

Year One Summer Term – The New Curriculum Overview 2017

| SUBJECT | 1 st Half Term | 2 nd Half Term |
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| English Writing | <p><u>Fairy Stories and Traditional Tales</u> Key Text: Cinderella & Billy Goats Gruff Using traditional tales the children will study characters/settings, learn to sequence events, tell oral stories and plan new versions of old favourites. Using story maps they will develop the ability to retell tales. The children will write a story based on a traditional tale using adjectives and compound sentences. Grammar focus: The children will learn to join words and join clauses using ‘and’. They will be taught to leave spaces between words. In addition they will punctuate sentences with capital letters & full stops.</p> <p><u>Letters</u> Key Text: Dear Greenpeace by Simon James The children will read ‘Dear Greenpeace’ by Simon James, focusing on the use of full stops, question and exclamation marks. They will be taught how to write letters about an animal of their choice using the same story structure as in ‘Dear Greenpeace’. Grammar focus: The children will begin to write complete sentences. They will use capital letters at the start of a sentence and a full stop, exclamation or question mark at the end. The children will be taught how to identify and distinguish statements, questions and exclamations.</p> | <p><u>Poems about nature</u> Key Text: Poem Maker, Word Shaker by Pie Corbett In this unit of work the children will investigate poems about nature. They will read, discuss and recite verses from poems which will involve them understanding capital letters, question marks and syllables. They will read, learn and write their own versions of the poems. Grammar focus: The children will be taught to punctuate sentences correctly. They will also use capital letters for the start of lines in poems.</p> <p><u>Traditional Poems</u> Key Text: Traditional rhymes and nursery. The children will learn some traditional finger games, rounds, singing games and nursery rhymes. They will be encouraged to have fun playing with the rhymes and exploring ideas. They will be shown how to improvise and perform simple dramas based on nursery rhymes. The children will have an opportunity to explore rhyming words and exclamation marks. Grammar focus: The children will be taught to write proper names using capital letters. The use of capital letters for the start of lines in a poem will be established. The children will be taught how to punctuate sentences using full stops, question and exclamation marks.</p> |
| English Reading | <p>Phonics teaching for Reading and Spelling will continue by focusing on vowel digraphs such as ‘ur’ & ‘au’ along with split vowel digraphs including ‘a-e’. Systematic blending strategies will be taught to develop reading proficiency or real and pseudo words while segmentation strategies will be taught to support spelling for writing. The National Phonics Screening Check is scheduled begin on 13th June 2016.</p> <p><u>Independent Reading</u> The children will progress through our structured reading scheme following their own individualised path. They will continue to build up their own sight vocabulary or immediately recognised words and put their advancing phonics skills into action in order to decode unfamiliar vocabulary. With the children now being more proficient & fluent, expression and comprehension skills will be developed further.</p> <p><u>Guided Reading</u> Working in differentiated groups, the children will continue to be introduced to different genres of literature to suit their reading ability, including: information texts and traditional tales.</p> | |

