



Year 1

Termly Curriculum Overview

Summer Term 2

<p>Religious Education</p>	<p>Branch 6 Dialogue and Encounter The children will learn the Church is the community of all those who belong to Christ and that we are part of a local parish and local parish community. They will also learn that the cross is a symbol of Christianity. They will experience music and art that reflect Christian communities in a place outside their local parish.</p>
<p>Maths</p>	<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. • count in multiples of twos, fives and tens. • recognise, find and name a half as one of two equal parts of a quantity. • recognise, find and name a quarter as one of four equal parts of a quantity
<p>English Reading</p>	<p>Focus Texts: Focus text: Rapunzel Narrative: Traditional Tale Purpose: To narrate Instructions: How to catch a Witch Purpose: To instruct Word skills:</p> <ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words • To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <p>Comprehension skills: To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Become very familiar with key stories, familiar stories, fairy stories and traditional tales, retelling them and becoming increasingly aware of their characteristics. • To recognise and join in with predictable phrases. • To discuss word meanings, linking new meanings to those already known <p>Understand both the books they can read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Discussing the significance of the title and events. • To make inferences on the basis of what is being said and done. <p>*In addition to the daily English lesson and story time pupils will also be given the following reading opportunities. Pupils choice – Daily (reading for pleasure)</p>

	<p>Home Readers – Weekly</p> <ul style="list-style-type: none"> • Daily Phonics lessons (RWI)
<p>English Spelling, Punctuation, Grammar</p>	<p>Daily English basis skills sessions on the following:</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught • Common exception words <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Reinforce spaces between words, capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Know how words can combine to make sentences Joining words and joining clauses using <i>and</i> • Use this terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
<p>English Writing</p>	<p>Focus text: Rapunzel Narrative: Traditional Tale Purpose: To narrate Instructions: How to catch a Witch Purpose: To instruct Word skills:</p> <ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words • To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. <p>Focus skills this half term:</p> <ul style="list-style-type: none"> • During this term using the read to write materials the children will create a narrative in the style of a traditional tale and they will create a set of instructions. • Writing from memory simple sentences independently that include words using the GPCs and common exception words taught so far. • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense . • Discuss what they have written with the teacher or other pupils.
<p>Science</p>	<p>Plants</p> <ul style="list-style-type: none"> • Find out about plants – what is a plant? • Identify and describe garden plants • Identify and describe wild plants • Identify and describe a range of trees • Identify different parts of a plant

History	<p>Land, Air and Sea – Liverpool Transport</p> <ul style="list-style-type: none"> • How transport has changed over time • Learn about how boats and have changed over time • Learn about how George Stephenson’s invention changed travel • To retell the story of the Wright brothers • Compare past. present and future travel / transport • Share and discuss how travel has changed over time
Physical Education	<p>Fundamental Skills</p> <ul style="list-style-type: none"> • Choose different ways of hitting, throwing, striking or kicking the ball; • Decide where to stand to make it difficult for their opponent and to understand the term defend; • Describe what they and others are doing; • Describe how their body feels during games <p>Gymnastics</p> <ul style="list-style-type: none"> • Exploring travelling movements • Developing quality when performing gymnastic shapes • Developing stability and control when performing balances • Developing technique and control when performing shape jumps • Developing technique in the barrel, straight and forward roll • Linking gymnastic actions to create a sequence
Computing	<p>Technology Outside School – Unit 1.9</p> <ul style="list-style-type: none"> • To walk around the local community and find examples of where technology is used. • To record examples of technology outside school.
Design Technology	<p>Food Children will design, make and evaluate a fruit smoothie</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on a simple criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Use simple utensils and equipment • Select from a range of fruit and vegetables according to their characteristics. • Taste and evaluate a range of fruit and vegetables. • Evaluate ideas and finished product against design criteria.
Music	<p>Explore Sound and Create a story</p> <p>This Unit of Work celebrates a wide range of musical styles. It involves: Listening, Singing, Playing Composing and Performing. The children will explore How does music teach us about looking after our planet?</p>
PSHE	<p>Careers, financial capability, and economic well being</p> <ul style="list-style-type: none"> • My Money
Relationships, Sex Education	<p>Spiritual</p> <ul style="list-style-type: none"> • To celebrate ways that God loves and cares for us

**Curriculum
Enrichment**

Visit to Museum of Liverpool – Transport
Link to History – Changes beyond living memory