Y1 Summer Overview

Writing	Maths
Spring *Based on:* Handa's surprise, Meerkat Mail, The Kings pants, Ronald the Rhino *Genres covered:* Riddles, Acrostic poems, Instructions, Chronological reports, Diary, Writing short narrative, Postcard, Persuasive writing. Making predictions, Character/settings descriptions, Writing a non-chronological report *Cross Curricular:* Information report on Meerkats *Other focus:* Making inferences, building sentences and vocabularly, question marks, exclamation marks, adjectives, punctuating sentence, non fiction writing, writing short narrative.	**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. **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]. **Position and direction** • Describe position, direction and movement, including whole, half, quarter and three quarter turns

SPAG	Maths (continued)
<u>Questions</u> Using questions marks <u>Singular and plural</u> Adding s or es <u>Prefixes and suffixes</u> How un changes a word Adding ing, ed, er <u>Sequencing a sentence</u> Recognizing a sentence	**Place value to 100** • 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. **Money** • Recognise and know the value of different denominations of coins and notes. **Time**

Using a sentence
Ordering a sentence

Spelling

- Name the letters of the alphabet.
- Using letter names to distinguish between alternative spelling of the same sound.
- Spell words containing the 40+ phonemes already taught:

/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more

- *learning to spell tricky words:* busy beautiful pretty hour move improve parents shoe
- Spell some common exception words.
- Write from memory simple sentences.
- Using the spelling rule for adding s or es.
- Using the prefix un–
- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words.

Reading

Texts covered: Handa's surprise, Meerkat Mail, The Kings Pants,

- Read common expection words.
- Read aloud, accurately and independently books that are consistent with their developing phonics.
- Respond speedily with the correct sound to graphemes for all 40+ phonemes.
- Checking the text makes senseas they read and self correct mistakes.
- Predicting what might happen from what has been read so far.
- Retelling well known stories.

- 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).

- Participating in discussions about both books that are read to them and those they can read for themselves.
- Apply phonic knowledge and skills as the route to decode word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read words with contractions, and understand that the apostrophe represents the omitted letters.
- Develop pleasure in reading and read a wide range of books.
- Participate in discussions about what has been reads to them.
- Learning to read words with the phonemes already taught:

/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more

- *learning to read tricky words:* busy beautiful pretty hour move improve parents shoe
- Linking their own experiences to their reading and using these to help understand the text.
- Learning to appreciate poetry/rhymes and recite some by heart
- Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Geography	History
Kenya - I can locate Kenya on a map. - To explore the climate and weather of Kenya. - To explore the animals of Kenya. - To be able to use compass points to navigate around a map. - To explore the landscapes of Kenya - I can understand what the Maasai culture is like.	Significant explorers - To know what an explorer is. - To recognise the achievements of different explorers. - To record events on a timeline. - To use photographs to find out about the past. - To recognise changes and similarities (continuities) over time. - To describe the significance of some people and events within history.

- To identify similarities and differences between Kenya and the UK.
- To write facts about Kenya

PE
<u>Gymnastics</u> Gymnastics • I am confident to perform in front of others. • I can link simple actions together to create a sequence. • I can make my body tense, relaxed, stretched and curled. • I can recognise changes in my body when I do exercise. • I can remember and repeat actions and shapes. • I can say what I liked about someone else's performance. • I can use apparatus safely and wait for my turn. <u>Team building</u> Team Building • I can communicate simple instructions. • I can follow instructions. • I can follow path and lead others. • I can listen to others' ideas. • I can suggest ideas to solve tasks. • I can work with a partner and a small group. • I understand the rules of the game

Science	RE
<u>Animals including humans</u> • To identify and name some common animals. • To describe and compare the structure of a variety of common animals. • To identify, name and sort animals that are herbivores, carnivores and omnivores. • To name and label the parts of the human body.	<u>What makes some places sacred?</u> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. • Ask good questions during a school visit about what happens in a church, synagogue or mosque

- To name the five senses and to perform simple tests to find out more about them. - To sort animals according to a criteria. **Plants** - To describe and compare plants, seeds and bulbs. - To name and compare the parts of plants. - To identify and name some common garden and wild plants. - To identify and name some common trees. - To name, sort and compare some common fruit and vegetable plants. - To name and compare some common plants and trees.	 Animated stories - To explore the tools of 2Create a Story's My Simple Story level. • To save the page they have created To add animation to a picture. • To play the pages created so far. • To save the additional changes and overwrite the file. To add a sound effect to a picture. • To add a voice recording to the picture. • To add created music to the picture To add a background to the story. • To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story. Coding To predict what will happen when instructions are followed. • To understand that computer programs work by following instructions called code. • To use code to make a computer program. • To understand what objects and actions are. • To understand what an event is. • To use an event to control an object. • To understand what an event is. • To begin to understand how code executes when a program is run. • To understand what backgrounds and objects are. • To understand how to use the scale attribute (property). • To plan a computer program. • To make a computer program.
Art	**Design Technology**
- I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. - I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work - I can talk about nature sculptures. - I can draw an observational drawing of a natural object	- To join fabrics together using different methods - I can remember that different techniques may be used to join fabrics for different purposes - I know how to join fabric by pinning, stapling or glueing - To use a template to create my design - I can design a puppet - I can build my design on a template

- I can collect material for my nature sculptures. • I can make my own land art. • I can compare our sculptures to the work of Andy Goldsworthy. • I can make a collage about my work on nature sculptures	- To join two fabrics together accurately - I can join fabrics together - I can align two pieces of fabric - I know how to use a template - I can fit my hand into my puppet - I can evaluate my puppet.

Music

Animals

- To use percussion and my body expressively in response to music
- To sing a song in sections
- To perform a song
- To use instruments to create different sounds
- To create and choose sound

PSHE

Citzenship

- To begin to understand the importance of rules
- To understand that animals have different needs and how to care for them
- To begin to understand the needs of babies and young children
- To begin to recognise ways in which we are the same and different to other people
- To understand the range of groups people belong to
- To begin to understand how democracy works

Economic wellbeing

- To understand what money is and where it comes from
- To understand how to keep cash safe
- To understand the benefits of banks and building societies
- To begin to understand that people make different choices about spending and saving money

- I understand some of the jobs that exist in my school