



# Year Group

## Termly Curriculum Overview

### Summer Term 1 2022 - 2023

<p style="text-align: center;"><b>Religious Education</b></p>	<p><b>Daily Collective Worship on the following weekly themes...</b></p> <p>Week 1 - New Life (Easter)          Week 2 - Inspiration          Week 3 - Mary          Week 4 - Opportunities          Week 5 - Surprises          Week 6 - Choices          Week 7 - Wisdom</p> <p><b>RE Topics this half term:</b></p> <p><i>Pentecost - Holidays and Holydays</i>          Children will be able to talk about their experiences and feelings about their holidays and wonder about what makes a holiday a happy time. They will be able to recognise what a holy day is and the story of the coming of the Holy Spirit at Pentecost. They will be able to recognise some symbols of the Holy Spirit and be able to describe the ways in which the Holy Spirit is a helper and guide.</p> <p><i>Reconciliation - Being Sorry (to be continued in Summer 2)</i>          Children will be able to talk about their experiences and feelings about making choices and be able to say what they wonder about in making choices. They will be able to recognise the story of the call of Levi and the encounter of Jesus with Zacchaeus as religious stories and some religious words like 'being sorry' and 'forgiveness'. They will be able to recognise that people say sorry and forgive each other because they follow Jesus.</p>
<p style="text-align: center;"><b>Maths</b></p>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for:</li> <li>• Capacity and volume (full/empty, more than/less than, half/half full/ quarter)</li> <li>• Time (quicker, slower, earlier. Later)</li> <li>• To tell the time for o'clock and half past.</li> </ul> <p><b>Number</b></p> <p><u>Place Value:</u></p> <ul style="list-style-type: none"> <li>• To read and write numbers to 100</li> </ul> <p>We will also consolidate prior learning by:</p> <ul style="list-style-type: none"> <li>• Reinforcing the place value of numbers (what each numeral represents)</li> <li>• Practising counting skills counting forwards and backwards 0- 100</li> <li>• To count in 2s, 5s and 10's</li> <li>• To know number bonds up to 20 and related addition and subtraction facts.</li> </ul>
<p style="text-align: center;"><b>English Reading</b></p>	<p><b>Focus Text:</b> The Secret of Black Rock  <i>Narrative:</i> A return story  <i>Purpose:</i> To narrate  <i>Recount:</i> Postcards  <i>Purpose:</i> To recount</p> <p><u>Word Skills</u></p> <p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>• Reinforce plural noun suffix -s –es</li> </ul>

