## Curriculum Overview for Year 1 ~ Summer Term 2019

Reading	<b>F</b> 14 1	• Use letter names to distinguish between		
<ul> <li>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Discuss word meanings, linking new meanings to those already known.</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>Make inferences on the basis of what is being said and done.</li> </ul>	<ul> <li>English</li> <li>Phonics</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Read common exception words, noting unusual correspondences between spelling and sound.</li> <li>Read words containing taught Grapheme Phoneme Correspondences and -s, -es, -ing, -ed, -er and -est endings.</li> <li>Writing</li> <li>Continue to practise spelling common</li> </ul>	<ul> <li>alternative spellings of the same sound.</li> <li>Add prefixes &amp; suffixes: adding -s or -es for plurals, using the prefix un- or using -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> <li>Write from memory simple</li> </ul>	Design & Technology	G
<ul> <li>Number: Place Value</li> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers from 1-100 in numerals and words.</li> <li>Identify and represent numbers using objects and pictorial represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</li> <li>Given a number, identify one more and one less.</li> <li>Number: Multiplication and Division</li> <li>Count in multiples of twos, fives and tens.</li> <li>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.</li> </ul>	<ul> <li>exception words or 'tricky words'.</li> <li><b>Mathematics</b></li> <li><b>Number: Fractions</b></li> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li><b>Recomment: Position and Direction</b> and three quarter turns.</li> <li><b>Measurement: Money</b></li> <li>Recognise and know the value of different denominations of coins and notes.</li> </ul>	<ul> <li>Measurement: Time</li> <li>Sequence events in chronological order using language such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon &amp; evening.</li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>Compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later).</li> <li>Measure and begin to record time.</li> </ul>	Cooking and Nutrition: <ul> <li>Understand where food comes from.</li> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul> PSHE & Citizenship Changes: <ul> <li>Myself and My Relationships – Managing Change.</li> <li>Healthy and Safer Lifestyles – Sex and Relationships Education.</li> </ul>	· · ·
Science	time. • Ask and answer H • Understand some out about the pass rep • Lea indi- ariety of common nd mammals). • Compare aspects • Compare aspects	History ds and phrases relating to the passing of nistorical questions. of the ways in which we find st and identify different ways in which it is presented. un about the lives of significant ividuals in the past who have attributed to national and emational achievements. of life in different periods.	Physical       Education         • Master basic movements including running, jumping, throwing and catching.       • Participate in team games, developing simple tactics for attacking and defending.         • Tennis, Team Games, Athletics and Sports Day	

## Computing

• Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.

- Create and debug simple programs.
  - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

## eography

Identify seasonal and daily weather patterns in the United Kingdom.

Use basic geographical vocabulary to refer to key human and physical features.

Use simple compass directions (North, South, East and West) and locational and directional language.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, using basic symbols in a key.

Use simple fieldwork and observational skills to study the geography of their school, its grounds and the surrounding environment.

## lusic

Listen and

**Appraise** - begin to recognise styles, find the pulse, recognise instruments, listen to and discuss dimensions of music.

• **Singing/Playing** - begin to internalise, understand, feel and know how the dimensions of music work together. Focus on pulse, rhythm, pitch, tempo and dynamics.

**Perform/Share** - begin to work together in a group/ band/ensemble and perform to each other and an audience.



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Explore the importance of leadership and special people within different faiths.
Look at religious artefacts and consider their significance.

Christianity and Judaism