

Curriculum Overview for Year 1 Summer

English: Narrative, Explanation, Recount, Poetry I can use an exclamation mark. I can tell you where I might use a capital letter, full stop, question marks or exclamation marks in my work. I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I. I am beginning to use a question mark and an exclamation mark. I can use capital letters for names of people, places, and days of the week. I can add endings such as –ing and –ed to words to make new words. I can use the grammar rules set out	in the Year 1 grammar list. <i>I can use a full range of Year 1 punctuation mostly correctly.</i> <i>I can independently edit and improve my writing.(e.g. vocabulary and spelling)</i> I can write a text by thinking of a list of sentences in the order I need I can tell you how some letters are similar and can be put into groups. I can use letter names to distinguish between alternative spellings of the same sound. I spell words correctly by adding –ing, -ed, -er and –est to create new words such as helping, helped and helper. I know consonant and vowel diagraphs and	the sounds they represent. I know words with adjacent consonants. I can spell some unusual words. I can spell words correctly in my year 1 spelling list <i>I can consistently use and apply words containing 40+ phonemes and the year 1 common exception words.</i> I can retell a known story and remember the main characters I listen carefully to things other people have to say in a group I join in with conversations in a group	Science 1: Why can I play out for longer in the summer ? - Can they observe changes across the four seasons? - Can they name the four seasons in order? - Can they observe and describe weather associated with the seasons? - Can they observe and describe how day length varies?	Science 2: Are we super humans? Can they name the parts of the human body that they can see? Can they draw & label basic parts of the human body? Can they identify the main parts of the human body and link them to their senses? Can they name the parts of an animal's body? Can they name some parts of the human body that cannot be seen? Can they say why certain animals have certain characteristics?
Maths Number and Place Value Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers from 1-100 in numerals and words. Given a number, identify one more and one less to 100. Four operations Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs. Solve one-step problems that involve addition and subtraction up to 20, using concrete objects and pictorial representations leading to abstract recording, and missing number problems.	Count in multiples of twos, fives and tens. 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. Length In practical contexts, compare and describe: lengths and heights. Measure and record pictorially, using non-standard unit of measurement: lengths and heights. Multiplication and division Count in multiples of two, five and ten. Solve one-step problems involving multiplication and division for the 2, 10 & 5 multiplication tables, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Fractions In practical contexts, recognise, find and name a half as one of two equal parts of an object or shape. Recognise, find and name a half as one of two	equal parts of a quantity, by sharing using concrete objects and pictorial representations. Measurement Recognise and know the value of different denominations of coins and notes. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. In practical contexts, compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] Measure and begin to record using simple non-standard units mass/weight.In practical contexts, 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 using simple non-standard units capacity and volume.	PE: Physical cog I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control. I can move confidently in different ways.	RE I can retell the story of creation from Genesis 1:1-2:3 I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the bible I can say what the story tells Christians about God, Creation and the World I can give at least one example of what Christians do to say ‘thank you’ to God for Creation I can show that I’ve learnt something for myself by living in an amazing world by talking to others or asking questions
History: Could you be a king or queen? - I can recognise that we have a king and queen who rules us and that Britain has had a king or queen for many years. - I can begin to identify the main differences between old and new objects. - I can answer questions by observing an artefact/ photograph provided. - I can reason why I think a story was set in the past. - I can recall an important historical event that happened in the past. - I can identify who will succeed the queen and how the succession works.	Geography: What are the seasons? - I can answer some questions by selecting different resources, such as books, the internet and atlases. - I can recall information about the weather. - I can observe and keep a weather chart. - I can describe how the weather changes with each season. - I can begin to give reasons about why I would wear different clothes at different times of the year. - I can identify the four countries making up the United Kingdom. - I can recall some of the main towns and cities in the United Kingdom. - I can identify where the equator, north pole and south pole are on a globe or atlas.	Design and Technology: Mechanisms - I can make a product which moves. - I can cut materials using scissors. - I can describe the materials using different words. - I can say why I have chosen moving parts. Cooking and Nutrition - I can select the correct tools and grip to chop fruit and vegetables safely. - I can identify if a food is a fruit or a vegetable. - I can recall where and how fruits and vegetables grow.	Art: Craft and Design: Woven Wonders - I can explore a range of materials and printmaking techniques. - I can create textured pieces. - I can observe and describe teacher led idea modelling through discussion. - I can explore sketchbooks voluntarily to record thoughts and ideas and experiment with materials. - I can select and summarise why appropriate colours reflect a theme and purpose. - I can make patterns in a range of materials to develop my understanding. - I can select, describe and explore appropriate materials to create different textures. - I can create and adapt original ideas by looking at other artists’ work. - I can explore ideas through practical activities.	Music What Songs Can We Sing to Help Us through the Day Singing songs rhymes and activities based on skills and range developed. To use the combined musical dimensions of pitch, duration and tempo within simple structures. Play tuned and untuned instruments musically. Listen and understand a range of live & recorded music.
				Computing I can give simple examples of how to find information (e.g. search engine, browsers, voice activated searching) I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. (Butterfly feeling) explain how passwords can be used to protect information and devices recognise more detailed examples of information that is personal to someone (e.g. where I live, my family’s names, where I go to school) explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others explain why work I create using technology belongs to me