

YEAR 1 CURRICULUM 2021

Summer Term 1 7 Weeks	Summer Term 2 7 Weeks
ENGLISH	
LITERACY WRITING FOCUS TEXT	
<div data-bbox="259 450 477 699" data-label="Image"> </div> <p data-bbox="607 440 1106 628"><i>Feature keys</i> Use some story language · Include and describe characters · Include and describe the setting · Write simple sentences in sequence · Include a beginning, middle and end</p> <p data-bbox="300 735 584 1246"><i>Mastery Keys</i> Join words and clauses using and · Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark · Add suffixes to verbs where no change is needed to the root e.g -ed, -er, -ing, -est · Change the meaning of verbs and adjectives by adding the prefix un-</p>	<div data-bbox="1155 450 1379 715" data-label="Image"> </div> <p data-bbox="1402 440 1608 743"><i>Mastery Keys</i> Join words and clauses using and · Use simple description · Sequence sentences to form short narratives (link ideas or events by pronouns) · Use a capital letter for places and days of the week · Punctuate sentences using a capital letters, full stop, question mark or exclamation mark</p> <p data-bbox="1637 440 2145 628"><i>Feature keys</i> Story language · Simple description for character and setting · Sequence of events · Include a beginning, middle and end · Past tense</p>

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GUIDED READING

Word Reading:

Read aloud books that are consistent with their developing phonics knowledge and do not require them to use other strategies to work out words.
Re-read these books to build up their fluency and confidence in word reading.

Comprehension:

Develop pleasure in reading, motivation to read, vocabulary and understanding.
Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond independent reading
Understand both the books they can already read accurately and fluently and those they listen to.
Participate in discussion about what is being shared in reading and link to own experiences, taking turns and listening to what others say.
Explain clearly what is being read.

Skills:

Word reading, retrieval and sequence, inference and prediction, structure, language choice and make connections.

MATHS

Number: Multiplication and Division 3 weeks	Number: Fractions 2 weeks	Geometry 1 Week	Place Value within 100 2 weeks	Measure - Money 1 week	Measurement - Time 2 weeks
Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Describe position, direction, including whole, half, quarter	Count to 100 forwards and backwards beginning from 0 or any given number.	Recognise and know the value of different	Sequence events in chronological order using language.

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division, by calculating the answer using concrete objects, pictorial representations and arrays.	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	and three quarter turns.	Count, read and write numbers to 100 in numerals.	denominations of coins and notes.	Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour, half hour and draw the hands on a clock face to show these times.
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SCIENCE

MATERIALS

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

SEASONAL CHANGE

Seasonal changes

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment

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Working Scientifically:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Which paper will be the most waterproof boat?

How can we group materials in our classroom?

- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

GEOGRAPHY - Oceans and Continents (SUMMER 1)

Locational knowledge name and locate the world's seven continents and five oceans

Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

HISTORY

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 (Neil Armstrong, Christopher Columbus)

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DESIGN TECHNOLOGY

SUMMER 1:

Freestanding Structure

Rocket/Spaceship

(kitchen roll tubes, legs for space ship etc)

Textiles

Bag for 'Octopize' to keep teddy in. Felt, cutting patten, gluing fabric.

Prepare Fruit and Veg

Making porridge and experimenting and preparing different toppings using fruits.
(grating, slicing, chopping, peeling etc)

COMPUTING

E-Safety

Code Studio Course A; Sessions 7-12

MUSIC

Charanga - Your imagination

Charanga -Reflect, rewind and replay

RELIGIOUS EDUCATION

How do Christians follow Jesus, Bible, Prayer, Stories, Singing, Collective Worship

Baptism and Marriage. Festivals.

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PSHE

BEING MY BEST

I can eat a rainbow

- Recognise the importance of fruit and vegetables in their daily diet;
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.

starchy, dairy, protein, fruit, vegetables, vitamins, portion

Eat well

- Recognise that they may have different tastes in food to others;
- Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;
- Recognise which foods we need to eat more of and which we need to eat less of to be healthy.

healthy, fruit, vegetables, dairy, meat, sugar, salt, cereal

Catch it! Bin it! Kill it!

- Understand how diseases can spread;

GROWING AND CHANGING

Inside my wonderful body!

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them

organ, heart, lungs, intestines, brain, stomach, oxygen, digested

Taking care of a baby

- Understand some of the tasks required to look after a baby;
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.

caring, love, attention

Then and now

- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages.

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- Recognise and use simple strategies for preventing the spread of diseases.

germs, disease, hygiene, spread

Harold learns to ride his bike

- Recognise that learning a new skill requires practice and the opportunity to fail, safely;
- Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.

learning, practice, make mistakes, confidence, achievement

Pass on the praise!

- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

change, growing

Who can help?

- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.

unkind, unkindness, tease, teasing, bully, bullying, witness, experience, getting help

Surprises and secrets

- Explain the difference between a secret and a nice surprise;
- Identify situations as being secrets or surprises;
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.

surprise, secret, uncomfortable

Keeping privates private

- Identify parts of the body that are private;

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praise, support, feedback, encourage, feelings

Harold has a bad day

- Recognise how a person's behaviour (including their own) can affect other people.

behaviour, consequences, special person, promises

- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.
- Use the correct vocabulary when naming the different parts of the body.

privates, private, penis, vulva, hygiene

PE

Bat & Ball Skills /Outdoor space

Athletics Split into field and track