

Year 1 Summer Term Curriculum Overview 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Spring 2 Lockdown catch up</p> <p>Ready to Progress Guidance – 1NPV–1 Count within 100, forwards and backwards, starting with any number 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ 1NF–1 Develop fluency in addition and subtraction facts within 10 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p> <p>Rest of Year 1 curriculum</p> <ul style="list-style-type: none"> To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens To understand and recognise the place value of each digit in a 2 digit number (Y2) To add and subtract one-digit and two-digit numbers to 20, including zero To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs To compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] and capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] To interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Y2) To know number properties, including odd and even (non-statutory/ Y2) To double numbers to 12 and find related halves (non – statutory) To recognise, find and name a half as one of two equal parts of an object, shape or quantity To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity To recognise and know the value of different denominations of coins and notes. 						<p>Assessment Week</p>	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Ready to Progress Guidance – 1NPV–1 Count within 100, forwards and backwards, starting with any number 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ 1NF–1 Develop fluency in addition and subtraction facts within 10 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p> <p>Rest of Year 1 curriculum</p> <ul style="list-style-type: none"> To understand and recognise the place value of each digit in a 2 digit number (Y2) To 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 To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and missing number problems such as $7 = ? - 9$ To double numbers to 12 and find related halves (non – statutory) To compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times To recognise and use language relating to dates, including days of the week, weeks, months and years To compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half To measure and begin to record lengths and heights To interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Y2) To recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] To add and subtract one-digit and two-digit numbers to 20, including zero To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (Y2) To compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs (Y2) To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. 						<p>Assessment Week</p>
	HALF TERM													

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ENGLISH	<p><u>One Day on our Blue Planet ... In the Savannah by Ella Bailey.</u></p> <ul style="list-style-type: none"> To make predictions about a text To be able include conjunctions in our sentences To describe a setting using adjectives. To understand and use collective nouns To use alliteration To be able write and perform a script To write a diary entry describing my feelings To write an explanation text To locate information in a text To be able to give reasons for my opinions. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Narrative writing Script writing and performance Non Chronological report –Animals in the Savanah Recount of a story Diary entry Book review. 						
SCIENCE	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <p>Star scientist – Helen Willetts and Michael Fish.</p>						
HISTORY							
GEOGRAPHY	<p><u>Where do our favourite animals live?</u></p> <ul style="list-style-type: none"> To locate and describe the home of emperor penguins To locate and describe the home of the Asian panda To describe specific place knowledge about the location of a significant animal To locate a significant animal, and describe the African landscape in Namibia To understand an animal’s yearly movements, and describe the countries it passes over To explain and understand the locations and places studied in the different continents. 						
	<p><u>How to Find Gold by Viviana Schwarz</u></p> <ul style="list-style-type: none"> To make predictions about a text To be able to use prepositions To orally retell a story To describe a character using adjectives and adverbs To be able to give reasons for their opinions To use thought bubbles to predict what a character might be feeling or thinking To describe a setting using adjectives To recognise rhyme in poetry To write their own rhyming poetry To perform different styles of poetry To write a diary entry To participate in discussions To write a persuasive letter To write a book review To retell a story in own words To write my own story using a beginning, middle and end. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Information text and instructional texts Narrative writing Poetry writing Comparison writing of fictional and non-fictional characters Debating Diary Entry. 						
	<p><u>Materials</u></p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials , including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Star scientist – Ole Kirk Christiansen.</p> <p><u>How did the first flight change the world/Why were the Rainhill trials important??</u></p> <ul style="list-style-type: none"> To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story To know what early aeroplanes were like, and be able to compare them to modern aircrafts To understand the importance of the aeroplane To know what happened at the Rainhill Trials To understand why the Rainhill Trials was an important event in railway history To understand how important events can be commemorated. 						

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ART	<p>Monet's Garden:</p> <ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media • Begin to explore the use of line, shape and colour • Work on different scales • Create different textures e.g. use of sawdust, glitter, etc • Talk about and show their own ideas in their artwork • Say what they broadly think of their artwork and the artwork of others. <p>Artist: Claude Monet</p>						
DT							
COMPUTING	<p>COMPUTING STRAND: Information Technology Unit 1.6 Animated Story Books - Programs; 2Create A Story</p> <ul style="list-style-type: none"> • To be introduced to e-books and to 2Create a Story • To continue a previously saved story • To add animation to a story • To add sound to a story including voice recording and music the children have created • To work on a more complex story including adding backgrounds and copying and pasting pages • To use additional features to enhance their stories. To share their e-books on a class display board. 						Catch up /consolidation

