


Year 1 Curriculum Overview

	Summer Term	
	1	2
Experiences/Visitors	World Culture Day	Sports Day
Language	<p>English: Vanished, fearful, murmured, renew, peak, meander, threadbare, grubby, overcrowded, fluttering, inquisitive, crotchety, bustling, dejected, comforting, thrilled, bonnet, clockwork, console, craze, recycle.</p> <p>Maths: Digits numeral value tens one's teen numbers position greater than fewer than part whole equation</p> <p>Science:</p> <p>History: Generation, Author, gender, Memories, Artefacts, Ancient, Modern, Material</p> <p>PSHE: Hurt, Like Dislike, Jealous, Emotions, Coping</p> <p>R.E: Jesus Moses, parable, Jewish, Torah, decide, role</p> <p>Music: precise, improvise, Pattern, Composition, represent</p> <p>Art: Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture</p>	<p>English: shape, construct, serve, practise, trade, entertain, portcullis, drawbridge, fantastical, magnificent, high, hill, ruins, guarded, rebuilt, shield, comfortable, ordered</p> <p>Maths: groups count efficient compare groups altogether equal unequal redistribute, O clock face hands half past, above, below, over, under, on in front, behind, between, directions, circle, triangle, rectangle, sides, vertices, cube arrangement, similar, cone, sphere, cylinder, flat face, curved surface, circular face square face, rectangular face, triangular face.</p> <p>Science: equipment, object, material, wood, plastic, glass metal, water, rock, paper, fabric, elastic, foil, card cardboard, rubber, wool, hard, soft, stretchy, stiff, bendy, floppy, waterproof, rough, smooth, shiny, dull, see through, not sea through</p> <p>History Reinforced, Founded, definition, Moat, Turrets, Battlements, Canon, portcullis, drawbridge</p> <p>R.E: Text, Holy book, Ten commandments, Qur'an, Islam, Buddhist, Hindu</p> <p>PSHE: Goal, Adult, Family, Female, Male, Permission</p> <p>Music: Generate, notes, song, structure, verse, chorus</p> <p>DT Pattern, join, decorate, stitch, needle, fabric, Cut, fold, join, fix, weak, strong, enormous, occur, common</p>
English	<p>I can use a capital letters full stops at the end of sentences.</p> <p>I can reread my work and check it makes sense.</p> <p>I know what adjectives are and use them in my writing.</p> <p>I can write a sequence of words to write a sentence which makes sense. (real or fictional)</p> <p>I know what adjectives and verbs are and use them in my writing.</p>	<p>I can use capital letters for names, places, people and the personal pronoun I</p> <p>I can use the word and to join clauses.</p> <p>I can write a sequence of words to write a sentence which makes sense. (real or fictional)</p> <p>I can use question marks and exclamation marks appropriately in some sentences.</p> <p>I can use the regular plural noun suffixes – s -es</p> <p>I can use suffixes ing, ed to change the meaning of a verb</p>
Reading	<p>1:1 and small group reading</p> <p>Books in Drawing Club: Tatty Ratty, Dogger, The Lost Property Office, The history of Toys- Non-Fiction.</p> <p>Fluency: Daily reading</p> <p>WCR: Toys in the Past</p>	<p>1:1 and small group reading</p> <p>Books in Drawing Club: Non-fiction Castle Book-Usborne, Castles- Colin Thompson, Colin's Castle, The Castle the King Built, The Knight Who said No</p> <p>Fluency: Daily reading</p> <p>WCR: Attacking a Norman Castle. Mice in the Castle</p>
Maths	<p>I can explore multiples of 10</p> <p>I can count objects efficiently</p> <p>I can understand the place value for numbers from 20 - 100</p>	<p>I can count in groups of 2</p> <p>I can use counting in groups of 2 to be efficient</p> <p>I can count in groups of 10</p>

