

# Year 1

## Curriculum Overview

	Autumn					Spring			Summer		
Theme	Changes - Seasons	RE Jesus The Teacher	Theme If you go down to the woods today...	What a Performance	Christmas	DT/Enterprise	Theme – To Infinity & Beyond	RE Easter	RE –The Bible	Theme I do like to be beside the seaside	All Change
Time allocation	2 weeks	1 week	9 weeks	2 weeks	1 week	2 weeks	8 weeks	1 week	2 weeks	9 weeks	2 weeks
Class Visit			Woods				Sudbury Hall	Christchurch		Bridlington	
'Hook / Wow'	4 seasons – outside area	Food bank collection	Picnic in the woods	Drama games	Christmas Facts game – true or false	Market Place	Show & Tell My Favourite Toy	Easter Egg Hunt	20 questions The Bible	Virtual trip to seaside	Sunflower competition
End of theme celebration	Weather forecast	Prayer tree	Hansel & Gretel Showcase	Nativity		Craft Fair	Film afternoon – Toy Story	Easter Bonnet Parade	Class book	Puppet Show	Class party – last day of term
Book Study	Lost & Found	How to Catch a Star	Into the Woods Into the Forest The Gruffalo  The Gruffalo's Child  The Great Paper Caper	Gorilla		Stuck	The Incredible Book Eating Boy  The Large Family Series	Willy and the Cloud	King Kong	Voices in the Park  Room on the Broom  Way back home  Smartest Giant in Town	Book linked to class name

## Year 1 Autumn - English & Maths

Theme	Changes – Seasons 2 weeks	RE Jesus The Teacher 1 week	If you go down to the woods today... 9 weeks	What a Performance 2 weeks	RE Christmas 1 week
<b>English Theme</b>	Write a weather report	Story of Good Samaritan	Animal fact-file – link to ICT Trip recount – describing the woods.	Invitation/Persuasive poster	Write the Christmas story
<b>Speaking &amp; Listening</b>	To speak clearly and confidently in front of people in my class; To re-tell a well-known story and remember the main characters. To hold attention when playing and learning with others; To re-tell the main topic when we are talking in a group; To ask questions in order to get more information; To start a conversation with an adult I know well or with my friends. To listen carefully to the things other people have to say in a group; To join in with conversations in a group To join in with role play.				
<b>Reading</b>	Use phonics knowledge to decode words; Read common words using phonic knowledge, where possible Find the title, author and illustrator of a book; Know that there are different kinds of books; Use picture clues to support my understanding; Identify characters in a story; Read words of more than one syllable that contain taught GPCs; Read phonically decodable texts; Know the difference between a story book and an information book. Know some familiar stories; Recognise familiar story language; Use picture clues to deepen my understanding; Say why a character has a feeling				
<b>Writing</b>	<b>Composition:</b> Say a sentence out loud before I write it down. ( <i>Hold a sentence</i> ) <b>Punctuation:</b> Leave spaces between words. Use a capital letter for the start of a sentence. Labels, lists and captions Chronological report Narrative Recount Setting description Character description Narrative from another Point of View Non-Chronological report Narrative (traditional and fairy tale) Focus on expanded noun phrases. Persuasive posters & invitations Narrative Poetry				
<b>Grammar</b>	Know and correctly use nouns, pronouns and Adjectives within simple sentences. Use 'Dr Sense' to check sentences make sense. Active English programme for Year 1				
<b>Spelling</b>	Spell unknown words using my phonemes (sounds). ( <i>phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend</i> ) Phase 2 – 5 Tricky Words Spellings containing Phase 3 Diagraphs Two syllable words				
<b>Handwriting</b>	Sit correctly at a table, holding a pencil comfortably and correctly. Form lower case letters in the correct direction, starting and finishing in the right place -Straight lines and hooks, loops & lines families (i, l, t) (f, j, r) -Curves to start family (c, a, d, o, g, q, e, s) - Tunnels family (n, m, h, b, p, u, y) - Diagonal lines family (v, w, k, x, z) Form capital letters - Capital Straight lines family (L, T, I, F, E, H) - Capital straight and slant family (V, W, X, Y, A, N, M, K, Z) - Capital straight and curly lines family (D, P, B, R, J, G, Q, U) - Capital curly lines family (C, O, S)				
<b>Maths</b>	Number: Place value within 10 Count to 10 forwards and backwards from 0 or 1 or from any given number				

