

## Year 1 Summer Term Curriculum Overview 2024

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10
<b>MATHEMATICS</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>					<b>HALF TERM</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>				
	<ul style="list-style-type: none"> <li>• To count in 2s, 5s and 10s</li> <li>• To recognise equal groups</li> <li>• To add equal groups</li> <li>• To make arrays</li> <li>• To make doubles</li> <li>• To make equal groups – grouping</li> <li>• To make equal groups – sharing</li> <li>• To recognise a half of an object or a shape</li> <li>• To find half of an object or shape</li> <li>• To recognise a half of a quantity</li> <li>• To find half of a quantity</li> <li>• To recognise a quarter of an object or a shape</li> <li>• To find quarter of an object or a shape</li> <li>• To recognise a quarter of a quantity</li> <li>• To find a quarter of a quantity</li> <li>• To describe turns</li> <li>• To describe position – left and right</li> <li>• To describe position – forwards and backwards</li> <li>• To describe position – above and below</li> </ul>						<ul style="list-style-type: none"> <li>• To recognise ordinal numbers</li> <li>• To count from 50 to 100</li> <li>• To recognise tens to 100</li> <li>• To partition into tens and ones</li> <li>• To know the number line to 100</li> <li>• To know 1 more 1 less</li> <li>• To compare numbers with the same number of tens</li> <li>• To compare any two numbers</li> <li>• To look at units involving money</li> <li>• To recognise coins and notes</li> <li>• To count in coins</li> <li>• To know before and after in telling the time</li> <li>• To know the days of the week and months of the year</li> <li>• To know hours, minutes and seconds</li> <li>• To tell the time to the hour and half hour.</li> </ul>				
<b>ENGLISH</b>	<b><u>One Day on our Blue Planet ... In the Savannah by Ella Bailey.</u></b>					<b>HALF TERM</b>	<b><u>How to Find Gold by Viviana Schwarz</u></b>				
	<ul style="list-style-type: none"> <li>• To make predictions about a text</li> <li>• To be able include conjunctions in our sentences</li> <li>• To describe a setting using adjectives.</li> <li>• To understand and use collective nouns</li> <li>• To use alliteration</li> <li>• To be able write and perform a script</li> <li>• To write a diary entry describing my feelings</li> <li>• To write an explanation text</li> <li>• To locate information in a text</li> <li>• To be able to give reasons for my opinions.</li> </ul> <p><b>Possible writing outcomes</b></p> <ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Script writing and performance</li> <li>• Non Chronological report –Animals in the Savanah</li> <li>• Recount of a story</li> <li>• Diary entry</li> <li>• Book review.</li> </ul>						<ul style="list-style-type: none"> <li>• To make predictions about a text</li> <li>• To be able to use prepositions</li> <li>• To orally retell a story</li> <li>• To describe a character using adjectives and adverbs</li> <li>• To be able to give reasons for their opinions</li> <li>• To use thought bubbles to predict what a character might be feeling or thinking</li> <li>• To describe a setting using adjectives</li> <li>• To recognise rhyme in poetry</li> <li>• To write their own rhyming poetry</li> <li>• To perform different styles of poetry</li> <li>• To write a diary entry</li> <li>• To participate in discussions</li> <li>• To write a persuasive letter</li> <li>• To write a book review</li> <li>• To retell a story in own words</li> <li>• To write my own story using a beginning, middle and end.</li> </ul> <p><b>Possible writing outcomes</b></p> <ul style="list-style-type: none"> <li>• Information text and instructional texts</li> <li>• Narrative writing</li> <li>• Poetry writing</li> <li>• Comparison writing of fictional and non-fictional characters</li> <li>• Debating</li> <li>• Diary Entry.</li> </ul>				

