

## English

Poems to Perform  
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- Poetry in a range of forms

Poetic language  
Range of sentence structures (statements, questions)  
Regular plural noun suffixes  
Expressive and figurative language  
Language and word play  
Language for effect – prosody and choice creating meaning  
Expanded noun phrases, adjectives and adverbial phrases  
Past, present perfect, progressive tense  
First and Third Person comparison  
Investigating spelling patterns

## Maths

- Numbers 50 to 100 and beyond
- Read, write, represent, compare and order numbers to 100
- One more / fewer, ten more / fewer
- Identify number patterns
- Explore addition and subtraction involving 2-digit numbers and ones
- Represent and explain addition and subtraction with regrouping
- Investigate number bonds within 20
- Name coins and notes and understand their value
- Represent the same value using different coins
- Find change

## Science

- The children will sort and group animals using similarities and differences
- They will be able to identify and name a variety of common animals which includes animals from each of the vertebrate groups (including fish, amphibians, reptiles, birds and mammals)
- They will be able to describe and compare the structure and key features of these named animals
- The children will label key features on pictures/diagrams of animals
- They will write descriptively about an animal
- The children will write a What am I? riddle about an animal

## RE

Who is Jewish and how do they live?

- **Reflecting** on Jewish beliefs and practices
- **Empathising** by considering how it might feel to be a Jewish child and look forward to Shabbat
- **Investigating** artefacts / photos to gather information about Shabbat or asking visitor(s) questions
- **Interpreting** by drawing meaning from Jewish artefacts and symbolism; interpreting religious language
- **Synthesising** by linking the symbols and practices of Shabbat with Jewish beliefs
- **Expressing** by explaining Shabbat as a Jewish practice, or how it might help Jewish families feel closer to God
- **Applying** by making the association between a Jewish person and their community life

Oh I do like to be beside the seaside?  
Would you like to live by the sea?  
Year 1 Curriculum Summer 1



## PSHE/RSE

- The children will learn what it means to be healthy, ways to take care of themselves, basic hygiene routines and sun safety
- They will know about healthy and unhealthy foods and how physical activity and types of play keeps us healthy
- They will learn what makes them special
- They will learn what to do when things go wrong or are difficult

## Music

### Dancing and drawing to Nautilus

- The children will perform actions to music, reinforcing a sense of beat
- They will respond to musical signals and themes matching movement to the piece

- They will create art work to music

### Cat and Mouse

- They will create rhythm patterns, sequence them and fixing them as compositions using simple notations
- They will sing songs/rhymes expressively

## Geography

- The children will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage, in the context of coastal/ seaside locations
- They will use a map to find seaside locations including Sheringham, Norfolk and St. Ives, Cornwall
- They will use key vocabulary to refer to human and physical features, in the context of coastal/seaside locations
- The children will look at aerial photographs to recognise landmarks and basic human and physical features, in the context of coastal/seaside locations
- They will name, locate and identify characteristics of the four countries and capital cities of the UK, in the context of the seaside resorts in the four countries of the UK
- The children will study the physical features of the seaside town of St. Ives, Cornwall
- They will describe St. Ives and use simple compass directions and locational and directional language to describe the location of features and routes on a map of that town
- They will identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world, in the context of island locations

## Computing

### Spreadsheets

- The Children will be able to navigate around a spreadsheet and explain what rows and columns are
- They will be able to save and open sheets and enter data into cells
- They will be able to open the image toolbox and find and add clipart
- They will be able to use the 'move cell' so images can be dragged around the spreadsheet

## PE

- The children will participate in team games, developing simple tactics for attacking and defending
- They will perform single skills - Perform a single skill or movement with some control
- They will perform a small range of skills and link two movements together

## Art

Earth art

Artist: Andy Goldsworthy

- The children will explore ways of painting on rocks
- They will be able to make sculptures with sticks and twigs
- They will be able to make animal pictures with leaves
- The children will learn how to weave with natural materials
- They will explore ways of making mandalas
- They will be able to make a collage