	<p>Count read and write numbers to 10 in numerals and words          Given a number identify one more of one less          Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most least.          Number: Addition &amp; Subtraction          Represent and use number bonds and related subtraction facts within 10          Read, write and interpret mathematical statements involving addition, subtraction equals (+, - =)          Add and subtract one digit numbers to 10 including zero          Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems          Shape          Recognise and name common 2-D shapes, including (for example, rectangles (including squares), circles and triangles).          Recognise and name common 3-D shapes including (for examples, cuboids (including cubes), pyramids and spheres)          Place Value          Count to 20 forwards and backwards beginning with 0 – 1, from any given number          Count, read and write numbers to 20 in numerals and words          Given a number, identify one more or one less          Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>
<b>Maths Themes</b>	<p>Capacity - measure rain water          Time - days of the week, months of the year, seasons          Pictograms – types of weather, favourite seasons etc          Leaves – sorting different types, tally,          Measurement – leaves, human body          Measurement language – taller, shorter (observation of trees)          Problem solving using mini-beast images</p>

## Year 1 Autumn – Foundation Subjects

Theme	Changes – Seasons 2 weeks	RE Jesus The Teacher 1 week	If you go down to the woods today... 9 weeks	What a Performance 2 weeks	RE Christmas 1 week
<b>Science</b>	<p>Measure &amp; recording:            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· observe closely, using simple equipment</li> <li>· perform simple tests</li> <li>· gather and record data to help in answering questions</li> </ul> <p><i>Weather station – record the weather for two weeks eg rainfall, wind speed and temperature</i>            Observe changes across the 4 seasons            Observe and describe weather associated with the seasons and how day length varies</p> <p>Concluding: Children should be taught to:</p> <p>Identify &amp; classify</p> <p><i>Use simple classification keys (1 branch) – common animals</i>            Identify and name a variety of common animals            Identify and name carnivores, herbivores and omnivores            Describe and compare the structure of common animals            Identify, name, draw and label the basic parts of the human body</p>				
<b>Computing</b>	<p><u>Digital Literacy</u>            UNIT 1.1            Be introduced to iPads and laptops, knowing how to access Purple Mash.            Know where the keys are on a keyboard and understand basic features.</p>				

	<p>Know how to find saved work online and find teacher comments.          Explore the Tools section of Purple Mash and learn about common icons used for Save, Print, Open and New          Understand the importance of logging out when they have finished.          Understand why they need to keep their password safe  <b>Information Technology</b>  <b>UNIT 1.6</b>          Introduce e-books and create a story.          Save a story.          Add animation, backgrounds and sounds to their story.          Copy and paste.          Share their e-books on the online display board.          Introduce children to the idea of 'ownership' of their creative work          Understand the importance of logging out when they have finished.          Understand why they need to keep their password safe</p>	
<b>History</b>		
<b>Geography</b>	<p>Physical Geography: Identify the seasonal and daily weather patterns in the UK.  <u>Map Skills:</u>  <u>Using maps</u>          Use a simple picture map to move around the school          Use relative vocabulary such as bigger, smaller, like, dislike          Use directional language such as near and far, up and down, left and right, forwards and backwards  <u>Map knowledge</u>          Use world maps to identify the UK in its position in the world.          Use maps to locate the four countries and capital cities of UK and its surrounding seas  <u>Making maps</u>          Draw basic maps, including appropriate symbols and pictures to represent places or features          Use photographs and maps to identify features          Field study skills: <u>Shirebrook Valley</u>  <u>Gather information</u> Use basic observational skills          Carry out a small survey of the local area/school  <u>Sketching</u> Create plans and draw simple features in their familiar environment  <u>Audio/Visual</u> Recognise a photo or a video as a record of what has been seen or heard</p>	
<b>PSHE</b>	<p><u>Autumn 1</u>  <u>We're all stars!</u>          Write a class charter (L1, L2,          Find out about each other (L9, R9          Understand how to solve problems          Think about ways to look after each other (H14          Understand what makes a happy playtime          To be able to make choices</p>	<p><u>Autumn 2</u>  <u>Be friendly, be wise!</u>          Understand how to make friends          Understand why we sometimes fall out (R11          Develop strategies to manage angry feelings (R12)          Develop strategies to prevent bullying (R13, R14)          Be aware that there are hazards in the home (H11          Know how to cross the road safely (H12</p>
<b>RE</b>	<p><b>Beliefs &amp; Practices:</b>          Understand that Jesus told stories about Christian values.          Retell the story of the good Samaritan.  <b>Meaning &amp; Purpose:</b> Discuss how being a good Samaritan improves our school community  <b>Reflect &amp; Respond:</b> Share ways that they could be like the good Samaritan.</p>	<p><b>Beliefs &amp; Practices:</b> Know and retell the story of the nativity  <b>Meaning &amp; Purpose:</b>          Know the significance of some of the simple symbolism eg the star, shepherds, angels  <b>Reflect &amp; Respond:</b>          Skill: Create a picture to represent the Birth of Jesus</p>