## Year 1 Summer Term Curriculum Overview 2024

<b>SCIENCE</b>	<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>To observe changes across the four seasons</li> <li>To observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Star scientist – Helen Willetts and Michael Fish.</p>		<b>SCIENCE WEEK</b>	<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>To observe changes across the four seasons</li> <li>To observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Star scientist – Helen Willetts and Michael Fish.</p>		<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>To describe and compare the structure of a variety of common animals.</li> </ul> <p>Star scientist - David Attenborough</p>				
<b>HISTORY</b>										
<b>GEOGRAPHY</b>	<p><b>Where do our favourite animals live?</b></p> <ul style="list-style-type: none"> <li>To locate and describe the home of emperor penguins</li> <li>To locate and describe the home of the Asian panda</li> <li>To describe specific place knowledge about the location of a significant animal</li> <li>To locate a significant animal, and describe the African landscape in Namibia</li> <li>To understand an animal's yearly movements, and describe the countries it passes over</li> <li>To explain and understand the locations and places studied in the different continents.</li> </ul>					<p><b>How did the first flight change the world/Why were the Rainhill trials important?</b></p> <ul style="list-style-type: none"> <li>To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story</li> <li>To know what early aeroplanes were like, and be able to compare them to modern aircrafts</li> <li>To understand the importance of the aeroplane</li> <li>To know what happened at the Rainhill Trials</li> <li>To understand why the Rainhill Trials was an important event in railway history</li> <li>To understand how important events can be commemorated.</li> </ul>				
<b>ART</b>	<p><b>Monet's Garden:</b></p> <ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</li> <li>Begin to explore the use of line, shape and colour</li> <li>Work on different scales</li> <li>Create different textures e.g. use of sawdust, glitter, etc</li> <li>Talk about and show their own ideas in their artwork</li> <li>Say what they broadly think of their artwork and the artwork of others.</li> </ul> <p><b>Artist:</b> Monet</p>									
<b>DT</b>						<p><b>Dips and Dippers:</b></p> <ul style="list-style-type: none"> <li>To explore and evaluate a range of existing products in the context of comparing different dips and dippers</li> <li>To understand where foods comes from</li> <li>To explore different dippers and describe them</li> <li>To select from and use a range of tools and equipment to perform practical tasks (for example, cutting)</li> <li>To plan and design purposeful, functional, appealing products based on design criteria in the context of designing and making a new dip</li> <li>Generate, develop, model and communicate ideas through talking and drawings</li> <li>Evaluate ideas and products against design criteria.</li> </ul> <p><b>Designers:</b> Ella's Kitchen, Me Too Humous Range</p>				

## Year 1 Summer Term Curriculum Overview 2024

<b>COMPUTING</b>	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 1.6 Animated Story Books - Programs; 2Create A Story</b></p> <ul style="list-style-type: none"> <li>To be introduced to e-books and to 2Create a Story</li> <li>To continue a previously saved story</li> <li>To add animation to a story</li> <li>To add sound to a story including voice recording and music the children have created</li> <li>To work on a more complex story including adding backgrounds and copying and pasting pages</li> <li>To use additional features to enhance their stories. To share their e-books on a class display board.</li> </ul>	<b>COMPUTING</b>	<p><b>COMPUTING STRAND: Computer Science , Information Technology</b>  <b>Unit 1.7 Coding – Programs; 2Code</b></p> <ul style="list-style-type: none"> <li>To understand what coding means in computing</li> <li>To introduce 2Code</li> <li>To use the 2Code program to create a simple program</li> <li>To use Design Mode to add and change backgrounds and characters</li> <li>To design a scene for a program</li> <li>To use code blocks to make the characters move automatically when the green Play button is clicked</li> <li>To add an additional character who moves when clicked</li> </ul>
<b>PE</b>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To move at different speeds over varying distances.</li> <li>To develop balance.</li> <li>To develop changing direction quickly.</li> <li>To explore hopping, jumping and leaping for distance.</li> <li>To develop throwing for distance.</li> <li>To develop throwing for accuracy.</li> </ul>	<b>PE</b>	<p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>To develop underarm throwing and catching.</li> <li>To develop overarm throwing.</li> <li>To develop hitting a ball.</li> <li>To develop collecting a ball.</li> <li>To learn how to get a batter out.</li> <li>To play games and understand how to score points.</li> </ul>
<b>MUSIC</b>	<p><b>Unit: Pitch and Tempo</b>  <b>Theme: Superheroes</b></p> <p>Ongoing Focus: Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.</p> <p>Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Recognising tempo and pitch changes. Listening Experimenting with tempo and pitch using tuned and untuned instruments.</p> <p><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>	<b>MUSIC</b>	<p><b>Unit: Vocal and Body Sounds</b>  <b>Theme: By the Sea</b></p> <p>Ongoing Focus: Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood.</p> <p>Performing from graphic notation. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.</p> <p><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>
<b>SRE/ PSHE</b>	<p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>To explain ways of keeping clean and understand some areas that they can look after themselves in. E.g. keeping simple hygiene routines to stop the spread of germs.</li> <li>To understand the need for keeping their teeth clean and for regularly washing their hands.</li> <li>To understand the need for rest and sleep.</li> <li>To understand the benefits of exercise and healthy eating.</li> <li>To know about the people who help them stay healthy. E.g. parent, dentist, doctor.</li> <li>To know how medicines can help people to stay healthy and some people need to take medicines every day to stay healthy.</li> <li>To know that household products, including medicines, can be harmful if not used properly.</li> <li>To know that they need to protect their skin from the sun by wearing sun lotion.</li> </ul> <p><b>Daily Issues</b></p> <ul style="list-style-type: none"> <li>To know how to ask for help when worried (worry box)</li> </ul>	<b>SRE/ PSHE</b>	<p><b>My Money Week - Financial Education</b></p> <ul style="list-style-type: none"> <li>Children learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.</li> <li>Children learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices.</li> <li>Children should be able to explain the difference between what they want and what they need.</li> </ul> <p><b>Preparing to be citizens in society</b></p> <ul style="list-style-type: none"> <li>To understand that people and other living things have needs and that they have responsibilities to meet them.</li> <li>Children are aware of some basic things that people can do to improve or harm the local/global community and environment.</li> </ul> <p>British Values – Individual Liberty</p>

