



## YEAR ONE SUMMER TERM CURRICULUM

### As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of roles and respond to others in role

### As Readers:

- respond speedily with the correct sound to graphemes for all 40+ phonemes, read accurately by blending sounds in word, read common exception words, read aloud books that are consistent with developing phonic knowledge
- explore the key texts 'The Secret of Black Rock' and 'The Last Wolf' as vehicles for learning about key language features of fiction texts
- Continue to develop reading for pleasure by sharing stories, rhymes and immersing children in high quality literature.

### As Writers:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower case letters in the correct direction, starting and finishing in the correct place
- form capital letters
- form digits 0-9
- combine words to make sentences
- join words and clauses using 'and', 'so', 'because', 'but'
- reinforce plural noun suffix -s -es
- begin to use suffix added to verbs -ing, -ed, -er
- how prefix un- changes the meaning of verbs and adjectives
- leave spaces between words
- write simple narratives based on those they have read (a return story and a hunting story)
- Learn about the key features of a postcard.
- Learn about the key features of a recipe.
- Complete a dictated exercise using common exception words

### As Mathematicians:

#### **Place value (within 100)**

- count, read and write forwards and backwards from any number 0 to 100
- know the symbols for equals, greater than and less than
- count one more and one less within 100
- compare and order groups of objects within 100
- compare and order numbers within 100

#### **Multiplication and Division**

- Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers
- 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

#### **Money**

- recognise and know the value of different denominations of coins and notes

#### **Fractions**

- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

#### **Time**

- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- measure and begin to record the following time (hours, minutes, seconds)

<p><u>As Scientists:</u></p> <p><b>Everyday Materials</b>  <b>Materials</b>          *Distinguish between an object and the material from which it is made          *Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock          *Describe the simple physical properties of a variety of everyday materials          *Compare and group together a variety of everyday materials based on their simple physical properties.</p> <p><b>Coast to Country</b>  <b>Plastic Pollution</b>          *Children investigate the effects of plastic pollution on the environment.          *To know the negative effects that plastic pollution has on marine animals.</p>	<p><u>As Computing Scientists:</u></p> <p><b>Animated Stories</b>          To introduce e-books and the 2Create a Story tool.</p> <ul style="list-style-type: none"> <li>• To add animation to a story.</li> <li>• To add sound to a story, including voice recording and music the children have composed.</li> <li>• To work on a more complex story, including adding backgrounds and copying and pasting pages.</li> <li>• To share e-books on a class display board.</li> </ul> <p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• To understand what instructions are and predict what might happen when they are followed.</li> <li>• To use code to make a computer program.</li> <li>• To understand what object and actions are.</li> <li>• To understand what an event is.</li> <li>• To use an event to control an object.</li> <li>• To begin to understand how code executes when a program is run.</li> <li>• To understand what backgrounds and objects are.</li> <li>• To plan and make a computer program.</li> </ul>	<p><u>As Historians:</u></p> <p><b>Moon Zoom!</b>          *The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods ( Neil Armstrong, Yuri Gagarin, Helen Sharman, Tim Peake)          *Know about events beyond living memory that is significant nationally or globally in the context of the history of space travel.</p>	<p><u>As Geographers:</u></p> <p><b>Where are we in the World?</b>          *To find a location on a map          *Name and locate the seven continents on a World map and globe.          *Name and locate the seas and ocean surrounding the United Kingdom          *Name and locate the five oceans on a World map and globe          *Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p>	<p><u>As Musicians:</u></p> <p><b>Sing Up</b>          *Sing a song with a verse and chorus structure, and add actions          * Sing and play dotted rhythms accurately.          *Create a performance incorporating singing, percussion and solo acting roles.          *Sing a song that includes a time change from march to jig          *Mark the pulse on un-tuned percussion and recognise a change in time signature.          *Perform a full version of the song, including an accompanying dance.</p>
<p><u>Key Vocabulary:</u>          Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p>	<p><u>Key Vocabulary:</u>          Animation, Font , sound effect, E-book, file, display board, action, character, coding, background, Code block, collision detection, button, code design, command, design mode, input, properties, sound, object, scale, program</p>	<p><u>Key Vocabulary:</u>          Asteroid, International Space Station (ISS), orbit, planet, rocket, space, star, transparent, waterproof, space race, astronaut, cosmonaut.</p>	<p><u>Key Vocabulary:</u>          Locality, West Kirby, town, Wirral, borough, Merseyside, county, peninsula, England, country, United Kingdom, Europe, World, continent, land, locate, map, Digi map, atlas, globe, land mass, world, planet, Earth, continents, , oceans, Asia, Europe, North America, Africa, Antarctica, South America, Oceania, land, world, map, atlas, borders, ocean, seas, water, continents, United Kingdom, North Sea,</p>	<p><u>Key Vocabulary:</u>          Rhythm, melody, pulse, metre, time signature, tempo, structure, pitch, duration.</p>