<b>Music</b>	<u>Pulse</u> Prepare pulse (Jolly Music Beginners 1-4) Vocab: Loud, soft, high, low, pitch, pulse, steady beat, sing, whisper, speak	<u>Pulse, 4 voices</u> Prepare pulse Using 4 voices (JM B 5-10) Vocab: Loud, soft, high, low, pitch, pulse, steady beat, sing, whisper, speak	CHRISTMAS REHEARSALS
<b>Art/DT</b>	<u>PAINTING</u> <b>Claude Monet's 'The Water Lilies'</b> Skills: Analysing work of Claude Monet, drawing Georgia O' Keeffe style flower close ups, chalk pastels, and blending, finger painting and collage landscapes. Artist: Claude Monet Movement: Impressionism		
<b>PE ('Real PE') Scheme</b>	Unit 1 – Personal Assessment focus: Work on simple tasks by myself Follow instructions and practise safely (H12) Try several times if at first you don't succeed Ask for help when appropriate Skills: Coordination; footwork. Static Balance; One leg	Unit 2 – social Assessment focus: Work sensibly with others, taking turns and sharing Help, praise and encourage others in their learning (H3) Skills: Dynamic balance to agility; jumping and landing Static balance; seated	
<b>PE (Specialist Teacher)</b>	Gymnastics : NC: Master basic movements including running jumping as well as developing balance, agility and coordination. NC: Perform dances using simple movement patterns Week 1: Travelling Week 2: rolling, Week 3: balance Week 4: jumping Week 5: using hand apparatus Week 6: apparatus	Fundamentals / playground games Using the new games on the yard, Agility Balance Coordination	

