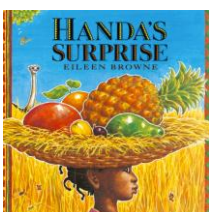


Year 1 – Learning Overview Summer Term

Topic: What a Wonderful World

ENGLISH

- Focus on handwriting (Kinetic Letters) – letter formation and pencil hold
- Discuss word meaning and link new meaning to those already known.
- Apply phonic knowledge and skills to decode words and blend sounds in unfamiliar words
- Accurately read texts that match their developing phonic knowledge.
- Re-read texts to build up fluency and confidence
- Check that a text makes sense as they read and to self-correct
- Listen and discuss a wide range of fiction, non-fiction and poetry
- Link what they have read to their own experiences
- Retell familiar stories
- Join in with discussions about a text, taking turns and listening to what others say
- Discuss the significance of titles and events.
- Begin to make simple inferences and predict what might happen on the basis of what has been read so far.
- Recite simple poems and nursery rhymes by heart
- Compose a sentence orally before writing it
- Begin to sequence sentences to form short narratives
- Begin to discuss what they have written
- Begin to use adjectives to describe words
- Begin to learn when a capital letter and full stop is needed
- Begin to spell the days of the week
- Begin to use question marks
- Spell Common Exception Words
- Use the prefix un
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



MATHS

- Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]
- Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]
- Measure and begin to record mass/weight
- Measure and begin to record capacity and volume
- Measure and begin to record time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.



<u>SCIENCE</u> Physics – Seasonal Changes - Observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies Biology – Animals including humans -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and invertebrates. -Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Explore the differences between wild animals and pets. Biology - Plants -Identify the basic parts of a plant and tree and to understand that different plants can grow in the same environment. - To identify the differences between deciduous and evergreen trees. - To know that fruit trees and vegetables are varieties of plants. - To understand that seeds grow into plants by planting their own seeds and recording how much they grow.	<u>GEOGRAPHY</u> -Use basic geographical vocabulary to identify human and physical features -Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country -Identify seasonal and daily weather patterns in the UK -Use world maps, atlases and globes to identify the United Kingdom and its countries.
<u>Art</u> Use a range of materials creatively Use drawing and painting to develop and share ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Explore drawing from observation Describe collections of colours Discuss warm and cold colours Describe favourite colours and why colours may be used for different purposes 	<u>DT</u> Make products using sliders Make products using levers Know food comes from plants or animals Understand that food has to be farmed, grown elsewhere (e.g. home) or caught Name and sort foods into five groups Know everyone should eat at least five portions of fruit and vegetables every day Prepare simple dishes safely and hygienically, without using a heat source Start to use techniques such as cutting, peeling or grating 

COMPUTING

Programming with Ozobots

Learn to turn Ozobot on/off and calibrate it.

Program Ozobot by drawing lines and using coloured codes.

Draw colour codes to program Ozobot to complete challenges and manoeuvres.



We are Storytellers

Use sound recording equipment to record sounds.

Develop skills in saving and storing sounds on the computer.



Understand how a talking book / audio Book differs from a paper-based book.

Share recordings with an audience.

Online Safety

Understand how the internet is used for communication.

Know how to use search engines efficiently and safely.



PSHE

Relationships

- Understand that families are all different
- Identify what being a good friend means
- Understand appropriate ways to greet people
- Know who can help in the school community
- Recognise strengths and qualities as a friend
- Talk about who is special

Changing me

- Begin to understand the life cycle of animals and humans
- Identify things that have changed and things that have stayed the same
- Explain changes from babies to now
- Identify body parts

MUSIC

(Fast & Slow)



Exploring 'Tempo' (*Different speeds*) using various media & activities:

- Learning & discussing Aesop's fable 'The Tortoise & the Hare' through books / video / live performance.
- Recognising & understanding that different things move at different speeds & relating that to music through songs / movement.
- Responding to & ordering the speed different animals move.
- Learning different Musical Terms relating to tempo (*Largo – Slowly / Andante – Walking Speed / Allegro – Fast / Presto – Very Quickly*).
- Responding to & ordering the speed different animals move, using the previously learned 'Musical Terminology'.
- Responding to & ordering the 'Tempo' of different pieces of music using the previously learned 'Musical Terminology'.

(Sounds)



Exploring 'Timbre' (*how something sounds*) using various media & activities:

- Recognising & responding to different everyday sounds.
- Recognising & responding to different sounds animals make.
- Recognising & responding to different sounds voices make (*Male / female / children / choirs etc*).

-Understand that we are growing and learning all the time -Identify changes that have happened in my life	• Exploring classroom 'Tuned / Untuned' percussion instruments & the different sounds they can make. • Recognising & responding to the different sounds a variety of Tuned / Untuned musical instruments / families of instruments make. Relating all the above activities back to the musical term 'Timbre' (<i>how something sounds</i>). Incorporate songs and musical activities to the wider year 1 curriculum where possible. Continue to build individual self-confidence and self-esteem through musical performance.
<u>PHYSICAL EDUCATION</u> To use varying speeds when running Know how to travel in different ways Be able to change from fast to slow To explore footwork patterns Know how to hop, and how to hop, travel and land safely on two feet To explore different methods of throwing Know how to throw safely Throw in a variety of ways Decide which throwing method is best for distance To practise short distance running Run with good balance and co-ordination Know how to jump from two feet Explore which is the best way to jump to cover a distance To complete an obstacle course with control and agility	<u>RELIGIOUS EDUCATION</u> -Learn and discuss the Hindu story of creation -Recall and sequence the Christian story of creation -Compare Christian and Hindu creation stories -Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). -Know that beliefs about the origin of the universe influence how individuals treat the world around them.