	<ul style="list-style-type: none"> <li>• Reinforce how prefix un – changes the meaning of verbs and adjectives</li> </ul> <p><u>Sentence Skills</u> Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>• Combining words to make sentences Joining words and clauses using-and, because, so, but</li> </ul> <p><u>Text Skills</u> Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> </ul> <p><u>Comprehension skills:</u> To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• To recognise and join in with predictable phrases</li> <li>• To discuss word meanings, linking new meanings to those already known</li> </ul> <p>Understand the books they can read and listen to by:</p> <ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Discussing the significance of the title and events</li> <li>• To make inferences on the basis of what is being said and done</li> <li>• To predict what might happen on the basis of what has happened so far</li> <li>• To participate in discussion about what is read to them, taking turns and listening to what other say</li> </ul> <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) Guided Reading -Daily Home Readers – Weekly * Daily Phonics lessons (L&amp;S reinforcing phases 3 and 4 and focusing upon phase 5) Including application practise of the focus phonemes of the day.</p>
<p style="text-align: center;"><b>English</b> 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"> <li>• Spelling patterns for words including: ph, wh, oa, oe, a-e, e-e, i-e, o-e, u-e</li> <li>• Basic Skills - prefixes</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• Becoming more confident in using capital letters, finger space and full stops in writing to demarcate sentences</li> <li>• Capital letters for names and for the personal pronoun I</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Write in a formal style</li> <li>• Begin to use question marks and exclamation marks in wiring</li> </ul>
<p style="text-align: center;"><b>English</b> Writing</p>	<p><u>Fiction</u></p> <ul style="list-style-type: none"> <li>• Tell/Read stories with predictable and patterned language.</li> <li>• Identify and talk about the effect of patterns of language and repeated words and phrases.</li> <li>• Join in with and recite parts of or whole stories.</li> <li>• Demonstrate how to discuss a book, identifying main characters, events, familiar/unfamiliar settings and looking for patterns in the text.</li> <li>• Use language play to orally explore, adapt and invent words, sentences or lines based on patterns in familiar stories.</li> <li>• Demonstrate and then write new sentences based on the patterns explored.</li> <li>• Write the new story, first through modelled and then through shared composition.</li> </ul> <p>Children independently tell and write their own sentences for the whole or part of their story, incorporating ideas from earlier on in the unit and drama.</p> <p><u>Non Fiction</u></p> <ul style="list-style-type: none"> <li>• Discuss differences between fact and fiction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Record the information as a list, chart or spider diagram.</li> <li>• Identify and display the key features of simple information texts.</li> <li>• Use talk for writing, with digital pictures/other sources, to remind children of content, and practise composing sentences orally in the style of the text.</li> <li>• Children write their own page for an information book. Children will produce and publish information texts applying all the learning from the block.</li> </ul>
Science	<p><b>Identifying Animals</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals</li> <li>• Identify and name a variety of common UK mammals</li> <li>• Identify and compare a variety of common UK birds and reptiles</li> <li>• Identify and compare a variety of common UK fish and amphibians</li> <li>• Identify and sort a range of herbivores, carnivores, and omnivores</li> </ul> <p>To know how to care for animals</p>
Geography	<p><b>Weather and Seasons</b></p> <ul style="list-style-type: none"> <li>• Identifying seasonal and daily weather patterns in the UK</li> <li>• Using world maps, atlases and globes to identify the UK and its countries</li> </ul>
Physical Education	<p><b>Net and wall games</b></p> <ul style="list-style-type: none"> <li>• Able to send an object with increased confidence using hand or bat;</li> <li>• Moves towards a moving ball to return with hand or bat;</li> <li>• Scores points against opposition over a line/net;</li> <li>• Selects and applies skills to win points;</li> <li>• Chases, stops and controls balls and other objects such as beanbags and hoops; Identifies space to send a ball;</li> <li>• Be able to send an object in isolation;</li> <li>• Moves towards a moving ball to return it with hand or bat;</li> <li>• Be able to demonstrate basic sending skills in isolation;</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Perform basic body actions;</li> <li>• Use different parts of the body singly and in combination;</li> <li>• Show some sense of dynamic, expressive and rhythmic qualities in their own dance;</li> <li>• Choose appropriate movements for different dance ideas;</li> <li>• Remember and repeat short dance phrases and simple dances</li> <li>• Move with control</li> <li>• Vary the way they use space</li> <li>• Describe basic body actions and simple expressive and dynamic qualities of movement</li> </ul>
Computing	<p><b>Coding</b></p> <p>During this unit children will:</p> <ul style="list-style-type: none"> <li>• Understand what coding means in computing.</li> <li>• Create unambiguous instructions like those required by a computer.</li> <li>• Build one- and two-step instructions using the printable code cards.</li> </ul>
Art	<p><b>Painting</b> – Weather and seasons ‘David Hockney’</p> <ul style="list-style-type: none"> <li>• Identifying Primary Colours</li> <li>• Creating a four season image</li> <li>• Using paint to show different weathers</li> <li>• Researching the artist David Hockney and creating pieces in his style.</li> </ul>

<b>PHSE</b>	<b>Identity, Society, and equality</b> Me and others
<b>RSE</b>	<b>Physical</b> Recognising how I am cared for and kept safe in my family.
<b>Curriculum Enrichment</b>	<b>Workshop</b> – Fork to food Focus.