<p>Dips and Dippers:</p> <ul style="list-style-type: none"> • To explore and evaluate a range of existing products in the context of comparing different dips and dippers • To understand where foods comes from • To explore different dippers and describe them • To select from and use a range of tools and equipment to perform practical tasks (for example, cutting) • To plan and design purposeful, functional, appealing products based on design criteria in the context of designing and making a new dip • Generate, develop, model and communicate ideas through talking and drawings • Evaluate ideas and products against design criteria. <p>Designers: Ella's Kitchen, Me Too Humous Range</p>						
<p>COMPUTING STRAND: Computer Science , Information Technology Unit 1.7 Coding – Programs; 2Code</p> <ul style="list-style-type: none"> • To understand what coding means in computing • To create unambiguous instructions like those required by a computer • To build one- and two-step instructions using the printable code cards • To introduce 2Code • To use the 2Code program to create a simple program • To use Design Mode to add and change backgrounds and characters • To use the Properties table to change the look of the objects • To design a scene for a program • To use code blocks to make the characters move automatically when the green Play button is clicked • To add an additional character who moves when clicked • To explore the When Key and When Swiped commands (on tablets if available) • To use the Stop button to make characters stop when the background is clicked • To explore a method to code interactivity between objects • To use Collision Detection to make objects perform actions • To use the sound property. 						Catch up/ consolidation

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PE	<p><u>Hit Catch and Run - Unit 1</u></p> <ul style="list-style-type: none"> • To use a range of throwing and rolling skills to put the ball in space • To be able to move quickly with agility to score points • To be able to keep count of scores • To collect a moving ball from along the ground • To return the ball back to base/zone using rolls and throws • To catch over short distance to stop players scoring points • To work with other fielders to stop players scoring • To attempt to hit an object with hand • To self-feed ball to hit • To describe the movements needed to hit successfully • To run between bases to score point • To work with others to retrieve balls • To make decisions to make it difficult for hitters • To show collaborative work in a team to score points • To show awareness of teammates when fielding • To throw and retrieve the ball.
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	<p><u>Run, Jump, Throw - Athletics– Unit 1</u></p> <ul style="list-style-type: none"> • To discover ways to move objects quickly • To identify which ways to move objects quickest • To experience a variety of ways to move between hoops • To run in a straight line at different speeds • To show power at the start of a run • To perform runs as part of a team • To experience a variety of jumps • To perform a standing long jump • To identify how to take off • To throw a range of objects over a distance • To adapt throwing styles to different objects • To identify some distances in throwing styles • To explore and refine basic agility, balance and coordination skills • To perform and show improvement • To use running, throwing and jumping skills • To compete with others • To say how you could have improved
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MUSIC	<p>Unit: Your Imagination Styles covered (Historical context): Film, Pop, Musical</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listen & Appraise:</p> <ul style="list-style-type: none"> • Begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music. <p>MUSIC STRAND: Musical Activities:</p> <p>Games</p> <ul style="list-style-type: none"> • Begin to internalise, understand, feel, know how the dimensions of music work together • Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. <p>Singing</p> <ul style="list-style-type: none"> • Start to sing, learn about singing and vocal health • Begin to learn about working in a group/band/ensemble. <p>Playing</p> <ul style="list-style-type: none"> • Start to play a classroom instrument in a group/band/ensemble. <p>Improvisation</p> <ul style="list-style-type: none"> • Begin to explore and create your own responses, melodies and rhythms. <p>Composition</p> <ul style="list-style-type: none"> • Begin to create your own responses, melodies and rhythms and record them in some way. <p>MUSIC STRAND: Perform/Share</p> <ul style="list-style-type: none"> • Begin to work together in a group/band/ensemble and perform to each other and an audience • Discuss/respect/improve your work together.
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	<p>Unit: Reflect, Rewind and Replay Styles covered (Historical context): Western Classical Music and your choice from Year</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listen & Appraise:</p> <ul style="list-style-type: none"> • Begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music. <p>MUSIC STRAND: Musical Activities:</p> <p>Games</p> <ul style="list-style-type: none"> • Begin to internalise, understand, feel, know how the dimensions of music work together • Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. <p>Singing</p> <ul style="list-style-type: none"> • Start to sing, learn about singing and vocal health • Begin to learn about working in a group/band/ensemble. <p>Playing</p> <ul style="list-style-type: none"> • Start to play a classroom instrument in a group/band/ensemble. <p>Improvisation</p> <ul style="list-style-type: none"> • Begin to explore and create your own responses, melodies and rhythms. <p>Composition</p> <ul style="list-style-type: none"> • Begin to create your own responses, melodies and rhythms and record them in some way. <p>MUSIC STRAND: Perform/Share</p> <ul style="list-style-type: none"> • Begin to work together in a group/band/ensemble and perform to each other and an audience • Discuss/respect/improve your work together.
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RSHE/ PSHE	<p><u>RSHE</u></p> <ul style="list-style-type: none">• To understand how to keep themselves clean• To identify similarities and differences between themselves and the opposite gender• To know about growing and changing and that babies grow into children and then into adults• To describe their family and understand why everyone's family is special• To identify which people look after them and who to go to if they are worried. <p><u>Autism Awareness Week</u></p> <ul style="list-style-type: none">• To recognise how some people show and communicate their feelings• To listen to others and play and work co-operatively. <p><u>Daily Issues</u></p> <ul style="list-style-type: none">• To know how to ask for help when worried (worry box)• To listen to each other and work and play cooperatively• To learn how to contribute to the life of the classroom• To agree to and follow rules and understand how rules help them. (Ongoing and through circle time).	<p><u>My Money Week - Financial Education</u></p> <ul style="list-style-type: none">• Children learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.• Children learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices. <p><u>British Values</u></p> <p><u>Rule of Law</u></p> <ul style="list-style-type: none">• To learn how to contribute to the life of the classroom• To construct, and agree to follow, group and class rules and to understand how these rules help them. <p><u>Individual Liberty</u></p> <ul style="list-style-type: none">• To develop an awareness of my own needs, views and feelings• To talk about how I feel• To be sensitive to and respect the feelings of others• To make decisions.
FRENCH	<p><u>Les Animaux (Animals)</u></p> <ul style="list-style-type: none">• To be introduced to ten animals in French• To match all the new French words to the appropriate picture• To remember the words for at least five animals in French unaided• To attempt to spell at least three animals correctly in French.	<p><u>Je Peux (I Can)</u></p> <ul style="list-style-type: none">• To recognise some common French verbs/activities• To use these verbs to convey meaning in English by matching them to their appropriate picture• To use these verbs in the infinitive with je peux.

