

Curriculum Map – This document sets out what we will focus on over the next few weeks of Summer Term. It includes the key knowledge, skills and understanding that we will cover. Where possible we aim for our curriculum to be brought to life through visits, visitors and other educational experiences that make learning memorable. Some subjects lend themselves to cross-curricular work whereas others require a more discreet approach and will be taught separately.

Our Learning Principles, & Values



- **Child-centred** – excites, informs and inspires children to learn, know and remember.
- **Inclusive** – ensures equal opportunities for all
- **Relevant** – reflects the world in which we live and promotes sustainability
- **Challenging** – ensures children achieve their best
- **Literature rich** – placing reading at the heart of everything
- **Enjoyable** – provides opportunities for children to be active, inquisitive, creative learners

Responsibility – Respect – Teamwork – Reflection

How have explorers changed the world?

Words/language to discuss with your child:

Omnivore, herbivore, carnivore - animals belong to different groups depending on what they eat. Discuss your family diet. *Are you vegetarian?*

Can you name the parts of a plant?
petals, stem, leaves, roots, buds

Do you know where these parts are inside your body?
ribs, bones, lungs, heart, brain, muscles, blood.

What is it like to live in a...

Things you can do at home to help with this topic.

Finding common wild flowers/plants-dandelion, daisy, buttercup, nettle, clover

Spotting common garden plants-roses, tulips, daffodils, pansies, sunflowers, etc.

Look at trees and plants as they grow all around. What changes can you see?

Year One Summer Term Curriculum Map

English Reading

Read graphemes for taught phonemes
 Read accurately by blending sounds
 Read words with very common suffixes
 Read contractions and understand their purpose
 Read phonics books aloud
 Link reading to own experiences
 Join in with predictable phrases
 Discuss significance of title and events
 Make simple predictions

English Writing

Through the theme of plant /garden based stories
 Using adjectives
 Name letters of the alphabet
 Form lower case letters correctly
 Form capital letters and digits
Specific focused tasks

- labels
- lists
- captions
- recount
- message/letter
- instructions

Information writing/story writing

English Grammar

Using *and* to join sentences
 Leave spaces between words.
 Use basic punctuation e.g. ?!
 Use capital letters for proper nouns and start of sentences
 Using adjectives and plurals
Speaking and Listening
 Listen and respond appropriately
 Ask relevant questions
 Maintain attention

Maths Number

*Reading and writing numbers as words e.g. ten, four
 *Count in multiples of 10, 2 and 5
 *Count forwards and backwards to/from 100
 *Know doubles of numbers to 9+9
 *Understand and use greater and less than signs < >
 *Identify one more/less than a given number

Maths Calculations

Multiplication & Division – recognise and add equal groups, make arrays, make doubles. Make equal groups by grouping or sharing.
Fractions – Recognise and find half of a shape, object or quantity.
 Recognise and find a quarter of a shape, object or quantity.

Maths

Shape, Space & Measures

Position & Direction – describe turns, describe position including left, right, above, below.
Money – Unitising, recognising coins & notes, count amount using coins.
Time – Before/after, days of the week, months of the year, hours, minutes and seconds. Tell the time to the hour and half hour.

Science

Identify and name a variety of common plants and trees in our school environment and local area
 Plant and grow flowers and herbs
 Find out about the human body and the senses
 Compare and study different animals including pets
 Continue studying the weather and seasonal changes

Science

Develop scientific knowledge and skills by investigating the human body and the five senses.
 Find out about the main parts of the human body and their function.
 Link the need for healthy food and regular exercise to keeping our bodies in good working order.
 Perform some simple experiments to find out about how we use our senses to give us information.
 Omnivores, herbivores and carnivores.

PSHE & C

Who Helps To Keep Us Safe?

People have different roles in the community to help us (and others) keep safe. How to attract someone's attention or ask for help; what to say. How to respond safely to adults we don't know. What to do if we feel unsafe or worried for ourselves or others. 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.

How can we look after each other and the world?

The importance of being polite and working co-operatively. Caring for people and animals. How people's needs change. How to help care for the local and global environment. Transition to a new year group.

Art and Design

Look at the flower art of Orla Kiely-produce some prints after experimenting with drawing flowers through different media. Portrait drawing and self-portraits based on portraits by Modigliani. Experiment with different art materials to create portraits.

Design Technology

What is healthy eating? Design and make recipes for fruit smoothies and fruit salad.
 Taste and evaluate.

Computing

Create and debug simple programs using Purple Mash.
 Applying skills to sort items online using a range of criteria.
 Creating a simple e-book, adding text, images, sounds and backgrounds.

Music

Instruments and Symbols
 Exploring timbre (quality of a sound), tempo (speed) and dynamics (loud and quiet)

Geography

Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.

History

Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.

Games

PE

Throwing and Catching – aiming games
 Bat and Ball Skills Skipping
Dance – Perform simple rhythmic patterns. Understand the structure of their dance.
 Gymnastics – Rocking and Rolling
Sports Day preparation

RE

What does it mean to belong to a faith community?