Design**—sketching

Use a range of sketching techniques  
 Using a range of shading techniques—hatching, cross-hatching, stippling.  
 I can draw from observation.  
 I can use sketching and shading techniques in my drawings.

**Geography**—the seaside

Human and physical features of an area.  
 The key physical features of the seaside—including: sand, sea, cliffs, coast,  
 The key human features of the seaside—including: lighthouse, pier, promenade

**Computing** (continuing from Summer 1)Programming using Scratch Junior

I can explore moving sprites  
 I can join blocks in Scratch  
 I can make a change in Scratch  
 I can create a short programme.

**Music**

## Charanga – Your Imagination

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  
 Experiment with, create, select and combine sounds

Play tuned & un-tuned instruments musically.

Identify different styles of music. What I like/dislike?  
 To begin to compose my own sounds using my voice and a range of instruments.

To become familiar with different styles of music from around the world.

