



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in all its fullness!'** John 10:10  
**'Achieving great things through learning and growing together in a love-filled Christian family'**

## Year 1- Summer 1 Curriculum Overview

| English   | Maths   | Science  |
|---|---|--|
| <p><b><u>Narrative- Fantasy.</u></b><br/> <b><u>Dogs don't do ballet.</u></b></p> <ul style="list-style-type: none"> <li>● Identify the main events in stories.</li> <li>● Identify the main characters in stories.</li> <li>● Use patterns and repetition to support oral retelling.</li> <li>● Retell familiar stories in a range of contexts.</li> <li>● Make predictions and basic inferences.</li> <li>● Sequence a narrative.</li> <li>● Say, and hold in memory whilst writing simple sentences that make sense.</li> <li>● Plan and write an innovated</li> </ul> | <p><b><u>Weight and Volume</u></b></p> <ul style="list-style-type: none"> <li>● Measure and compare mass.</li> <li>● Solve weight and mass problems.</li> <li>● Measure and compare capacity.</li> </ul> <p><b>weight, mass, measure, measuring, non-standard units, equal to, heavier, heaviest, lighter, lightest, weight scale, balance, capacity, volume, most, least, more, less, full, empty, almost full, almost empty, largest, smallest.</b></p> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>● Count in 10s, 5s and 2s.</li> </ul> | <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>● Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>● Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>● Observe changes across the four seasons.</li> </ul> <p><b>roots, stem, leaf, leaves, bud, flower, fruit, bees, pollinate, pollination, photosynthesis, water, sunlight, soil, nutrients, seed, deciduous, evergreen.</b></p> |

story.

- Use full stops, capital letters, finger spaces, exclamation marks and commas in a list.
- Join words and clauses using and, but and or.
- Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind.
- Add the plural ending -s and -es to words.

**Non-fiction-Recount (Last half term was changed to information booklets).**

- Listen to and discuss a range of recounts.
- Recall specific information in non-fiction texts.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
- Sequence ideas and events in non-fiction.
- Identify features of a recount.

- Make equal groups
- Add equal groups
- Make arrays
- Make doubles
- Share into equal groups

**multiplication, times by, multiply by, repeated addition, sharing, grouping, dividing, divide by, array, equal, unequal, doubling, halving.**

**Fractions**

- Find a half of a shape.
- Find a half of a quantity.
- Find a quarter of a shape.
- Find a quarter of a quantity.

**half , quarter, halves, quarters, share, equal, not equal, parts, whole, shape, quantity.**

**Scientific skills**

- Performing simple tests.
- Identifying and classifying.
- Observing closely using simple equipment.

- Compose and sequence their own sentences to write non-fiction texts.
- Plan and write a recount using text-specific features.
- Use a capital letter for the personal pronoun 'I'.
- Use capital letters for people, places and days of the week
- Punctuate simple sentences with capital letters and full stops.

### **Poetry**

- Apply phonic knowledge and skills as the route to decode words.
- Listen to and discuss a range of poems at a level beyond that at which they can read independently.
- Recognise and join in with language patterns and repetition.
- Enjoy and recite rhymes and poems by heart.

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| <ul style="list-style-type: none"> <li>● Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>● Give opinions and support with reasons.</li> <li>● Explain clearly their understanding of what is read to them.</li> <li>● Orally plan and rehearse ideas.</li> <li>● Write a poem.</li> <li>● Read aloud their writing audibly to adults and peers.</li> </ul> |  |  |
| <b>Geography</b>  | <b>Art</b>   | <b>Religious Education (RE)</b>  |
| <p><b><u>Local Geography- Our School and its immediate surroundings.</u></b></p> <ul style="list-style-type: none"> <li>● Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> <li>● Identify and name human and physical features of our school grounds and its surrounding area.</li> </ul>  | <p><b><u>Art- Lowry</u></b></p> <ul style="list-style-type: none"> <li>● Use a sketchbook to collect ideas, develop ideas and annotate.</li> <li>● Use colour and space in the context of using perspective.</li> <li>● Observe and draw shapes and patterns in the context of drawing buildings in the style of Lowry.</li> </ul> | <p><b><u>Easter-Baptism</u></b></p> <ul style="list-style-type: none"> <li>● What does it mean to 'belong?'</li> <li>● What is baptism? Why are some people baptised?</li> <li>● Why is baptism special?</li> <li>● What is a promise? Where is it kept? How is it kept?</li> <li>● What makes you feel as if you are part of God's family?</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</li> <li>• Devise a simple map.</li> </ul> <p><b>Continent, Europe, country, England, compass, north, east, south, west, direction, left, right, near, far, local area, maps, symbols, landmarks, human features, physical features.</b></p> | <ul style="list-style-type: none"> <li>• Print using simple materials, card, string, foam, textured materials and paper.</li> </ul> <p><b>colour, shape, pattern, line, size, perspective, pale, bright, landscape, large, small, material, print.</b></p> | <ul style="list-style-type: none"> <li>• How do people of faith welcome new babies?</li> </ul> <p><b>Baptism, font, Christening, Vicar, Priest, Godparents, water, belonging, promise, community.</b></p> |
| <p><b>Physical Education (PE)</b></p>  | <p><b>Personal, Social &amp; Health Education (PSHE)</b></p>   | <p><b>Junior Jam</b></p>  |
| <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• To demonstrate rolling a ball and throwing underarm with some accuracy and control.</li> </ul>   | <p><b><u>Who helps us to keep safe?</u></b></p> <p><b><u>We will be learning:</u></b></p> <ul style="list-style-type: none"> <li>• That people have different roles in the community to help</li> </ul>  | <p><b><u>Music</u></b></p> <p>Pupils will focus on how they can create sound with their bodies, their voices and with instruments using</p>   |

