

**Year 1**

Termly Curriculum Overview

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| Summer Term 2 2023 - 2024 | | |
| Religious Education | **Daily Collective Worship on the following weekly themes...**  Week 8 – Creation  Week 9 - Difference  Week 10 - Water  Week 11 – Being Fair  Week 12 - Neighbours  Week 13 - One World  Week 14 – Inspirational people  Week 15 - Summer holidays  **RE Topics this half term:**  ***Reconciliation*** *- Being Sorry*  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.  ***Universal Church*** *– Neighbours*  Children will be able to **talk about** their experience and feelings about neighbours and be able to say what they **wonder** about neighbours both locally and globally. They will be able to **recognise** that everyone is our neighbour and is loved by God, and because of that they act fairly towards others. Children will be able to **ask and respond** to questions about their own and others’ experiences and feelings about neighbours. They will be able to **retell** special stories about Jesus and his friends and **describe** some ways in which religion is lived out by believers. |
| Maths | **Multiplication and division**   * 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. |
| English  Reading | **Focus Texts:**  Focus text: Rapunzel  Narrative: Traditional Tale  Purpose: To narrate  Instructions: How to catch a Witch  Purpose: To instruct  Word skills:   * 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   Comprehension skills:  To develop pleasure in reading, motivation to read, vocabulary and understanding by:   * 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   Understand both the books they can read accurately and fluently and those they listen to by:   * 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.   \*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)  Home Readers – Weekly   * Daily Phonics lessons (RWI) |
| English  Spelling, Punctuation, Grammar | Daily English basis skills sessions on the following:  *Spelling*   * Words containing each of the 40+ phonemes already taught * Common exception words   Add prefixes and suffixes:   * 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.   *Punctuation*   * 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   Grammar   * Know how words can combine to make sentences Joining words and joining clauses using *and* * Use this terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. |
| English  Writing | **Focus text: Rapunzel**  Narrative: Traditional Tale  Purpose: To narrate  Instructions: How to catch a Witch  Purpose: To instruct  Word skills:  • 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.  Focus skills this half term:   * 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. |
| Science | **Plants**  • 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 | **Land, Air and Sea – Liverpool Transport**   * 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 | **Fundamental Skills**   * 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   **Gymnastics**   * 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 | **Spreadsheets – Unit 1.8**   * To know what a spreadsheet program looks like. * How to open 2Calculate in Purple Mash. * How to enter data into spreadsheet cells. * To use 2Calculate image tools to add clipart to cells. * To use 2Calculate control tools: lock, move cell, speak and count.   **Technology Outside School – Unit 1.9**   * To walk around the local community and find examples of where technology is used. * To record examples of technology outside school. |
| Design Technology | **Food**  Children will design, make and evaluate a fruit smoothie  *Skills*  • 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 | **Explore Sound and Create a story**  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? |
| PSHE | **Careers, financial capability, and economic well being**   * My Money |
| Relationships, Sex Education | **Spiritual**   * 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 |