Year 1 Curriculum Overview

		<p>I can use counting in groups of 10 to be efficient</p> <p>I can count in groups of 5</p> <p>I can use counting in groups of 5 to be efficient</p> <p>I can recognise and create equal and unequal groups</p> <p>I can redistribute from unequal groups to make them equal</p> <p>I can understand what the size of a group and the amount of a group are</p> <p>I can explore telling the time to the hour, I can tell the time to the hour.</p> <p>I can explore telling the time to the half hour</p> <p>I can tell the time to the half hour.</p> <p>I can use the language to describe position, direction and movement</p> <p>I can apply and follow the language to describe position direction and movement.</p> <p>I am beginning to recognise and name 2d shapes. I am beginning to compare 2d shapes.</p> <p>I am beginning to explore and recognise cubes I am beginning to recognise more 3-D shapes and recognise them in real life</p> <p>I can identify 2d shapes within 3d shapes.</p> <p>I am beginning to compare 3d shapes.</p>
Science		<p>Big question: How can we describe what things are made of?</p> <p>I can distinguish between an object and the material from which it is made</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>I can describe the simple physical properties of a variety of everyday materials</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties</p>
History	<p>Big question: Why do toys look different over time?</p> <p>I can understand events, people and changes</p> <p>I can understand some of the ways in which we find out about the past e.g antique toys, living memory, written memory.</p> <p>I can link historical events learnt in the topic and be able to see some cause and effect (technology advances.)</p>	<p>Big question: Who lived and worked in castles?</p> <p>I can understand events, people and changes</p> <p>I can identify similarities and differences between ways of life in different historical periods.</p> <p>I can understand significant historical events, people and places in their own locality: Battle of Hastings, Lewes castle</p>
Art/DT	<p>What is a landscape? How does it make us feel?</p> <p>Clay</p> <p>Artist – Barbara Hepworth</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p>	<p>DT- How can I use different tools, materials, and building techniques to create a castle</p> <p>I can design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>

Year 1 Curriculum Overview

	<p>A sculpture is a 2D or 3D form and can be carved from wood or stone or constructed using other materials.</p> <p>Sculptures can be made from natural or man-made materials.</p> <p>Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary.</p> <p>A free-standing structure needs a solid or flat base in order to be able to stand.</p> <p>Materials can be joined in a variety of ways e.g. glue, masking tape.</p> <p>Water makes clay softer and easier to mould, but that too much can make it unworkable.</p> <p>Clay can crack when it dries if it is too thin</p>	<p>I can explore and evaluate a range of existing products</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable</p>
Computing	<p>How can you write on a computer?</p> <p>To use a computer to write</p> <p>To add and remove text on a computer</p> <p>To identify that the look of text can be changed on a computer</p> <p>To make careful choices when changing text</p> <p>To explain why I used the tools that I chose</p> <p>To compare typing on a computer to writing on paper</p>	<p>How can you programme a sprite to move?</p> <p>To choose a command for a given purpose</p> <p>To show that a series of commands can be joined together</p> <p>To identify the effect of changing a value</p> <p>To explain that each sprite has its own instructions</p> <p>To design the parts of a project</p> <p>To use my algorithm to create a program</p>
PSHE/RSE	<p>BIG QUESTION: What is jealousy?</p> <p>Explore feelings of jealousy and coping strategies; explore ways to feel better when you feel hurt without hurting others.</p> <p>Naming feelings and managing feelings</p>	<p>BIG QUESTION: What keeps our bodies healthy as we grow?</p> <p>Families are all different and all equal.</p> <p>Healthy growth includes physical and emotional factors. Body confidence and safety through confident use of scientific terms – like vulva and penis.</p> <p>Moving on</p>
Music	<p>What is rhythm?</p> <p>I can understand that rhythm means a pattern of long and short notes. (duration) and that rhythm is different to pulse</p>	<p>Are there different parts of a song?</p> <p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p> <p>I can understand that music can be represented by pictures or symbols. (notation)</p>
RE	<p><u>What is The Bible and what stories are written there?</u></p> <p>To name, recall and be able to talk The Bible and some simple stories from it. (The lost sheep The wise and the foolish man from the New Testament and Noah and Moses from the Old Testament</p>	<p><u>What do these stories from different faiths show us about caring for each other?</u></p> <p>To name and talk about religious stories from other world religions. (Islam, Hindu and Buddhist)</p> <p>To begin to find out about the important messages within these stories (to care) and be able to discuss how and why it is important to care for each other.</p>

Year 1 Curriculum Overview

PE and Sport

NEED BIG QUESTION

Hit, catch, run

Know / Understand

- that to catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed

Skills:

- Underarm throw to select space to throw into
- Track and return ball
- Catching over a short distance
- Feeding movement and body position for hitting
- Moving to score
- Fielding and hitting in teams

NEED BIG QUESTION

Attack and defend

Know / Understand:

- To practise basic movements including running, jumping, throwing and catching to begin to engage in competitive activities

Skills:

- Recognising body changes during exercise
- Using sideways movement to defend goals
- Bouncing the ball to self
- Communicating in pairs
- Adapting to rules of a game
- Defensive positioning

NEED BIG QUESTION

Attack and defend

Know / Understand

- how the body feels before, during and after exercise

Skills:

- Sending to targets
- Catching to intercepting
- Rolling
- Simple attacking and defending
- Attacking and defending with a partner
- Competing

NEED BIG QUESTION

OAA

Know / Understand:

- To use thinking skills to follow multi-step instructions

Skills:

- Use thinking skills to follow multi-step instructions
- Solve more challenging problems as an individual
- Comprehend that one thing can represent another
- Take part in activities with increasing challenge to build confidence