


## Year 1 Summer Term Overview

<b>Topic:</b>	<b>Summer 1: Poles Apart</b>	<b>Summer 2: Save our Seas!</b>	
<b>SMSC</b>	Friendship and Respect		
<b>PSHE and RSE:</b>	<b>Health and Wellbeing</b>		
	<b>Physical health and Mental wellbeing</b> Keeping healthy, food and exercise, hygiene routines, sun safety	<b>Growing and changing</b> Recognising what makes them unique and special, feelings, managing when things go wrong	<b>Keeping safe</b> How rules and age restrictions help us, keeping safe online
<b>English:</b> 	<b>Lost and Found: Own version 'losing/finding' narratives</b> Character descriptions, retellings, advice, instructions, non-chronological reports  <b>Yeti and The Bird: Own version narratives about unlikely friendships</b> List of rules, letters, postcards, character descriptions  (Additional English Quest activities) Write a fact file about where penguins live. Perform a storyboard drama based on the animation Pingu. Act in the role of weather reporters.		<b>Leo the Octopus: Fact file</b>  <b>This is Me! posters, letters of advice, factual descriptions, logbooks, scripts</b>  Duffy/Somebody swallowed Stanley (see English Quest planning)  (Additional English Quest activities) Children will listen to and read a range of literature to develop their understanding of the impacts of plastic pollution on our oceans. Children will write a story about the journey of a plastic bottle, sequencing events in order.
<b>Spelling, Grammar and Punctuation</b>	<p><i>Grammar and Punctuation</i></p> <ul style="list-style-type: none"> <li>• Can I leave spaces between words?</li> <li>• Can I join words and joining sentences using 'and'?</li> <li>• Can I punctuate some sentences using a capital letter and a full stop, question mark or exclamation mark?</li> <li>• Can I use capital letters for the names of people, places, days of the week and the personal pronoun I?</li> <li>• Can I use the grammatical terminology in English NC Appendix 2 and discuss my writing?</li> </ul> <p><i>Handwriting</i></p> <ul style="list-style-type: none"> <li>• Can I sit correctly at a table, holding a pencil comfortably and correctly?</li> <li>• Can I begin to form lower-case letters in the correct direction, starting and finishing in the right place?</li> <li>• Can I form capital letters?</li> <li>• Can I understand which letters belong to which handwriting families (<i>i.e. letters that are formed in similar ways</i>) and practise these?</li> <li>• Can I form digits 0-9 (<i>correcting reversals</i>)?</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>• Can I spell: words containing each of the 40+ phonemes already taught?</li> <li>• Can I spell: most common exception words (35 out of 45)?</li> <li>• Can I spell: the days of the week?</li> <li>• Can I name the letters of the alphabet in order?</li> <li>• Can I use letter names to distinguish between alternative spellings of the sound?</li> <li>• Can I use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs?</li> <li>• Can I use the prefix -un to change the meaning of verbs and adjectives?</li> <li>• Can I use -ing, -ed, -er and -est where no change is needed in spelling the root words (<i>helping, helped etc.</i>)?</li> <li>• Can I apply simple spelling rules and guidelines? – National Curriculum Appendix 1</li> </ul>		

<p><b>Maths:</b></p>	<p><b>Multiplication &amp; Division</b> Can I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with support?</p> <p><b>Fractions</b> Can I understand that a half is one of two equal parts, and can I find half of a shape or a set of objects by sharing the shape or set into two equal parts? Can I understand that a quarter is one of four equal parts, and can I find quarter of a shape or a set of objects by sharing the shape or set into four equal parts?</p> <p><b>Geometry: Position and Direction</b> Can I describe position, direction and movement, including whole, half, quarter and three-quarter turns?</p>	<p><b>Place Value (within 100)</b> Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number? Can I count, read and write numbers to 100 in numerals? Can I count in multiples of twos, fives and tens? Can I identify one more or less than a given number? Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least? Can I read and write numbers from 1 to 20 in numerals and words?</p> <p><b>Measurement: Money</b> Can I recognise and know the value of different denominations of coins and notes?</p> <p><b>Measurement: Time</b> Can I recognise and use language relating to dates, including days of the week, weeks, months and years? Can I tell the time to the hour and half past the hour and draw the hands on a clock face to show these times? Can I measure and begin to record time (hours, minutes, seconds)? Can I compare, describe and solve practical problems for: time [e.g. quicker, slower, earlier, later]? Can I sequence events in chronological order using the appropriate language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]?</p>
<p><b>Science:</b></p>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	
<p><b>Geography:</b></p>	<p>Name and locate the world's continents on a map. Study of Inuit people. Understand and describe the role of a travel agent. Identify seasonal and daily weather patterns in in UK and across the world.</p>	<p>Children will understand the importance of our oceans and recognise as well as raise awareness about the damage that plastic waste has on them.</p>
<p><b>DT:</b></p>	<p><b>Mechanisms - Wheels and axles</b> Design and create a role play area for a travel agent.</p>	<p>Children will recycle plastic waste to make a kite and a junk model sea creature. They will also design a reusable water bottle.</p>
<p><b>Computing:</b></p>	<p><b>Creating media – Digital writing</b> To use a computer to write. To add and remove text on a computer. To identify that the look of text can be changed on a computer. To make careful choices when changing text. To explain why I used the tools that I chose. To compare typing on a computer to writing on paper.</p>	<p><b>Programming B – Introduction to animation</b> To choose a command for a given purpose. To show that a series of commands can be joined together. To identify the effect of changing a value. To explain that each sprite has its own instructions. To design the parts of a project. To use my algorithm to create a program.</p>
<p><b>Music:</b></p>	<p>Charanga Units: Your Imagination, Reflect, Rewind and Replay</p>	

<b>Art:</b>	Use a range of painting techniques to create artwork depicting the Northern Lights.	Children will create sea-storm collages in the style of J.W.M Turner
<b>PE:</b>	<b>Dance</b> <b>Games Unit 3</b>	<b>Athletics</b> <b>Striking and Fielding</b>
<b>RE:</b>	<u>EXPRESSING</u> How and why do we celebrate special and scared times?	<u>LIVING</u> What does it mean to belong to a faith community?
<b>Spanish:</b>	Language Angels - Shapes	