

## Year 1- Summer

Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> <li>• Learned and wise</li> <li>• Eloquent and truthful</li> <li>• British values</li> </ul>
Books:	<ul style="list-style-type: none"> <li>• Non- fiction: Mammals, Reptiles, Birds</li> <li>• Rosie's walk</li> <li>• Teddy Bears picnic</li> <li>• At the farm</li> </ul>
<b>R.E.</b>	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• know that Easter celebrates the Resurrection of Jesus from the dead and know the story of the empty tomb – Mutual respect and tolerance for those of different or no faith through respectful participation in lessons about Easter.</li> <li>• explain the symbols on the Easter candle</li> </ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>• know the story of Pentecost</li> <li>• identify some symbols associated with the Holy Spirit</li> </ul> <p><b>Sharing Jesus' Life</b></p> <ul style="list-style-type: none"> <li>• recall some stories about Jesus and his disciples- Learned and wise about the life of Jesus through bible stories.</li> <li>• identify some characteristics of discipleship and describe some ways in which Jesus changes or affects people's lives</li> <li>• understand that they belong to the Church through Baptism and this means being part of God's family and a follower of Jesus</li> <li>• describe how they and other members of the Church, follow Jesus and celebrate his life- Eloquent and truthful about their personal experiences of their own faith.</li> </ul>

**Number: Multiplication and Division**

- Count in multiples of twos, fives and tens.
- 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.

**Number: Fractions**

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
- Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

**Geometry: position and direction**

- Describe position, direction and movement, including whole, half, quarter and three quarter turns

**Number: Place Value**

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals.
- Given a number, identify one more and one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.

**Measurement: Money**

- Recognise and know the value of different denominations of coins and notes.

**Measurement: Time**

- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- 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.
- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]
- Measure and begin to record time (hours, minutes, seconds)

English	<p><b>Reading – Read Write Inc</b></p> <ul style="list-style-type: none"> <li>• Read words by breaking them down into sounds.</li> <li>• Read given letters or groups of letters.</li> <li>• Read unusual words.</li> <li>• Read words ending in –s, -es, -ing, -ed, -er and –est.</li> <li>• Read words that contain missing letters such as I’m, I’ll and we’ll.</li> <li>• Read words contacting alternative sounds</li> <li>• Write words by saying the sound and writing the grapheme.</li> <li>• Hold, verbally repeat and write a simple sentence.</li> <li>• Identify and edit spelling, punctuation and grammatical errors in given sentences.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Understand which letters belong to which handwriting ‘families’ and practise these.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Dictate a sentence correctly before writing it down.</li> <li>• Read aloud own writing</li> <li>• Sequence sentences to form a short narrative.</li> <li>• Discuss what they have written with other pupils or staff.</li> </ul> <p><b>Vocabulary, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• Leave finger spaces between their words.</li> <li>• join words and join clauses using and.</li> <li>• Understand how the prefix ‘un’ changes the meaning of verbs and adjectives.</li> <li>• Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</li> </ul>
Science	<ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen tree</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p>V+V- learned about God’s world.</p> <p>V+V- eloquent in describing animals and why God made them.</p> <p>BV- Mutual respect and tolerance for different creatures around the world as God teaches us.</p>

P.E.	<p><b>Athletics</b> Master basic movements including running and jumping by developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>• Consolidate appropriate running technique</li> <li>• Jump with control &amp; balance on landing</li> <li>• Jump whilst travelling</li> </ul> <p><b>Sports Day</b></p> <ul style="list-style-type: none"> <li>• Jump with control &amp; balance on landing</li> <li>• Jump whilst travelling</li> <li>• Throw wards a stationary target</li> <li>• To balance while travelling</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> </ul>
P.S.H.E.	<ul style="list-style-type: none"> <li>• To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them.</li> <li>• To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed.</li> <li>• For pupils to learn that they belong to various groups and communities such as family and school.</li> <li>• To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</li> <li>• To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (L6). To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</li> <li>• To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'.</li> <li>• To understand the ways in which we are the same as all other people; what we have in common with everyone else.</li> <li>• About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</li> </ul>
<p>Topic The animal kingdom- At the farm</p>	
Local links:	<ul style="list-style-type: none"> <li>• The sea life centre</li> <li>• Dudley zoo</li> </ul>

	<ul style="list-style-type: none"> <li>• The Safari Park</li> <li>• Little Owl Farm Park (Worcester)</li> <li>• Local Farms</li> <li>• Sandwell Valley</li> </ul>		
Subj	Learning Aims		
History	<p>National Curriculum Outcome</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul> <p>BV- Mutual respect for farming culture. Just like God teaches us to love our neighbour.</p> <p>V+V- eloquent in comparing life differences. We are taught that differences are what make us special.</p>	<p>Key vocab includes:</p> <p>Past World War 2 Tractor Farming Crops</p>	<p>“WOW” Experience opportunities</p> <p>Have a go at churning butter.</p>
	<p>Geography</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• 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 a map.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul> <p>V+V- wise about the world around them.</p> <p>V+V- eloquent in expressing their views.</p> <p>BV- individual liberty- everyone has the right to choose their career path.</p>	<ul style="list-style-type: none"> <li>• Farm</li> <li>• Meat</li> <li>• Vegetables</li> <li>• Tractor</li> <li>• Urban</li> <li>• Rural</li> <li>• Plants</li> <li>• crops</li> </ul>	<p>Have a go at planting our own vegetables in Year 1 plant box.</p> <p>Hatch our own chicks in incubators.</p> <p>Cross-curricular links to computing- BeeBots (or BeeBots app) / Scratch Jr for directional language.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art</p>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively To design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>V+V- making wise artistic decisions.  V+V- eloquent in expressing their artistic decisions. Truthful about how their emotions affect their art.  BV- individual liberty- everyone has the right to choose their artistic style. This is because God gave us free will.</p>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Colour</li> <li>• Paint</li> <li>• Animal</li> <li>• 3D</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DT</p>	<ul style="list-style-type: none"> <li>• Teddy bears picnic</li> <li>• Evaluate their ideas and products against design criteria.</li> <li>• Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• Understand where food comes from.</li> </ul> <p>V+V- being learned about where food comes from.  V+V- Truthful about where food comes from. Eloquent in expressing their food preferences.  BV- individual liberty- freedom to choose favourite foods. Democracy- able to debate food decisions.</p>	<ul style="list-style-type: none"> <li>• Farm</li> <li>• Healthy</li> <li>• Eatwell guide</li> <li>• Healthy</li> <li>• Delicious</li> <li>• Nutritious</li> </ul>	<p>Email or write a letter to Jane Bannon about her work.</p>

Music	<ul style="list-style-type: none"><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhyme.</li></ul> <p>V+V- making learned and wise artistic decisions.</p> <p>V+V- eloquent in expressing their music. Truthful about what inspires them.</p> <p>BV- individual liberty- everyone has the right to choose their artistic style.</p> <p>Mutual respect for others who have made different decisions.</p>	<ul style="list-style-type: none"><li>• Instruments</li><li>• Notes</li></ul>	Have a picnic on the school field with food made in school using farm-grown ingredients.
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