

Year 1 Curriculum Overview – Summer Term



English	<p><u>Writing</u> Children will learn to;</p> <ul style="list-style-type: none"> • Follow a simple plan to sequence sentences, forming short narratives, rereading what has been written to check it makes sense. • Structure different styles of writing, using some features of the given form. • Make conscious word choices, including for description, with some use of comparative and superlative adjectives. • Read aloud their writing to teachers and peers. <p><u>Grammar & Punctuation</u> Children will learn to;</p> <ul style="list-style-type: none"> • Use adjectives and nouns • Use plurals • Use question marks and exclamation marks • Use suffixes and prefixes <p><u>Spelling & Handwriting</u> Children will learn to;</p> <ul style="list-style-type: none"> • Forms letters confidently with most accurate in shape and size, including capital letters and digits. • Spell words containing each of the 40+ phonemes taught. • Accurate spelling of common exception words (Y1 list), including days of the week. • Use common suffixes where there is no change to the spelling of the root word (quicker, quickest, helping, helped). 	Mathematics	<p>In Maths, children will learn to;</p> <p>Number: Addition and Subtraction *Represent and use number bonds and related subtraction facts within 50.</p> <p>* Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>* Add and subtract one digit numbers to 50, including zero.</p> <p>* Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Measurement: Length and Height- * Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Time- *Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. * Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] * Measure and begin to record time (hours, minutes, seconds).</p> <p>Money- * Recognise and know the value of different denominations of coins and notes.</p> <p>Geometry: Position and Direction * Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Number: Fractions * Recognise, find and name a half as one of two equal parts of a quantity. * Recognise, find and name a quarter as one of four equal parts of a quantity.</p>
Science	<p><u>Materials</u> Children will be able to distinguish between an object and the material from which it is made. They will identify and name a variety of everyday materials, including wood, plastic, glass, metal, and rock and be able to describe the simple physical properties.</p> <p><u>Forces and Magnets</u></p>	Religious Education	<ul style="list-style-type: none"> • Holidays and Holydays • Being Sorry • Neighbours <p>Please see separate RE letter for more information.</p>

	<p>Children will observe and describe different ways of moving and identify similarities and differences in such movements. They will explore contact forces – push and pull, and non contact forces – float and sink. They will know that it is not only people that can make things move and investigate what else can cause movement (e.g. wind).</p> <p><u>Seasonal Changes</u> Spring / Summer - Looking at the changes in weather, plants etc. over the term.</p>	<p>History</p>	<p><u>How have seaside holidays in South Shields changed over time?</u></p> <p>The class will investigate what we like about seaside holidays today and then goes on to look back to why and how seaside holidays became popular in the 19th century and how they have changed since.</p>
<p>Computing</p>	<p>Creating Media – Digital Writing Children will develop their understanding of the various aspects of using a computer to create and change text. The children will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.</p>	<p>Geography</p>	<p><u>Where I live</u> Children will be able to name features in their local area, they will also be able to locate their school and local places on a map.</p>
		<p>PSHE</p>	<p><u>Module 3: Created to Live in Community</u> Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, continued exploration of careers and money are underpinned with the religious understanding that our identity, purpose and value comes from God</p>

<p style="text-align: center;">Music</p>	<p>Children will be taught to;</p> <p>Pulse - Keep a steady pulse in a group and be able to pick out two different tempos in music</p> <p>Rhythm - 1 bar repetition using crotchets and quavers and minims.</p> <p>Melody - Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids</p> <p>Active Listening and Appraising - Identify features of a range of high quality and recorded music Replicate basic rhythms heard.</p> <p>Performing - Play basic rhythms on untuned percussion instruments and using body percussion using repetition.</p> <p>Singing - Sing simple folk tunes in unison both with and without accompaniment or backing tracks. Composition - Improvise simple rhythms based on given stimuli (e.g. rhythm grids)</p>	<p style="text-align: center;">Physical Education</p>	<p>Growing – Dance Children will begin responding to rhythm and develop a growing plant 'dance'. They will also be introduced to motifs, and begin using them when creating movement sequences.</p> <p>Games for Understanding Children will explore why we need to follow the rules and keep the score during a game. Children will learn how to apply very simple tactics for attacking and defending in games.</p> <p>Rackets, Bats & Balls Children will begin to develop their ability to keep a ball controlled using a racket. Children will also explore and develop their hitting (pushing) skills using a ball and a racket accurately.</p> <p>Team Building Children will be introduced to teamwork. They will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.</p>
<p style="text-align: center;">Art</p>	<p><u>Painting</u> Children will develop their painting skills by exploring use of colour. They will develop the skills of colour mixing and extend their knowledge and understanding of colour theory. They will develop techniques and paintbrush skills and paint application.</p>	<p style="text-align: center;">Design Technology</p>	<p><u>Moving Pictures</u> Pupils will deconstruct and explore different types of card mechanisms. They will model a mechanism successfully and then look to incorporate this into their own design which can be linked to a variety of topics or celebrations. Selecting tools to manufacture with focus on accuracy and functional properties of materials</p>

Key Information	<p>April</p> <p>29th – Library Visit</p> <p>May</p> <p>7th – May Bank Holiday</p> <p>23rd – Class Photographs</p> <p>23rd – Break up for half term (3:15 finish)</p> <p>June</p> <p>9th – 13th - Y1 Phonics Screening Check Week</p> <p>9th – 13th – Test Week</p> <p>13th – OAA Trip (AM)</p> <p>24th – Library Visit</p> <p>July</p> <p>2nd – Infant Trip</p> <p>5th – INSET Day</p> <p>17th – End of Year Mass – St. Bede’s Church</p> <p>17th – Break up for summer holidays (1.15 finish)</p> <p>There will be more dates to follow once confirmed.</p>	Events	<p style="text-align: center;"><u>Things we will need to support teaching & learning:</u></p> <ul style="list-style-type: none"> ● Each week your child will bring home a reading book. Please try and hear them read daily and discuss what they have read (talk about the plot, characters and what they like / dislike about the book). Please ensure the book is returned to school on your child’s reading day. This can be found in their ‘Reading Record’ book. ● Children will begin to receive weekly spelling to learn. Please practice these as often as possible and have their spelling book in school on a Friday morning. ● As often as possible support your child using online games such as My Maths, Spelling Shed, etc. These are linked to their weekly Spelling or Mental Maths test. Login details can be found on their login card. ● Please bring your child to school dressed in their PE kit on Mondays and Fridays. <p style="text-align: center;">Remember to check the school website to see what the children have been up to.</p> <p style="text-align: center;">Thank you <i>Mrs K. McVittie</i></p>
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