








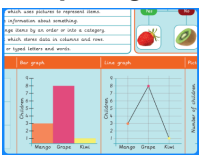





Our Year 1 Curriculum – Summer 2

<p>Big Question Lens</p> 	<p>Monarchy: Do Kings and Queens have to follow the rules?</p>
<p>Maths</p> 	<p>We will use all of our knowledge of place value this year and apply it to numbers up to 100. We will count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. We will count, read and write numbers to 100 in numerals. We will identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. We will identify one more and one less than any given number within 100.</p> <p>We will begin looking at fractions and find out how to recognise and find half and a quarter of an object and quantity.</p> <p>We will also explore the concept of money and time. We will recognise and know the value of different denominations of coins and notes. We will sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. We will recognise and use language relating to dates, including days of the week, weeks, months and years. We will tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
<p>English</p> 	<p>Using the texts; 'The Storm Whale' and 'My Pet Star', we will learn to spell words which are phonetically plausible. We will continue learning to spell common exception words correctly. We will use the prefix un-.</p> <p>We will continue developing our understanding of using the suffixes -ing, -ed, -er and -est correctly. We will write sentences by saying out loud what we want to write about and orally compose sentences before writing them. We will sequence sentences to form a narrative. We will join clauses using 'and'. We will demarcate sentences using full stops and capital letters.</p>
<p>History</p> 	<p>We will be exploring the 'monarchy' to answer our big question. We will be looking at the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally. We will know that the word monarchy means a person who reigns over a kingdom, a king or queen. We will begin to understand that although our King, HRH King Charles III is officially our head of state, the government actually runs the country from day to day.</p> <p>We will learn about King John and that he made a promise to the people of England by signing an important document called the Magna Carta. We will learn that the Magna Carta is an important document which states everyone is subject to the law, even the king.</p> <p>We will compare King Charles III with King John I noting the similarities and differences between them. We will begin to understand that the role of parliament is to check all the work that the government does and to discuss and approve new laws. The government is responsible for the running of the country and they are led by the Prime Minister.</p>
<p>Science</p> 	<p>We will continue to learn about 'plants'. We will know that a flowering plant consists of roots, stems, leaves and flowers. Identify and name the roots, trunk, branches and leaves of trees. Know that a tree's stem is called a trunk. Know that the roots take up water and nutrients to different parts of the soil.</p> <p>We will learn that a flower is the part of a plant that is responsible for making new seeds. It is often made of petals and may have an attractive scent. We will learn the names of trees and flowers in their garden (daffodils, rosemary, lavender, wild garlic, grass, daisy, mint, parsley and the big tree). We will begin to make observations of the plants growing in their outdoor environment. We will show care for the plants and trees growing in their outdoor environment.</p>

<p>PSHE</p> 	<p>We will know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people. We will know who can help them in different places and situations; how to attract someone's attention or ask for help; what to say.</p> <p>We will develop an understanding of what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard. We will know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</p> <p>Our British Value is: Individual Liberty</p>
<p>Music</p> 	<p>In Year 1 we will be embedding our understanding of tempo and dynamics through composition, singing, practical activities and musical games. We will continue to investigate the timbre that different instruments make, composing a whole class piece of music called 'Garden in the Rain' and carefully selecting musical instruments to create a desired effect. We will also be creating and playing graphic scores.</p> <p>We will be learning songs with longer phrases and will continue to use voices expressively when singing songs.</p>
<p>Art</p> 	<p>We will be looking at portraits and using the medium of paint. We will use painting to develop and share their ideas. We will use a range of materials creatively. We will be taught about a range of artists, describe differences and similarities between different practices and make links to our own work.</p>
<p>Religious Education</p> 	<p>We will be learning about Judaism and the festival of Shabbat. We will answer the big question 'Is Shabbat important to Jewish children?'</p> <p>Children will learn key vocabulary linked to the topic and will learn about what happens during Shabbat and why this is important. They will also compare Shabbat with other festivals they know about.</p>
<p>Computing</p> 	<p>In computing this half term, the children will be learning how to handle data. Whilst progressing through the unit, they will show an understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. They will be using data representations to answer questions about data and using software to explore and create pictograms and branching databases.</p> <p>Online Safety: The children will be able to discuss what the internet is and how it can be used, recognising that the internet may affect not only their mood or emotions but others too. They will also learn the importance of being mindful about what they post and share online.</p>
<p>Outdoor PE</p> 	<p>In PE, the children will be taking part in athletics activities. In these lessons, they will be learning:</p> <ul style="list-style-type: none"> • To learn to move at different speeds for varying distances. • To develop a foundation for balance and stability. • To develop agility and coordination. • To explore hopping, jumping and leaping for distance. • To develop throwing for distance. • To develop throwing for accuracy.

Outdoor PE

In PE, children will also be doing target games. During these lessons, they will be learning:

- To develop underarm throwing towards a target.
- To develop throwing for accuracy.
- To develop underarm and overarm throwing for accuracy.
- To develop throwing for accuracy and distance using underarm and overarm.
- To select the correct technique for the situation.
- To develop throwing for accuracy and distance.