## Year 1 Spring - English & Maths

Theme	DT/Enterprise 2 weeks	Infinity & Beyond 8 weeks	RE - Easter 1 week
<b>English Theme</b>	Persuasive texts (posters, invitations, letters) re: sale of items made	Write instructions of how to play with a toy/game – link to ICT Create a persuasive poster to advertise the film premier. Create an invitation to invite parents	Write a letter to the local supermarket asking them to donate Easter eggs.
<b>Speaking &amp; Listening</b>	To speak clearly and confidently in front of people in my class; To re-tell a well-known story and remember the main characters. To hold attention when playing and learning with others; To keep to the main topic when we are talking in a group; To ask questions in order to get more information; To start a conversation with an adult I know well or with my friends. To listen carefully to the things other people have to say in a group; To join in with conversations in a group To join in with role play.		
<b>Reading</b>	Know which parts of words can be decoded using phonics Blend sounds in unfamiliar words based on known GPCs Read words with familiar endings –s, es, ing, ed, er, est Read words which have the prefix –un added Read phonetically decodable texts, with confidence. Divide words in to syllables, for example, pocket, rabbit, carrot, thunder, sunset Say what I like or dislike about a book Discuss when stories remind us of other stories or experiences. Listen to others’ ideas about a book Find familiar story language in stories read aloud to me or ones read independently. Retell key stories orally using narrative language Recognise rhyming language Use prior knowledge to understand texts Identify unfamiliar words and ask about meaning Use the context to make informed guesses about the meaning of unfamiliar words Make predictions based on events in the story Give an opinion about a character Know that stories can have similar characters		
<b>Writing</b>	<b>Composition</b> Plan my writing by saying what I am going to write about. ( <i>build a sentence</i> ) Read my own writing aloud so it can be heard by others and check for sense. ( <i>'Oops, I forgot to put a capital letter after that full stop.'</i> ; <i>'I used my sounds to help me spell that long word.'</i> ) <b>Punctuation:</b> Begin to use other punctuation such as exclamation and question marks. Use a full stop accurately. Instructions Narrative (fantasy) Recount Non-Chronological Report (leaflet) Persuasive Poster/Invitation Persuasive letter		
<b>Grammar</b>	Know and correctly use verbs within simple sentences. Use 'Dr Sense' to check sentences make sense. Active English Programme for Year 1		
<b>Spelling</b>	Ing, er, est, ed suffixes Spellings containing phase 5 diagraphs Compound words Prefix 'un' to make the opposite		
<b>Handwriting</b>	Form digits 0-9 correctly Form symbols correctly (?, !, @, £). Form lower case letters in the correct direction, starting and finishing in the right place. Straight lines and hooks, loops & lines families (i, l, t) (f, j, r) -Curves to start family (c, a, d, o, g, q, e, s) - Tunnels family (n, m, h, b, p, u, y) - Diagonal lines family (v, w, k, x, z) Form capital letters - Capital Straight lines family (L, T, I, F, E, H) - Capital straight and slant family (V, W, X, Y, A, N, M, K, Z) - Capital straight and curly lines family (D, P, B, R, J, G, Q, U) - Capital curly lines family (C, O, S) And mixed lower-case letters		
<b>Maths</b>	Addition & Subtraction Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition, subtraction and equals signs Add and subtract one digit and two digit numbers to 20, including zero Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems Place Value (within 50) Count to 50 forwards and backwards, beginning with 0 or 1, or from any number Count, read, and write numbers to 50 in numerals Given a number identify one more or one less		

	<p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least  Count in multiples of 2's 5's and 10's.  Measurement: Length and Height  Measure and begin to record length and heights  Compare, describe and solve practical problems for lengths and heights (for example long/short, longer/shorter, tall or short, double/half.  Measurement: weight &amp; Volume  Measure and begin to record mass/weight, capacity and volume  Compare, describe and solve practical problems for mass/weight: (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/emoty, more than, les than, half full, quarter)</p>
<b>Maths Themes</b>	<p>Money – toy shop; buy and sell  Make your own board game e.g snakes and ladders (or a variation of) - position/direction, dice (counting)</p>

## Year 1 Spring – Foundation Subjects

Theme	DT/Enterprise 2 weeks	Infinity & Beyond 8 weeks	RE - Easter 1 week
<b>Science</b>	<p>Asking questions: Children should be taught to:  Ask simple questions and recognise that they can be answered in different ways.  Measuring &amp; recording:  Children should be taught to:  Perform a simple test  <i>Investigation: What is the best material to carry water? Eg paper, foil, plastic, pottery</i>  Distinguish between an object and the material from which it is made  Identify and name a variety of everyday materials  Describe the simple physical properties  Compare and group everyday materials</p>		
<b>Computing</b>	<p><b><u>Computer Science</u></b>  UNIT 1.4  Know the importance of following instructions  Follow and create simple instructions on the computer  Consider how the order of instructions affects the results  <b><u>Information Technology</u></b>  UNIT 1.8  Know what a spreadsheet is  Know how to add images to a spreadsheet  Count items in a spreadsheet  <b><u>Digital Literacy</u></b>  UNIT 1.9  Know examples of technology outside school  Understand the importance of logging out when they have finished.  Understand why they need to keep their password safe</p>		
<b>History</b>	<p><b><u>Chronology</u></b>  Order a set of events or objects  <b><u>Historical Terms</u></b>  Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young  <b><u>Historical enquiry</u></b>  Start to identify and understand some ways we find out about the past. e.g. using artefacts, books, pictures, films and websites, museum displays. Look at objects from the past and ask questions i.e. "What were they used for?" "Which things are old and which are new?" and try to answer.</p>		