			<p>Irish Sea, Atlantic Ocean, English Channel, map, atlas, island, countries, England, Northern Ireland, Republic of Ireland, Wales, Scotland, Great Britain, body of water, sea, ocean world, planet, Earth, continents, oceans, Arctic, Southern, Atlantic, Pacific, Indian, world, map, atlas, borders, direction, forwards, backwards, left, right, north, south, east, west, location.</p>	
<p><u>As Artists:</u></p> <ul style="list-style-type: none"> <li>*Draw a still life drawing</li> <li>*Use light, medium and dark tones.</li> <li>*Consider size, shape, scale and perspective in line drawings.</li> <li>*Add warm and cool colours for perspective</li> </ul>	<p><u>For spiritual and moral development, children will be learning about:</u></p> <ul style="list-style-type: none"> <li>*To know the importance of the home in Jewish life and practice</li> <li>*To understand what it means to keep a kosher home and the significance of this for Jews</li> <li>*To know about the importance of the synagogue</li> <li>*How belonging to a religious group makes a difference to people's lives.</li> <li>*Know that Bar and Bat Mitzvahs mark the move for Jewish young people from childhood towards adulthood.</li> <li>*Know that baptism is an important sign of belonging.</li> <li>*Identify and suggest meanings for religious symbols and begin to use a range of religious words.</li> </ul>	<p><u>Enhancements, Visits &amp; Key Dates:</u></p> <ul style="list-style-type: none"> <li>*Visits to St. Michael's Church</li> <li>*Trip to Ness Gardens</li> <li>*Visit to the Planetarium</li> </ul>	<p><u>As Respectful Responsible Citizens:</u></p> <p><b>Jigsaw Relationships</b></p> <ul style="list-style-type: none"> <li>*Identify members of my family and understand that there are lots of different types of families.</li> <li>*Identify what being a good friend means to me.</li> <li>*Know appropriate ways of physical contact and ways to greet one another.</li> <li>*To know who can help me in my school community.</li> <li>*To recognise my qualities as a person and a friend.</li> <li>*To explain why I appreciate who is special to me.</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>*Understand the lifecycles of animals and humans.</li> <li>*Be able to discuss changes within ourselves and since we were a baby.</li> <li>*I can identify the parts of the body that make boys different to girls and be able to use the correct names for these.</li> <li>*Understand that every time we learn we change a little bit.</li> <li>*To be able to tell others about changes within their life.</li> </ul>	<p><u>As Design Technologists:</u></p> <ul style="list-style-type: none"> <li>*Identify healthy foods</li> <li>*Explain how different food types keep bodies healthy</li> <li>*Explain some food types are unhealthy for bodies</li> <li>*Identify where different food types come from</li> <li>*Create ideas for a healthy layered dessert</li> <li>Make and evaluate a healthy layered dessert</li> </ul>

<p><u>Key Vocabulary:</u> Still life, drawing, light, medium, dark, tone, warm, cool, colours, shape, size, scale, perspective, line drawing, Paul Cezanne, observation</p>	<p><u>Key Vocabulary:</u> Special, Community, Place of Worship, Synagogue, synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah, Mezuzah, Shema, Kosher, Treyfah, Star of David, Belonging, Community, Commitment, Crucifix, fish/ichthys, Jesus, Rosary, Bible, bar/bat Mitzvah, mitzvah, commandment, responsibilities</p>		<p><u>Key Vocabulary:</u> Penis, testicles, vagina, change, life cycle, family, special, community, physical, appropriate, skills, qualities, father, mother, brother, sister, daughter, son, uncle, aunt, cousin, grandparent, niece and nephew.</p>	<p><u>Key vocabulary</u> Food technology, healthy, balanced, diet, preparation, dessert, layered, fruit, dairy, crunchy, decorative, sugar, fibre, vitamins, minerals, muscles, calcium, fat, carbohydrates, texture, design, proteins.</p>
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<p><u>Wider texts</u> <u>Summer 1</u></p> <p><u>Fiction</u> South by Daniel Duncan Under the Sea by Anna Milbourne Grandad's Island by Benji Davies Ocean Meets Sky by Eric Fan &amp; Terry Fan Into the Blue by Nicola Davies &amp; Abbie Cameron Deep in the Woods by Christopher Corr What's Hidden in the Woods? by Aina Bestard</p> <p><u>Non Fiction</u> Layer by Layer: Under the Sea by Anne Rooney The Big Book of the Blue by Yuval Zommer Life on Earth: Ocean by Heather Alexander &amp; Andres Lozano* British Wild Flowers by Victoria Brooker Welcome to the Woodland by Ruth Owen Woodland (Fact Cat: Habitats) by Izzi Howell</p>	<p><u>Wider texts</u> <u>Summer 2</u></p> <p><u>Fiction</u> The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward Little Red Riding Hood (in Revolting Rhymes) by Roald Dahl Beware of the Storybook Wolves by Lauren Child The Wild Woods by Simon James The Lorax by Dr Seuss Aliens in Underpants Save the World by Claire Freedman Q Pootle 5 by Nick Butterworth Man on the Moon by Simon Bartram Beegu by Alexis Deacon A Pea Called Mildred by Margot Sunderland</p> <p><u>Non Fiction</u> The Tree: An Environmental Fable by Neal Layton The Curious Garden by Peter Brown National Geographic: Wolves by Laura Marsh Walk With A Wolf by Janni Howker My Very First Space Book by Emily Bone Little Explorers: Outer Space by Ruth Martin</p>
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