- To show running and changing direction quickly.
- To demonstrate jumping as far as possible and landing safely with control.
- To complete a running and jumping course.

**Catching and bouncing a ball**

- To demonstrate catching and bouncing a ball with some accuracy.
- To show a simple tactic in a game.
- To apply a simple tactic in a game.

us (and others) keep safe, the jobs they do and how they help people.

- Who can help us in different places and situations; how to attract someone's attention or ask for help; what to say
- How to respond safely to adults we don't know.
- What to do if we feel unsafe or worried for ourselves or others; and the importance of keeping on asking for support until we are heard.
- How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.

ostinati. They will learn the difference between lyrics and instrumentals and look into the sounds of different instruments before creating soundscapes. Pupils will investigate body percussion and begin composing using these sounds. The class will learn about graphic scores and explore the different ways of interpreting them, as everyone is unique in their way of thinking. Pupils will improvise question and answer phrases and link this with their compositional skills.

**Performing Arts**

Pupils will learn how dance can increase fitness, promote flexibility, balance, coordination and rhythm. As well as this it increases self-confidence, performance skills, strength and creativity. This course will create opportunities for young people to show their own individual style, be unique and creative. This is a

great way to release their energy in a positive way. During Key Stage 1 they will learn Street dance, Bollywood, Cheerleading and Zumba.

**Computing- iLite**

Pupils will learn the fundamentals of internet and digital device safety. They will be introduced to different real-life scenarios and develop different strategies to stay clear of, or to deal with potential situations that could arise when online. Pupils will be reminded each lesson about the correct procedures to follow and who they can talk to should they have any concerns regarding e-safety.

**Reminders & Homework**

- PE days are on Monday and Thursday.
- Children with long hair must have their hair tied up.
- All medicines, including lip balms must be sent to the office. Children are not allowed to administer the use of these by themselves.
- Banded books will be changed on Monday and Wednesday. Library books will be changed on a Wednesday

only.

- Children are expected to read a minimum of three times a week to support their developing phonic knowledge.
- Children are also expected to practise reading and learning to spell the Year 1 common exception words (tricky words) at home.
- It is also beneficial for your children to practise their 2s, 5s and 10 times tables at home. Purple Mash and TTRockstars can be used to support your children with this. Their logins for these websites are glued into the front of their reading records.
- Children can also log in to Active Learn-Bug Club ([https://login.pearson.com/v1/piapi/piui/signin?client\\_id=mCfHI22MzgSG9oQ21dUc3GGNPSHmrgeb&login\\_success\\_url=https:%2F%2Fwww.activelearnprimary.co.uk%2Flogin-redirect%3Fc%3D0%26retry%3D1%26iesCode%3Dw66X5g66kx](https://login.pearson.com/v1/piapi/piui/signin?client_id=mCfHI22MzgSG9oQ21dUc3GGNPSHmrgeb&login_success_url=https:%2F%2Fwww.activelearnprimary.co.uk%2Flogin-redirect%3Fc%3D0%26retry%3D1%26iesCode%3Dw66X5g66kx)) to practise their developing phonics knowledge. Their username is the first initial of their name followed by a full stop and their last name e.g. t.smith and their password is 12345678 and the school code is 9m7j.