	<b>Similarities &amp; differences</b> Identify similarities and differences between toys produced now and toys made in different time periods	
<b>Geography</b>		
<b>PSHE</b>	<u>Spring 1</u> <u>Living long, living strong!</u> Set a simple personal goal (H3) Understand some basic hygiene principle (H6, H7) Introduce the concept of growing and changing (H5, H8) Explore different types of families and who to ask for help (H13, R8) Know how to look after our teeth Know how to stay healthy (H1)	<u>Spring 2</u> <u>Daring to be different!</u> Know our likes and dislikes (H2) Recognise when someone is feeling proud (online and offline) Appreciate being special (L8) Know how to recognise worrying feelings (online/offline) (H4) How to stay calm and relaxed (online/offline) How to stand up for myself (online/offline)
<b>RE</b>	<b>Beliefs &amp; Practices:</b> Know what the symbols of Easter represent Know and retell the Easter story <b>Meaning &amp; Purpose:</b> Understand how the church community celebrates Easter <b>Reflect &amp; Respond:</b> Skill: Write a poem about Easter	
<b>Music</b>	<u>Pitch: high, middle and low</u> Prepare high, middle and low Clapping rhythms (JM B 11-15) Vocab: Loud, soft, high, low, pitch, pulse, steady beat, sing, whisper, speak	<u>Pitch: high, middle and low</u> Present high, middle and low Clapping rhythms (JM B 16-19) Vocab: Loud, soft, high, low, pitch, pulse, steady beat, sing, whisper, speak
<b>Art/DT</b>	<b>SCULPTURE</b> <b>Anthony Gormley &amp; Alberto Giacometti figures</b> Skills: Analysing work of Anthony Gormley & Alberto Giacometti ,drawing figures in different positions ,adding shading, texture and pattern via different pencil grades and rubbings, sculpting from foil. Artist: Anthony Gormley & Giacometti Movement: Contemporary	
<b>PE ('Real PE' Scheme)</b>	Unit 3 – Cognitive Assessment focus: Name some things I am good at Understand and follow simple rules Order instructions, movements and skills Explain why someone is working or performing well Recognise similarities and differences in performance Skills: Dynamic Balance; on a line Static Balance; Stance	Unit 4 – Creative Assessment focus: Explore and describe different movements Begin to compare my movements and skills with those of others Select and link movements together to fit a theme Skills: Coordination; ball skills Counter balance; With a partner
<b>PE (Specialist Teacher)</b>	Multi-skills / Fundamentals NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Week 1: agility – movement patterns Week 2: Hand eye coordination Week 3: Target throwing Week 4: Foot eye coordination Week 5: Balance taken from gymnastics individual & partner balances Week 6: carousel of activities linked with fundamental movement skills.	Basketball: NC: participate in team games, developing simple tactics for attacking and defending NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination. Week 1: Ready position, movements Week 2: passing games (bounce, chest, overhead pass) throwing target games Week 3: shooting games Week 4: attacking and defending Week 5: small sided games Week 6: mini tournament