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Parasha:

- Parashat Tzariah/Metzorah – lashon hara – do not tell lies or speak about others
- Parashat Acharei mot/Kedoshim – being kind to other people
- Parashat Emor – keeping the chagim today just as the Jewish people did long ago
- Parashat Behar/Bechukotai – the mitzvah of shemita
- Parashat Bamidbar – following instructions
- Parashat Naso – every task is important
- Parashat Behalotecha – the mitzvah of lighting candles.

Chagim: Yom Haatzmaut

- To know Israel is a special place for the Jewish people
- To know what the Israeli flag consists of
- To recognise key places of Jewish interest in Israel
- To be able to identify traditional foods eaten in Israel
- To improve their singing of Hatikvah
- To know Ivrit is the spoken language in Israel.

Chagim: Lag B'omer

- To understand who Rabbi Akiva was and why we think of him on lag b'omer
- To know how we celebrate lag b'omer.

Chagim: Shavuot

- To understand the ten commandments at their level
- To know the main customs of Shavuot and why we do them
- To make a cupcake mount Sinai
- To know we read megillat Rut on Shavuot be able to sequence the story simply.
- To arrange a zoom visit to Edgware shul with Rabbi Lister.

Hebrew Reading:

- To know the difference between shin and sin
- To know all the final letters.

Parasha:

- Parashat Shelach Lecha – why trust is so important
- Parashat Korach – Hashem gives each of us a different role in life
- Parashat Chukat – doing things we don't understand
- Balak – being kind to animals
- Parashat Pinchas – being a good leader
- Parashat Matot/Masei – thinking of others
- Parashat Devarim – preparing for change.

Chagim: Three Weeks

- To have a basic understanding of the three weeks and the customs linked to it
- Tikun Olam – making the world a better place.

Hebrew Reading:

- To review all the rules covered so far
- To be able to split words up in havarot
- To review the chataf vowels
- To learn the shva rules
- To be able to blend $\frac{3}{4}$ syllable words together.

Chaggigat Hasiddur 22nd June

Topic: Mitzvot

- Mitzvot we do with our bodies
- Hachnasat Orchim – offering hospitality
- Kibbud AV Va'em - respecting our parents
- Tzedaka – different ways to give charity
- Bikur Cholim – visiting the sick
- Hasheivat Aveida – returning lost items.