

Year 1 Summer Term Curriculum - Change is all around us

The Big Question: How does the world around us change?

Theme Words: Create

Visitor/Visit Castle

Topic Linked Subjects

English

Class Texts :

“The Kiss that Missed”
and “Cinderella”

- Say and hold in memory whilst writing, sentences that can be read by themselves and others.
- Use capital letters, full stops, question marks, exclamation marks and finger spaces in independent writing.
- Use the joining word “or” to link words and clauses.
- Independently use “and” and “but” to link clauses in writing.
- Use familiar stories to structure the beginning, middle and end of their own stories.
- Orally compose sentences before writing, including compound sentences.
- Re-read every sentence to check it makes sense.
- Compose and write own short narratives and non-fiction texts.
- Discuss their writing with an adult and read it aloud to their peers.

History / Geography

Topic : Kings, Capitals
and Castles.

Where do Kings and
Queens live?

- Recognise the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Queen Elizabeth II with a comparison to Queen Elizabeth I. The Royal Family linking to changes within living memory, where appropriate these should be used to reveal aspects of change in national life – Transport / Toys.
- To distinguish between past and present.
- Describe things that happened to themselves and other people in the past.
- Identify some similarities and differences between their own present and aspects of the past beyond living memory.
- Order a few events or objects in order using common phrases to show passing of time.
- Use words and phrases such as: before, after, now, yesterday, last week, when I was little, a long time ago, before I was born, when my parents/grandparents were young.
- Recall some facts about people and events before living memory.
- Say why people may have acted the way they did.
- Know that some famous people have helped our lives be better.
- Know that Britain has had a king or queen for many years and give detail currently.
- Ask and answer questions about old and new objects.
- Look at books, videos, photographs, pictures and artefacts to find out about the past.
- Give a plausible explanation about what an object was used for in the past.
- Present information about things from the past by writing, drawing and using ICT.
- Show an understanding of historical terms in particular: past, present, family tree, king, queen and monarch.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- 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.
- Use maps to locate the four countries and capital cities of UK and its surrounding seas.
- Draw basic maps, including appropriate symbols and pictures to represent places or features.
- Sketch a simple fieldwork map or plan.
- Use basic geographical vocabulary to describe specific local geographical features: **ocean, sea, country, capital city, city.**
- Give and follow simple instructions to get from one place to another using positional and directional language e.g. near, far, left and right.

Science

- Identify and name a variety of common wild and garden plants, including deciduous and

<p><u>Topic : Ready, Steady Grow!</u> Do all trees have leaves all the time?</p>	<p>evergreen trees.</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. Think of some simple questions to ask. Use simple equipment to help them make observations. Perform a simple test. Put some information in a simple table or chart. Record their findings using words, pictures and labels; digital recordings. Identify and sort plants into groups. Explain in simple terms what they have found out including digital recordings <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.
<p>Art <u>Topic : Natural Beauty</u> Are all leaves the same?</p>	<ul style="list-style-type: none"> Create simple printing blocks using Press Print. Print onto different surfaces eg. paper, maps or fabric. Make a simple textured block using 2/3 found objects/materials and print with ink and rollers. Paint a picture of something they can see. Learn how to thread a needle (large plastic ones). Simple stitching into binca or felt. Cut and shape fabrics and attach using glue or simple stitches. Apply decoration using beads, buttons, feathers etc. to create a piece of work. Create a simple weaving pattern using strips of paper. Move on to create more adventurous weavings using weaving boards. Investigate textures by describing, naming, rubbing and copying. Build up resilience and be confident to try again! Explore the work of the Lancaster based artist Jenny McCabe. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. Describe the differences and similarities between different practices and make links to their own work.
<p>Discreet Subjects</p>	
<p>Maths</p>	<p><u>Number: Multiplication and Division</u></p> <ul style="list-style-type: none"> Count in 2s (recap) Count in 5s (recap) Count in 10s Make equal groups. Add equal groups. Makes arrays. Make doubles. Make equal groups – grouping. Make equal groups – sharing. <p><u>Number: Fractions</u></p> <ul style="list-style-type: none"> Find a half of an object. Find a half of a quantity. Find a quarter of an object. Find a quarter of a quantity. <p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> Describe turns. Describe positions. <p><u>Number: Place Value (within 100)</u></p> <ul style="list-style-type: none"> Counting to 100. Counting forwards and backwards within 100. Partitioning numbers. Comparing numbers.