## Year 1 Summer - English & Maths

Theme	RE – The Bible 2 weeks	I do like to be beside the seaside 9 weeks	All Change 2 weeks
<b>English Theme</b>	Recount of the trip	Postcard from the seaside Review of a puppet show	All about me – zig-zag booklet for their next teacher.
<b>Speaking &amp; Listening</b>	To speak clearly and confidently in front of people in my class; To re-tell a well-known story and remember the main characters. To hold attention when playing and learning with others; To keep to the main topic when we are talking in a group; To ask questions in order to get more information; To start a conversation with an adult I know well or with my friends. To listen carefully to the things other people have to say in a group; To join in with conversations in a group To join in with role play.		
<b>Reading</b>	Hear and recognise all 40+ phonemes Match all 40+ graphemes to their phonemes Identify all 40+ graphemes in reading Know that words can have omitted letters and that an apostrophe represents the omitted letters. Find contractions in my reading. Read words with contractions. Read compound words. Say whether I disagree or agree with other's ideas. Say why I agree or disagree with ideas Recognise repeated or patterned language. Recognise patterned language in poems and rhymes. Know some poems and rhymes by heart. Discuss the meaning of unfamiliar words with others Know that stories can have similar patterns of events. Make links to other stories. Make links with characters in other stories. Answer retrieval questions about a book Use information from the story to support my opinion. Understand that a writer can leave gaps for the reader to fill. Answer questions which fill the gaps in a story (inference)		
<b>Writing</b>	<b>Composition:</b> Sequence sentences to form short narratives. ( <i>Beginning/middle/ end- sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.</i> ) Use sequence sentences in chronological order to recount an event /experience. ( <i>Basic adverbials for when-First, Then, Next, After that</i> ) <b>Punctuation:</b> Use capital letters for the names of people, places and days of the week. ( <i>Aa</i> ) Non Chronological Report Recount Post Card Narrative Persuasive Poster Narrative Diary Persuasive Leaflet Non Chronological Report Labels, lists and Captions		
<b>Grammar</b>	Know and correctly use openers and coordinating conjunctions within simple sentences. Use 'Dr Sense' to check sentences make sense. Active English Programme for Year 1		
<b>Spelling</b>	Plural suffix 's' Plural suffix 'es' Alternative sounds y as 'ee' Ear and are /as /air		
<b>Handwriting</b>	Refine forming lower case letters: -Straight lines and hooks, loops & lines families (i, l, t) (f,j, r) -Curves to start family (c, a, d, o, g, q, e, s) - Tunnels family (n, m, h, b, p, u, y) - Diagonal lines family (v, w, k, x, z) Refine forming capital letters - Capital Straight lines family (L, T, I, F, E, H) - Capital straight and slant family (V, W, X, Y, A, N, M, K, Z) - Capital straight and curly lines family (D, P, B, R, J, G, Q, U) - Capital curly lines family (C, O, S) <b>THEN EITHER</b> refine print or move a child from print to pre-cursive -Straight lines and hooks, loops & lines families (i, l, t) (f,j, r) -Curves to start family (c, a, d, g, q, o, e, s - Top exit family (r, v, w) - Tunnels family (n, m, h, b, p, u) - hooks, loops and lines family (j, y, f, z, k, x)		

<b>Maths</b>	<p>Multiplication &amp; Division Count in multiples of twos, fives and tens Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Compare, describe and solve practical problems for length and height (for example long/short, longer/shorter, tall/short, double/half Compare, describe and solve practical problems for mass/weight (for example heavy/light, heavier than, lighter than, capacity and volume (for example, full/empty, more than, less than, half, half full quarter</p> <p>Position &amp; Direction Describe position, direction and movement, including whole, half, quarter and three quarter turns</p> <p>Number (within 100) Count to and across 100, forwards and backwards, beginning with ) or 1, or from any given number Count, read and write numbers to 100 in numerals Given a number identify one more or one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than most, least.</p> <p>Money Recognise and know that value of different denominations of coins and notes</p> <p>Time Sequence events in chronological order using language (for example before and after, next, first, today, yesterday, tomorrow, morning 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 Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later) Measure and begin to record time (hours, minutes, seconds)</p>
<b>Maths Themes</b>	<p>Fair ground rides – money (tickets, lollies, spending money) Seaside themed word problems Time – journey times, day times Capacity – buckets of water/sand</p>

## Year 1 Summer– Foundation Subjects

Theme	RE – Christian festivals 2 weeks	I do like to be beside the seaside 9 weeks	All Change 2 weeks
<b>Science</b>	<p><i>Concluding: Children should be taught to:</i> <i>Identify &amp; classify</i> <i>Use simple classification keys (1 branch) – trees/ plants</i> Identify and name a variety of common wild and garden plants Identify and describe the basic structure of variety of common flowering plants, including trees</p>		
<b>Computing</b>	<p>UNIT 1.5 Use direction keys to complete challenges Understand how to create and debug a set of instructions (algorithms) Understand how to change and extend an algorithm list UNIT 1.7 Understand what coding means in computing terms Build unambiguous instructions Create a simple program Add and change backgrounds and design a scene Edit and manipulate characters</p>		

