

Year 1 - Miss Volossevich & Miss Vanos  
Curriculum Overview  
Summer 1 2017-2018

<u>English</u>	<u>Mathematics</u>	<u>Topic</u>	<u>Science</u>
<p><u>Non-Fiction- Instructions</u></p> <ul style="list-style-type: none"> <li>-to understand what instructions are and why they are important.</li> <li>-children complete small challenge tasks and together as a class write instructions</li> <li>-children write a sequence of instruction</li> <li>-children consider what they will need to make a dessert</li> <li>-write instructions and follow them to make a dessert</li> <li>-write simple labels independently</li> <li>-Linked to design and technology, art and science- <i>how we made a...</i></li> </ul> <p><u>Narrative: An Adventure Story</u></p> <ul style="list-style-type: none"> <li>-children to create story maps and plans identifying where the characters are going, what they see on the way and the danger they encounter</li> <li>-draw and describe settings, characters, danger</li> </ul>	<p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>-sequence events in chronological order</li> <li>-telling the time throughout the day</li> <li>-recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>-o'clock and half past -but relate to events of the day</li> <li>-recognise and know the value of different denominations of coins and notes</li> <li>-show different combinations of coins worth the same value</li> <li>-tell the time to the hour and half past the hour -draw hands on a clock face to show these times</li> <li>-compare, describe and solve practical problems for time</li> <li>-quicker, slower, earlier, later</li> <li>-measure and begin to record times</li> <li>-hours, minutes, seconds</li> </ul> <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>-count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>-counting objects -counting in two's, fives and ten's</li> </ul>	<p><i>Including: Art &amp; design, Design &amp; technology, Geography, History</i></p> <p><u>The Seaside</u></p> <ul style="list-style-type: none"> <li>-To know in which part of the year key holidays take place.</li> <li>-Memories of Holidays</li> <li>-To find out about holidays in the past.</li> <li>-To identify differences and similarities between holidays in the past and holidays today.</li> <li>-To sequence pictures in chronological order.</li> <li>-To investigate what children did to entertain themselves on holiday. How does the past compare to today?</li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>-to explore plants in the immediate environment</li> <li>-to be able to identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</li> <li>-to be able to identify and describe the basic structure of a variety of common flowering plants including trees.</li> <li>-to know that plants need water and sunlight in order to grow</li> <li>-to make careful observations of the plants, trees and flowers in the immediate environment</li> </ul> <p><u>Seasonal Change (Topic covered throughout the year)</u></p> <ul style="list-style-type: none"> <li>-To observe changes across the four seasons</li> <li>-To observe and describe the weather associated with the seasons and how day length varies.</li> </ul>

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<p>-children act out events in stories, "hot seating" of the main characters</p> <p>-retell familiar stories, change one element and create their own version</p> <p>-make puppets and retell stories</p> <p>-use technology to create comic strips and their own books</p> <p>-children to write their own adventure stories, focusing on the beginning, middle and ending</p> <p><u>Poetry: Poems on a Theme</u></p> <p>-children make up actions to support a poem</p> <p>-children identify their favourite words and parts of a poem</p> <p>-children write a poem review of two poems they like and why</p> <p>-write a patterned poem on a theme as a class. To individually write a rhyming sentence.</p>	<p>-read and write numbers 1-20 (then up to 50) in numerals and words</p> <p>-recognise and create repeating patterns with objects and shapes.</p> <p>-count, read and write numbers to 100 in numerals</p> <p>-ordinal numbers</p> <p>-odd and even numbers</p> <p>-identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to etc</p> <p>-given a number, identify one more and one less</p> <p><u>Addition and subtraction</u></p> <p>-represent and use number bonds and related subtraction facts within 20</p> <p>-add and subtract one digit and two digit numbers to 20 including zero</p> <p>-solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p> <p>-use terms such as altogether, total, take away</p>	<p>-Clothing</p> <p>-Souvenirs</p>	
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	<p><u>Fractions</u></p> <ul style="list-style-type: none"><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></ul> <p><u>Multiplication / division</u></p> <ul style="list-style-type: none"><li>-solve one-step problems by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher.</li><li>-doubling numbers and quantities</li><li>-grouping and sharing small quantities</li><li>-make connections between arrays, number patterns, counting in two's, fives and tens</li></ul> <p><u>Geometry</u></p> <ul style="list-style-type: none"><li>-recognise and name common 2d shapes (KPI)</li><li>-recognise from different orientations and sizes</li><li>-describe direction and position including whole, half, quarter and three quarter turns</li></ul>		
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<u>PE</u>	<u>Music</u>	<u>Computing</u>	<u>RE</u>
<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>-to travel in different ways and speeds eg. Walking, hopping, bouncing, jogging, sprinting etc.</li> <li>-to jump in various ways</li> <li>-to throw in various ways</li> </ul> <p><u>Fun skills</u></p> <ul style="list-style-type: none"> <li>- Throwing and bouncing using balls of various sizes, increasing in distance.</li> <li>- Reacting and catching balls thrown or bounced by a partner, increasing in distance.</li> <li>- Improving control and consistency over a sequence of movements with some changes in level, direction and speed.</li> </ul>	<p><u>Song: Your Imagination</u></p> <ul style="list-style-type: none"> <li>-To listen to and appraise the song in various styles</li> <li>-To experience and learn how to apply key musical concepts/elements, eg finding a <b>pulse</b>, clapping a <b>rhythm</b>, use of <b>pitch</b></li> <li>-To work together in a <b>band/ensemble</b>.</li> <li>-To develop creativity through <b>improvising</b> and <b>composing</b> within the song.</li> <li>-To understand and use the first <b>C</b>, <b>E</b> and <b>G</b> in <b>C Major scale</b> while <b>improvising</b> and <b>composing</b>.</li> <li>-To play instruments to the music with/without notation</li> <li>-To recognise the style of the music and to understand its main</li> </ul>	<p><u>Representing Information</u></p> <ul style="list-style-type: none"> <li>-to collect data</li> <li>-To input data to make a graph</li> <li>-to use technology to present information</li> </ul>	<p><u>Judaism</u></p> <ul style="list-style-type: none"> <li>-To explore and find out about objects that are important in the Jewish faith, showing care and respect.</li> <li>-To recognise and describe some Jewish artefacts and symbols and identify symbols that are important in their own lives.</li> <li>-To know that the Torah is a special book for Jews, that it is kept in the Synagogue and is handled in a certain way.</li> <li>-To know why and when Jewish people celebrate Shabbat and what it means and to identify special practices they take part in with their family.</li> <li>-To identify features of the Synagogue; what Jews do there and ask questions about how Jews worship there.</li> <li>-To describe how Jews worship using appropriate vocabulary and to make comparisons to their own lives and</li> </ul>

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	<p>style indicators.</p> <p>-To understand and use general musical vocabulary and specific vocabulary linked to the song</p>		<p>practices.</p>
<p style="text-align: center;"><u>PSHE</u></p> <p><u>Core Theme: Living in the Wider World</u></p> <ul style="list-style-type: none"> <li>-to deepen their understanding of how to contribute to the life of the classroom</li> <li>-to learn about the needs of people and other living things</li> <li>-to learn about groups and communities they belong to</li> <li>-to learn about what improves and harms their local, natural and built environments</li> </ul>			