**Year 1 Summer Term Curriculum Information**

|  |  |
| --- | --- |
| ***SUBJECTS*** |  |
| **ENGLISH** | **Summer Term 1**  **Narrative unit 2**: Stories from a range of cultures- Meerkat Mail, Bringing the rain to Kapiti Plain, Rain.  Use the conjunction because to explain.  Describe characters and settings.  Understand the features of a postcard.  Write a postcard (recount).  Sequence/ retell story.  Plan/ innovate a story.  **Summer Term 2**  **Poetry Unit 2:** Pattern and Rhyme –  Compare poems and give reasons for views.  Read and perform a poem.  Select/use ways of making a performance more effective.  Explain why a performance went well.  Use imaginative and descriptive language.  Write a poem using a given structure.  **Vocabulary, Grammar and Punctuation:**  Capital letters, full stops/question marks/ exclamation marks and finger spaces.  Adjectives. Alliteration. Onomatopoeia.  Prefix un–  Adding the prefix ‘un-’ changes the meaning of verbs and adjectives.  Adding the suffixes ‘-er’ and ‘-est-‘when comparing two things, the suffix -er is used to form a comparative. If more than two things are compared, we add the suffix -est to create a superlative. |
| **MATHEMATICS** | **Summer Term 1**  **Multiplication and Division**  Count in 2s  Count in 10s  Count in 5s  Recognise equal groups  Add equal groups  Make arrays  Make doubles  Make equal groups – grouping  Make equal groups sharing  **Fractions**  Recognise a half of an object or shape  Find a half of an object or shape  Recognise a half of a quantity  Recognise a half of a quantity  Recognise a quarter of an object or shape  Find a quarter of an object or shape  Recognise a quarter of a quantity  Recognise a quarter of a quantity  **Position and Direction**  Describe turns  Descibe position – left and right  Describe position- forwards and backwards  Describe position – above and below  Ordinal numbers  **Summer Term 2**  Place Value (100)  Count from 50 to 100  Tens to 100  Partition into tens and ones  The number line to 100  1 more 1 less  Compare numbers with the same number of tens  Compare any two numbers  **Time**  Before and after  Dayes of the week  Months of the year  Hours, minutes and seconds  Tell the time to the hour  Tell the time to the half hour  **Money**  Unitising  Recognise coins  Recognise notes  Count in coins |
| **SCIENCE** | **Summer Term 1**  **Plants**  **Skills and concepts**  Ask simple scientific questions using a range of question stems e.g. how? why? what if? etc…  Sort / classify objects into two or three different groups.  Attempt to answer scientific questions using different approaches suggested to them.  Suggest steps or next steps that could be taken to answer a scientific question.  Observe closely using simple equipment.  Curriculum Objectives  Identify and name a variety of common wild and garden plants.  Identify and name common deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  **Summer Term 2**  Seasonal changes Spring/Summer  **Skills and Concepts**  Ask simple questions and recognise that they can be answered in different ways.  Use simple equipment to observe closely.  Use his/her observations and ideas to suggest answers to questions.  Identify and classify.  Perform simple tests.  Gather and record data to help in answering questions.  **Curriculum Objectives**  Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.  **Scientist and Inventors**  George James Symons |
| **HUMANITIES** | **Summer Term 1**  **Geography – Amazing Africa**  **Skills and Concepts**  Use maps and globes to locate the UK.  Use maps and globes to locate the world’s seven continents and five oceans.  Use maps and globes to locate South Africa (Cape Town), Zimbabwe and Africa.  Use maps and globes to locate the equator.  Observe, describe and understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.  Draw and label pictures to show how places are different.  Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.  Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, shop, port and harbour.  Identify similarities and differences between the features of the two localities.  Use locational and directional language (eg: near and far, left and right).  Use photographs to recognise landmarks and basic human and physical features.  Devise simple picture maps.  Use simple fieldwork and observational skills to study the geography of their school and its grounds.  Study aerial photographs of Cape Town and label them with key features e.g. cliff, mountain, hotel railway, shops, port, harbour, beach.  **Curriculum Objectives**  Name and locate the world’s seven continents and five oceans.  Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley and vegetation.  Use basic geographical vocabulary to refer to key human features, including; city, town, village, farm, house, office, port, harbour and shop.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on maps.  Use simple fieldwork and observational skills to  **Summer Term 2**  **Geography**  **Skills and Concepts**  Devise simple picture maps.  Use simple fieldwork and observational skills to study the geography of their school and its grounds.  **Curriculum Objectives**  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |
| **RELIGIOUS STUDIES** | **Summer Term 1**  **Living**  What does it mean to belong to a faith community? Christians, Muslims and Jewish people  **Summer Term 2**  **Living**  How should we care for others and the world, and why does it matter? |
| **COMPUTING** | **E-Safety – cross curricular through PSHE / Internet Safety Day and ongoing**  Understanding of what the world wide web is and how to use it safely.  Children know who to tell if they see something that makes them uncomfortable.  Children know how to make good choices about age appropriate activities. |
| **ART AND DT** | **Summer Term 1**  African masks  Savannah landscape painting  Hold a paint brush correctly.  Mix primary colours (Red, Blue, and Yellow), to make secondary ones. Name secondary colours (orange, purple, green).  Primary colours, red, yellow, blue, colour wheel, experimental mixing, shades, light and dark, line, pencil, pen, brush.  Piet Mondrian, Wassily Kandinsky  **Summer Term 2**  **Observational plant drawing**  Draw/sketch from observation and imagination using varied drawing materials.  Show pattern and texture by adding dots and lines.  Colour within the line when shading.  Think about light and dark.  Know the names of the tools, techniques, and formal elements that they use  Use materials purposefully to achieve lines, shapes, and colours.  Introduce press-print.  Make experimental marks into the block using biro and pencil etc.  Show an interest in and describe what they think about their own work and that of others.  Name famous Artists, designers, craftspeople, illustrators are inspirational and a starting point. Begin to make links to their own work.  Vincent Van Gogh Sunflowers, Henri Matisse, Paul Klee – Colour/Shape |
| **MUSIC** | Learn songs and rhymes from memory; look at the structure.  Use percussion instruments with greater control to accompany songs.  Opportunities to join the Pre-Prep Choir and Ocarina Group.  Preparation for Summer performance. |
| **DRAMA** | **Unit 1 & Unit 2:** Rehearsing for Summer Entertainment:  Learning and performing choral verse with actions  Vocal projection  Facial and vocal expression  Building confidence to present |
| **PSHEE** | **Summer Term 1**  Dreams and Goals  **Summer Term 2**  Healthy Me |
| **PE** | **Summer 1 & 2**  **Swimming**  Continuing water familiarisation  Working on Front Crawl technique  **Athletics**  Preparing for Sports day |