	<p>Explore the When Key and When Swiped command Explore other movement blocks and commands in 2code</p> <p><b>Digital Literacy</b> UNIT 1.9 Walk around the local community and find where technology is used (library walk) Know examples of technology outside school <b>Understand the importance of logging out when they have finished.</b> <b>Understand why they need to keep their password safe</b></p>	
<b>History</b>	<p><b>Chronology</b> Understand the difference between things that happened in the past and the present. <b>Historical enquiry</b> Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” <b>Interpreting History</b> Identify different ways that the past is represented, e.g. illustrations – post cards, song – we do etc.</p>	
<b>Geography</b>	<p>Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the UK Physical Geography: Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, sea, ocean, season and weather Human Geography: Use basic geographical vocabulary to refer to key human features: city, town, village, port, harbour, shop Location knowledge: name and locate the world’s 7 continents and 5 oceans.</p>	
<b>PSHE</b>	<p><b>Summer 1</b> <b>Dear Diary!</b> Know how to ask for help Recognise when we feel loved and cared for (R1) Understand what proud and jealous emotions feel like (R1) Understand how our thoughts and feelings and behaviours are linked (R1, R2) Know ways we can deal with worries To be able to support each other (H15)</p>	<p><b>Summer 2</b> <b>Joining in and joining up!</b> To listen effectively (R6) To express opinions (R5) To know right and wrong and make choices (R4) To know what living things need To develop a sense of responsibility (H9, L3, L5) To know that people look after animals as a job (L10) Preparing for changes (H5, H9)</p>
<b>RE</b>	<p><b>Beliefs &amp; Practices:</b> Know that the Bible is important to Christians because it contains stories about Jesus Understand that Jesus told stories about Christian values Know and retell the story of Zacchaeus and explain the meaning in simple words <b>Meaning &amp; Purpose:</b> Understand how forgiving others, like Jesus did with Zacchaeus, improves our school community <b>Reflect &amp; Respond:</b> Skill: write a poem about forgiveness</p>	
<b>Music</b>	<p><b>Pulse</b> Present pulse, visual representations Prepare rests Clapping and counting rhythms (JM B 20-25) Vocab: pulse, heartbeat, sounds, long, short</p>	<p><b>Rhythm and Rests</b> Present / Practise rests Prepare short / long sounds (JM B 26-30)  Vocab: high, middle, low, silence, rest, short sound, long sound, pulse, heartbeat</p>
<b>Art/DT</b>	<p><b>DT-Bookmarks</b> Skills: Evaluating existing and finished products, writing success criteria, cutting, template making, straight stitch, pinning, designing. <b>Safe cutting and sewing</b></p>	<p><b>PRINTING</b> <b>Andy Warhol- Pop Art</b> Skills: Skills: Analysing work of Andy Warhol ,still life drawing , colour mixing, printing with fruit, repeat patterns. Artist: Anthony Gormley &amp; Giacometti Movement: Contemporary</p>
<b>PE (‘Real PE’ Scheme)</b>	<p>Unit 5 – Physical Assessment focus: Perform a single skill or movement with some control Perform a small range of skills and link two movements together. Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction or speed.  Skills:</p>	<p>Unit 6 – Health and Fitness  Assessment focus: <b>Aware of why exercise is important for good health. (H1)</b> <b>Say how my body feels before, during and after exercise. (H10)</b> Use equipment appropriately and move and land safely.  Skills:</p>

	<p>Coordination; sending and receiving          Agility; reaction/response</p>	<p>Agility; ball chasing          Static balance; floor work</p>
<p><b>PE          (Specialist          Teacher)</b></p>	<p>Tennis:          NC: Master basic movements including running, jumping as well as developing balance, agility and coordination.          Week 1: movement, forehand/backhand shots using balloons and hands          Week 2: forehand/backhand shots using sponge balls and hands, handling the racket, using the racquet          Week 3: feeding and returning the ball in partners          Week 4: serving          Week 5: putting it all together - paired games          Week 6: mini tournament</p>	<p>Athletics:          NC: Master basic movements including running, jumping, throwing, as well as developing balance, agility and coordination.          Week 1: Throwing          Week 2: Running          Week 3: Jumping          Week 4: Running and jumping          Week 5: carousel          Week 6: mini athletics</p>