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| Mathematics | <p><u>Key skills for this term:</u></p> <p>Number and Place Value Counting on and back in ones to 100 and beyond. Understanding place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions.</p> <p>Addition and Subtraction Adding 1-digit to 2-digit numbers and adding to next multiple of 10, by counting on. Subtracting 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back. Adding any pair of 1-digit numbers using learned number facts. Adding several 1-digit numbers.</p> <p>Multiplication and Division Counting accurately in patterns of 2 to 20 and beyond. Counting accurately in patterns of 5 to 50 and beyond. Counting accurately in patterns of 10 to 100 and beyond.</p> | <p>Fractions To understand that a fraction is an equal part of a whole; 1/2s and 1/4s of shapes. To understand that four 1/4s = one whole and two 1/4s = 1/2.</p> <p>Statistics To read, interpret and begin to create a simple block graph. To read and enter data in tables. To interpret and complete block graphs where 1 block represents 1 item.</p> <p>Measurement Comparing weights using direct comparison. Comparing and measuring weights using non-standard uniform units. Comparing, describing and solving practical problems involving capacities.</p> <p>Money Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p, £1 coins, £2 coins, £5, £10, £20, £50 notes.</p> |
| Science | <p><u>Chemistry - Materials</u> In this chemistry unit the children will be taught to distinguish between an object and the material(s) from which it is made. They will also be asked to describe the simple physical properties of these everyday materials including wood, plastic, glass, metal, water, and rock, developing in tandem their science vocabulary and their observational skills. Later in our studies the children will learn to compare and group together materials on the basis of their properties and then record what they have done in different forms of graphs.</p> | |
| PSHE | <p><u>Relationships</u> The children will take part in activities which allow them to reflect individually, in small groups and as a whole class relating to self-awareness, managing feelings and empathy.</p> | <p><u>Changes</u> As the children prepare to move to Year Two we will undertake activities which allow them to reflect individually, in small groups and as a whole class relating to motivation, social skills and managing feelings linked to change.</p> |
| RE With Mrs Giggle | <p><u>Special books - Christianity, Judaism, & Islam</u> The children will be asked to identify books which have a special significance to them and explain why they are so cherished. This will lead to a discussion about special books which are precious to people of different faiths. In turn we will explore some of the reasons why the Bible is a special book for Christian people, find out why the Torah is important to the Jewish community and learn why the Qur'an is a sacred book for Muslim people.</p> | |
| Geography | <p><u>The United Kingdom</u> In this Geography unit the children will learn how to devise simple maps and create basic symbols in a key to explain their diagrams. They will use world maps and be taught to identify the United Kingdom and its countries. They will be taught to recognise geographical similarities and differences by studying and comparing the human and physical geography of a small area of the United Kingdom (Ickleford) and a small area of a contrasting non-European country. Finally the children will learn to identify the ever changing seasonal and daily weather patterns in the United Kingdom.</p> | |

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| Art & Design and Design & Technology | <p><u>Textiles</u> In this Art & Design unit there are clear links with the summer term Science curriculum. The children will investigate the qualities of a variety of natural and made materials. They will be taught simple skills used in the process of weaving and will gain rich sensory experiences of materials along with a greater understanding of colour and texture. During our studies the children will investigate the work of renowned textile artists and they will learn how textiles are used in their own and others' lives.</p> | <p><u>Structures – Homes for the Three Little Pigs</u> In this Design & Technology unit the children will be taught to develop their understanding of structures. Through the first hand observation of different types of building in our local area the children will gain experience and information to draw on when developing their own ideas. They will demonstrate their own ideas by creating static models (based on the homes of the Three Little Pigs) from 2D materials such as paper and card in addition to using familiar construction kits/equipment. Through evaluating their model buildings the children will gain a simple understanding about structures and how these can be made stronger and more stable.</p> |
| Music With Mrs Giggle | <p><u>Sounds interesting</u> During the course of this unit the children will be taught to identify different musical instruments and also the families of instruments to which they belong. Through experimentation they will examine the ways in which the sounds of instruments can be changed. They will be taught how to perform using symbols as a support and will discover the pleasure of performing together as a whole class. The culmination of their studies will be the creation of a composition of their own using carefully chosen instruments and recording symbols.</p> | |
| PE With Mrs Giggle | <p><u>Gymnastics & Athletics</u> During the summer term the children will explore a greater range of gymnastic skills with increasing understanding. Through practise they will be encouraged to remember & repeat simple movement patterns. In doing so they will develop greater motor control and co-ordination. The children will also learn how to choose and apply their gymnastic/ athletic skills in sequences & in combinations. This work will culminate with them taking part in our whole school sports day event. They will continue to be taught the importance to their health of being active.</p> | |
| Computing | <p><u>Controlling machines</u> The children will be learning how to give and follow clear & specific instructions in order to make things happen. They will gain experience of ordering and creating sequences of instructions, so that others can follow them. They will also learn to make predictions about what will happen. Through their practical tasks the children will learn to recognise the need for accuracy and a common language to ensure that everyday appliances such as computers or music players operate. They will discover that machines need to be switched on and off, and controlled effectively.</p> | |