

**Year 1
Summer Term 2017
Curriculum Overview**

Subject	Summer Term	
RE	<p style="text-align: center;">Unit J: Easter</p> <ul style="list-style-type: none"> • Know that Easter celebrates the Resurrection of Jesus from the dead and will know the story of the women finding the empty tomb. • Be able to identify and explain the significance and symbolism of the Easter candle. • Know that after the Resurrection the disciples told people about what they had seen and begin to understand the message of the Resurrection. <p style="text-align: center;">Unit K: Pentecost</p> <ul style="list-style-type: none"> • Understand that the Holy Spirit is God and that Jesus promised to send the Holy Spirit when he went back to heaven. • Know the story of Pentecost and be able to describe how the disciples changed after receiving the holy Spirit. • Identify and explain some of the symbols associated with the Holy Spirit and used in celebrations of Pentecost. 	<p style="text-align: center;">Unit L: Sharing Jesus' Life</p> <ul style="list-style-type: none"> • Know the stories of the call of the disciples and some information about them. • Know and be able to recall some stories about Jesus and his disciples, which show that the disciples shared in the life and work of Jesus. • Identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives. <p style="text-align: center;">Unit M: Following Jesus Today</p> <ul style="list-style-type: none"> • Understand that we all belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus. • Be able to describe signs of us belonging to the Church and ways in which they, and other members of the Church, follow Jesus and celebrate his life. <p style="text-align: center;">Faith in our city week</p> <ul style="list-style-type: none"> • Children will understand the different parts of a Catholic Church. • Visit the Oratory • Children will recognise religious artefacts in the Oratory. • Recall the trip in a letter. • To know that a Church is a special place. • Children will make stained glass window. • To know that the church is the house of God and that they are part of God's family. <p style="text-align: center;">All that I am week</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • That God the Creator made them in his image • That they are unique • That God knew them before they were formed • That God loves them for who they are, not what they do • That there is only one of them, that there will never be anyone the same, that they are special • That they have the right to live happily in peace, and without being bullied or harassed • Know what they look like; colour of skin, hair eyes etc. • Know their size, shape of hands and feet • Know who their parents/carers/family/siblings are • Understand that they are loved in their family and by God • Know their likes and dislikes in food, music, colour, paintings, activities • Know what they are good at • Know that they were a baby, that before they were born they were in a special, safe place inside their mummy • Know that they have grown a lot to the size that they are now and that they will grow more • Understand that they have learnt a lot, how to walk, sit, stand, talk, read, write, run, skip, jump etc. • Appreciate the world that God has made for us

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Literacy Writing genres	<p>Fiction - Fantasy</p> <ul style="list-style-type: none"> • Identify and discuss the main events in stories. • Identifying and discuss the main characters in stories. • Recalling specific information in texts. • Making predictions based on what has been read so far. • Make basic inferences about what is being said and done. • Orally compose every sentence before writing. • Discuss writing with others. • Read aloud their writing to adults and peers. <p>Poems on a theme - The Works, Wouldn't you like to know, No Hickory, No Dickory, No Dock</p> <ul style="list-style-type: none"> • Recognising and join in with language patterns and repetition. • Recite rhymes and poems by heart. • Use patterns and repetition to support oral retelling 	<p>Other non-fiction texts - Menus, lists, invitations, glossary</p> <ul style="list-style-type: none"> • Introduce Key vocabulary. • Activating prior knowledge. • Checking that texts make sense and self-correct. • Identify and use question marks and exclamation marks. • Discuss writing with others. <p>Stories by the same author</p> <ul style="list-style-type: none"> • Orally plan and rehearse ideas. • Sequence ideas/events in order. • Use formulaic phrases to open and close texts. • Use familiar plots for structuring the opening, middle and end of stories.
Numeracy	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 1000, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 1000 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less and 10 more and 10 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>Addition and Subtraction</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • 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 such as $7 = \square - 9$. <p>Measures: length Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • Mass/weight [for example, heavy/light, heavier than/ lighter than] <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> • Mass/weight <p>Measures: time</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for: Time [for example, quicker, slower, earlier, later] • Measure and begin to record the following: Time (hours, minutes, seconds) • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Compare, describe and solve practical problems for: • Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • Measure and begin to record the following: • Capacity and volume <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	

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	<p>Geometry: Properties of shapes</p> <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>Multiplication and Division</p> <ul style="list-style-type: none"> 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>Fractions</p> <ul style="list-style-type: none"> 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 	
Science	<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the 4 seasons (ongoing through the year) observe and describe weather associated with the seasons and how day length varies
Computing	<p>We are Storytellers</p> <ul style="list-style-type: none"> Listen to an audio book. Think about the sound effects. Plan your talking book. Use a microphone and audio recorder. Record and save sound effects. Record and save your talking book. Look at your books. Make them better. 	<p>We are Celebrating</p> <ul style="list-style-type: none"> Look at cards. Think about your card. Use the keyboard. Write and edit the text for your card. Save it. Create the image for your card. Save it. Finish your card. Make it even better! Look at all the cards. Talk about them.
Topic (History Geography)	<p>Hot and cold countries</p> <p>The children will be taught to:</p> <ul style="list-style-type: none"> locate hot and cold regions across the globe have a general feel for the key characteristics of each type of area name and locate oceans and continents of the world recognise and describe the key characteristics of hot and cold places. describe the weather and begin to identify daily and seasonal variations 	
D / T	<p>Fruit salad</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> Use a variety of equipment Measure ingredients and time Follow a recipe Evaluate designs <p>Health and safety around using cooking equipment and working with food.</p>	
PSHE	<p>Dotcom Scheme</p> <p>Feelings and Feeling Safe</p> <ul style="list-style-type: none"> Talk about times when they experience a range of feelings. Identify how they show and manage their feelings. Describe physical feelings and early warning signs. Describe the possible effects and consequences of chosen behaviour. <p>Keeping Safe</p> <ul style="list-style-type: none"> Talk about the emergency services and their roles. Identify the people on their 'network' who they could talk with/turn to for help when feeling unsafe. 	
Art		Drawing/Printing

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		<ul style="list-style-type: none"> • Observational drawing with more detail. • Drawing from memory of family, friends, visits. • Drawing from imagination to illustrate a story, topic or creative writing. • Draw a whole picture to encourage use of back and fore ground. • Use of I.T. to draw. • Print onto paper or fabric.
PE	Games	Dance
	<ul style="list-style-type: none"> • Master basic movements such as running, jumping, throwing and catching • work individually and with others. • Engage in cooperative physical activities 	<ul style="list-style-type: none"> • Perform dance using simple movement patterns. • Use music as a stimulus and respond to it using dance. • Use resources to aid with dance reflections.
Music	<p>Children will be taught:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	

Spellings for Summer 1:

1. Said
2. Today
3. Were
4. Are
5. House
6. Where
7. Because
8. Some
9. Friend
10. School

Spellings for Summer 2:

1. Says
2. Was
3. Here
4. Love
5. Once
6. Push
7. Pull
8. Full
9. Children
10. Come

Children will be tested on these spellings at the end of each half term.