

Year One Curriculum Information	Summer Term
<b>English</b>	<p><u>Range of texts</u></p> <p>We will listen to and discuss a wide range of text types and will be encouraged to link what we read or hear read to our own experiences. We will recognize and join in with predictable phrases and draw on what they already know/background information/vocabulary provided by teacher. We will listen and respond appropriately and consider and evaluate different viewpoints while participating actively in conversations. We will learn to appreciate rhymes and poems and will recite some by heart. We will participate in discussions, presentations, performances, role play, improvisations and debates. We will be able to say out loud what we are going to write about and re-read what we have written to check that it makes sense. We will discuss what we have written with the teacher or other pupils. We will sequence sentences to form short narratives and read aloud our writing clearly enough to be heard</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>To leave spaces between words  To join words and joining clauses using and  To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  To use a capital letter for names of people, places the days of the week and the personal pronoun I</p> <p><u>Grammar</u></p> <p>Regular plural noun suffixes-s or -es  Suffixes that can be added to verbs where no change is needed in the spelling of root words - helping, helped, helper  How the prefix un changes the meaning of verbs and adjectives-unkind,untie</p>
<b>Mathematics</b>	<p><u>Main objectives</u></p> <p>We will recognise and name common 2d shapes including rectangles, square, circles and triangles. We will recognise and name common 3d shapes including for example cuboids, cubes, pyramids and spheres. We will describe position, direction and movement, including whole, half, quarter and three-quarter turns. We will continue to practice and learn how to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number, identify one more and one less from any given number. We will continue 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. We will solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math> and 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. We will recognise, find and name a half as one of two equal parts of an object, shape or quantity and recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>
<b>Science</b>	<p><u>Plants</u></p> <p>We will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees by observing closely and using simple equipment. We will identify and classify different plants. We will identify and describe the basic structure of a variety of common flowering plants, including trees. We will gather and record data to help in answering questions</p>
<b>PSHE</b>	<p><u>Living in the wider world</u></p> <p>We will recognise the difference between what is fair and unfair through activities and games. We will be looking at different scenarios to find out what is right or wrong and be able to discuss them and give our opinions. We will recognise what is kind and unkind behavior and understand that family and friends should care for each other. We will understand the importance of making friends and will identify and respect the differences and similarities between people. We will understand the reason why we have rules and learn about rules as expectations. We will agree and follow rules for our group and classroom and recognise why rules and expectations are important</p>

<b>History</b>	<p><u>How did our grandparents have fun at the seaside? (local History)</u>  We will identify features of a seaside holiday using photographs to find clues as to what seaside holidays were like in the past. We will find out when and how seaside holidays became popular and find out what seaside holidays were like 100 years ago. We will use chronological order to find out how seaside holidays have changed over the years and will identify similarities and differences between seaside holidays now and in the past.</p>
<b>Computing</b>	<p><u>Producing a talking poster, advert or leaflet and Factfile Powerpoint</u>  We will create several different documents that will present information about our topic. We will produce a digital book that will include posters made in Pic Collage; a talking photograph made in Photospeak and facts and images about the topic.</p> <p><u>Creating digital art and talking collages</u>  We will create digital artefacts including drawing and combining text and images in a collage and narrating a talking picture using photostory3.</p>
<b>Geography</b>	<p><u>Where in the world do these people live? (Contrast UK with Non European)</u>  We will be finding out where we live in the UK specifically exploring what it is like to live in the city or on the coast. We will explain their reasons for going on a journey to another country, including describing the human and physical landscape and people in this place and imagining what a journey would be like.</p>
<b>Technology</b>	<p><u>Food and Nutrition; Preparing fruit and vegetables</u>  We will use our knowledge of seaside holidays and plan an item of food for a picnic. We will have the chance to explore a variety of picnic foods and where they come from, before designing, creating and evaluating our own picnic snacks.</p>
<b>Art</b>	<p><u>Textiles: Flying carpets</u>  We will investigate weaving materials and processes to embellish strips of fabric and use these to produce a weaving. We will ask and answer questions and develop ideas. We will review what they and others have done and identify what they might develop in future work.</p>
<b>Music</b>	<p><u>Adventures with graphic scores and symbols</u></p> <p><u>Exploring and controlling expressive elements</u></p>
<b>P.E.</b>	<p><u>Athletics</u>  We will explore running, jumping and throwing activities and take part in simple challenges and competitions. We will experiment with different ways of travelling, throwing and jumping, increasing our awareness of speed and distance. We will think about how to achieve the greatest possible speed, height, distance and accuracy.</p>
<b>R.E.</b>	<p><u>Jesus was special</u>  Discuss friendship and how we have special friends. Find out about Jesus' friends the disciples. Retell the story through drama.</p> <p><u>Baptism</u>  Find out about Baptism and talk about own experiences of belonging to a group. Retell the story of Jesus' baptism</p>
<b>Homework</b>	<p>A short piece of Literacy or numeracy homework will be set each week.  Please continue to help your child to read as often as possible, encouraging the use of expression and asking questions about what has been read.</p>
<p>Please do not hesitate to contact me if you have any concerns or queries.  Thank you for your support.</p>	