## Year 1 Summer Term Curriculum Overview 2024

<b>FRENCH</b>	<p><b>Lili et Nounours (Lili &amp; Teddy Bear)</b></p> <ul style="list-style-type: none"> <li>To recognise, recall, and remember 5 key pieces of vocabulary related to the story of Lili and Nounours in French</li> <li>To recognise, recall, and remember how to say ‘hello’, ‘I am called’ as well as ‘yes’ and ‘no’ in French</li> <li>To learn to listen attentively to a story in French and be able to correctly order the stages of the story.</li> </ul>	<b>JS</b>	<p><b>Les Formes (Shapes)</b></p> <ul style="list-style-type: none"> <li>To name and recognise up to 10 shapes in French</li> <li>To attempt to spell some of these nouns</li> <li>To recognise that nouns have an article in French and in this case, the indefinite ‘un’ or ‘une’</li> <li>To have an opportunity to learn and/or revise numbers 1-5.</li> </ul>
<b>JS</b>	<p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Tazria-Metsora – do not speak badly about others</li> <li>Acharei Mot-Kedoshim -do not do to others what you would not like</li> <li>Parashat Emor – keeping the chagim today just as the Jewish people did long ago</li> <li>Parashat Bamidbar – following instructions.</li> </ul> <p><b>Chagim: Yom Haatzmaut</b></p> <ul style="list-style-type: none"> <li>To know Israel is a special place for the Jewish people</li> <li>To know what the Israeli flag consists of</li> <li>To recognise key places of Jewish interest in Israel</li> <li>To be able to identify traditional foods eaten in Israel</li> <li>To improve their singing of Hatikvah</li> <li>To know Ivrit is the spoken language in Israel.</li> </ul> <p><b>Chagim: Lag B’omer</b></p> <ul style="list-style-type: none"> <li>To understand who Rabbi Akiva was and why we think of him on lag b’omer</li> <li>To know how we celebrate lag b’omer.</li> </ul> <p><b>Chagim: Shavuot</b></p> <ul style="list-style-type: none"> <li>To understand the ten commandments at their level</li> <li>To know the main customs of Shavuot and why we do them</li> <li>To know we read megillat Rut on Shavuot be able to sequence the story simply.</li> </ul> <p><b>Hebrew Reading:</b></p> <ul style="list-style-type: none"> <li>To know Shva in the middle of a word is silent</li> </ul> <p>To know the sounds of a chataf vowel.</p>	<b>JS</b>	<p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Behalotecha – the mitzvah of lighting candles</li> <li>Parashat Shelach Lecha – why trust is so important</li> <li>Parashat Korach – Hashem gives each of us a different role in life</li> <li>Parashat Chukat–Balak – being kind to animals</li> <li>Parashat Pinchas – being a good leader</li> </ul> <p><b>Chagim: Three Weeks</b></p> <ul style="list-style-type: none"> <li>To have a basic understanding of the three weeks and the customs linked to it</li> <li>Tikun Olam – making the world a better place.</li> </ul> <p><b>Hebrew Reading:</b></p> <ul style="list-style-type: none"> <li>To review all the rules covered so far</li> <li>To be able to split words up in havarot</li> <li>To review the chataf vowels</li> </ul> <p><b>Topic: Mitzvot</b></p> <ul style="list-style-type: none"> <li>Mitzvot we do with our bodies</li> <li>Hachnasat Orchim – offering hospitality</li> <li>Kibbud AV Va’em - respecting our parents</li> <li>Tzedaka – different ways to give charity</li> <li>Bikur Cholim – visiting the sick</li> <li>Hasheivat Aveida – returning lost items.</li> </ul>