

English

Reading: I can explain what I like and dislike about what I read and give reasons for my answer. I am beginning to use information books to find out new things. I apply my phonics skills to decode new words. I can make inferences from what is being said and done. I can predict what might happen next based on what has been read so far.

Writing: I can add –s or –es for plurals and I know to add –s to verbs for he/she/it. I can use ‘and’ to join words and clauses. I am beginning to use capital letters, full stops, question marks and exclamation marks in my sentences. I can use capital letters for names and the pronoun ‘I’. I can spell most of the first 100 high frequency words.

Speaking and Listening: I can build my vocabulary. I can articulate and justify my answers. I can give well-structured descriptions, explanations and narratives. I can participate in discussions, presentations, role-play and performances.

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

Addition and subtraction

•Explore addition and subtraction involving 2-digit numbers and ones •Represent and explain addition and subtraction with regrouping •Investigate number bonds within 20

Money

•Name coins and notes and understand their value •Represent the same value using different coins •Find change

Multiplication and division

•Share equally into groups •Doubling •Link halving to fractions •Add equal groups •Explore arrays

Measures: Capacity and volume

Science

Animals Including Humans: • I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals. • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. • I can describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). • I can identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

Seasonal changes: • I can observe and describe weather associated with the seasons.

• I can observe and describe how day length varies.

• I can observe changes across the four seasons.

Art/Design Technology

-I can select select colours, shapes and materials to suit ideas and purposes.

-I can design and make something that is imagined or invented.

-I am beginning to develop skills such as measuring materials, cutting, and adding decoration.

-I can design a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move.

-I can create clearly labelled drawings that illustrate movement.

RE

What makes some places sacred?

-I can talk about how the words ‘sacred’ and ‘holy’ are used.

-I can talk about why it is important to show respect for other people’s precious or sacred belongings.

-I can explore the main features of places of worship in Christianity and at least one other religion.

- I can find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.

- I can notice some similarities and differences between places of worship and how they are used.

-I can explore the meanings of signs, symbols, artefacts and actions and how they help in worship.

Year 1 Summer Term Curriculum Overview



History

Transport

- I know how technology has changed the way we write.
- I know how technology has changed the way we talk.
- I know how technology has changed the way we are entertained.
- I know the names of some of the important inventors in the history of technology and what they invented.
- I can use a timeline to support my understanding of how long ago things were.
- I can explain some reasons why certain technology was manufactured.
- I can describe how technology has changed and how it has continued over time.

PSHE

Being My Best

- I can choose a healthy meal with different food groups.

- I can be persistent when learning a new skill.

- I can name a few different ideas of what - I can do if I find something difficult.

- I can help my friends when they fall out.

- I can explain why praise helps me to keep trying.

Growing and Changing

- I can tell you some things that babies need.

- I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.

- I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.

- I can name the body parts girls and boys have that are the same and which body parts are different.

- I can name the adults I can talk to at home and school if I need help.

Music

-I can listen and sing back, and use some different vocal warm-ups.

-I can learn that they can make different types of sounds with their voices.

-I can listen to and follow musical instructions from a leader.

-I can perform songs, adding my own improvisations.

Computing

• I can recognise more detailed examples of information that is personal to me

• I can explain why I should always ask a trusted adult before I share any information about myself online.

• I can explain how passwords can be used to protect information and devices.

• I can use the internet to find things out.

• I can use simple keywords in search engines

Geography

Australia

I can talk about the lives of people who live in hot and cold places. I can explain the type of clothes which people would wear if they live in a very hot or very cold place.

I can explain the main features of a hot and cold place.

I can name, describe and compare my local environment with another location, e.g. Welling and London.

I can point out the equator on a globe or atlas.

PE

Rackets, Bats and Balls

I can develop pushing (dribbling) a ball with a racket, introducing control.

I can explore hitting and develop pushing a ball (with a racket) towards a target.

I can explore hitting a ball (with a racket) with accuracy and power.