	<ul style="list-style-type: none"> • Ordering numbers. • One more and one less. <p><u>Measurement: Money</u></p> <ul style="list-style-type: none"> • Recognising coins. • Recognising notes. • Counting coins. <p><u>Measurement: Time</u></p> <ul style="list-style-type: none"> • Before and After. • Dates. • Time to the hour. • Time to the half hour. • Writing time. • Comparing time.
RE	<p><u>The Resurrection</u></p> <ul style="list-style-type: none"> • Know that we celebrate the Resurrection of Jesus at Easter and reflect on how we do this. • Know that Jesus rose from the dead on the first Easter Sunday and reflect on what this means for us. • Know that Jesus appeared to the disciples in the Upper Room. • Think about times when we have experienced big surprises. • Know that Jesus helped the disciples to understand that he was alive and think about how happy everybody was to see him. • Know that Thomas did not believe Jesus was alive. • Reflect on the times when we don't understand what is happening. • Know that Jesus returned to heaven after forty days. • Reflect on the promises Jesus made to us. <p><u>Miracles</u></p> <ul style="list-style-type: none"> • Know that that Jesus showed His great power when He calmed the wind and the waves. • Reflect on the fact that we can ask Jesus to help us when we are afraid. • Begin to understand how compassion motivates many people to act for the good of others. • Reflect on how we help one another. • Know that Jesus showed his love for sick people when he cured a man who was paralysed. • Reflect on the great love Jesus has for all who are sick. • Know that Jesus responded to the faith of the blind man with compassion. • Think of ways in which we can trust Jesus in situations of need. • Know that Jesus performed his first miracle at the request of his mother. • Reflect on the fact that Mary our Mother, will ask Jesus to help us.
PSHE	<p><u>Families and Close Positive Relationships</u></p> <ul style="list-style-type: none"> • The roles different people (e.g. acquaintances, friends and relatives) play in our lives. • Identify the people who love and care for them and what they do to help them feel cared for. <p><u>Ourselves Growing and Changing (HRSE)</u></p> <ul style="list-style-type: none"> • To recognise what makes them special. • To recognise the ways in which we are all unique. • To identify what they are good at, what they like and dislike.
Computing	<p><u>Coding</u></p> <ul style="list-style-type: none"> • Understand what algorithms are. • Write simple algorithms. • Understand the sequence of algorithms is important. • Debug simple algorithms. • Understand that algorithms are implemented as programs on digital devices. • Create a simple program e.g. sequence of instructions for a Bee Bot. • Use sequence in programs.

	<ul style="list-style-type: none"> • Locate and fix bugs in my program. <p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> • Collect data on a topic. • Create a simple spider diagram. <p><u>Technology outside school</u></p> <ul style="list-style-type: none"> • Add filters and stickers to enhance an animation of a character. • Create an animation to tell a story with more than one scene. • Add my own pictures to my story animation. • Explain rules to keep us safe when we are using technology both in and beyond the home. • Give examples of some of these rules. <p><u>Online Safety</u></p> <ul style="list-style-type: none"> • Explain rules to keep us safe when we are using technology both in and beyond the home. • Give examples of some of these rules. • Explain why work I create using technology belongs to me. • Say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). • Save my work so that others know it belongs to me (e.g. filename, name on content).
PE	<p><u>Athletics and OAA (Outdoor Adventurous Activities)</u></p> <ul style="list-style-type: none"> • Pupils describe how their body feels before, during and after different physical activity. • Pupils explain what they need to do to keep safe and to keep healthy. • Travel on feet in different ways e.g. run, skip, gallop. • Jump in different ways e.g. 2-2, 2-1, 1-2, hop, leap. • 'send' in different ways e.g. throw, roll. • Identify positions on simple maps of familiar environment e.g. <i>classroom, playground</i>. • Use simple maps to follow a basic trail e.g. <i>playground</i>. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Pupils copy and remember actions. • Pupils repeat and explore actions with some control and coordination. • Pupils talk about what is different between what they did and what somebody else did. • Pupils can say how they could improve. • Copy actions and moves e.g. travels, turns, twists, stretches, jumps. • Vary actions and moves e.g. <i>high, low, forwards, backwards, sideways</i>. • Change movement speeds to fit the mood of the music. • Sequence and remember a simple dance routine. • Co-ordinate arm and leg actions with the music e.g. <i>march and clap in time</i>. • Interact with a partner e.g. <i>hold hands, swap places, meeting and parting</i>.
Music	<p><u>Your Imagination</u></p> <ul style="list-style-type: none"> • Play a range of tuned and untuned instruments. • Sing a wide range of songs (including rhymes and chants). • Keep to a steady pulse. • Start and finish with everybody else. • Listen to a range of music (written and performed for different purposes and occasions) with growing concentration. • Experience a live performance (musicians from music service / other children performing / theatre performances / concerts). • Choose how to represent different things e.g. sound effects for a story or to reflect different moods. • Start to compose a simple piece with a beginning, middle and end. • Use pictorial representation to record what I have composed. • Name standard tuned and untuned percussion (e.g. drum / maraca / triangle / tambourine / wood block).

- Identify fast / slow (tempo) loud and quiet (dynamics), high and low (pitch), long and short (duration).
- Explore different ways to play instruments.

Reflect, Rewind and Replay

- Play a range of tuned and untuned instruments.
- Sing a wide range of songs (including rhymes and chants).
- Keep to a steady pulse.
- Start and finish with everybody else.
- Listen to a range of music (written and performed for different purposes and occasions) with growing concentration.
- Say whether or not I like a piece of music.
- Recognise beginning, middle and end or a repeated refrain (e.g. chorus).
- Start to compose a simple piece with a beginning, middle and end.
- Explore different ways to play instruments.