


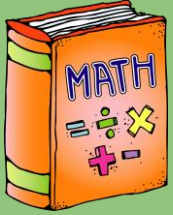







## Year 1 Half-Termly Overview - Summer 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English-Reading</b> 	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency
<b>English-Writing</b> 	<b>Text:</b> Lila and the Secret of Rain  <b>Key focus:</b> To write a narrative.	<b>Text:</b> Lila and the Secret of Rain  <b>Key focus:</b> To write a persuasive message.	<b>Text:</b> Lila and the Secret of Rain  <b>Key focus:</b> To write a diary.	<b>Text:</b> Mama Panya's Pancakes  <b>Key focus:</b> To use dialogue to show a conversation between characters.	<b>Text:</b> Mama Panya's Pancakes  <b>Key focus:</b> To write instructions.	<b>Text:</b> Mama Panya's Pancakes  <b>Key focus:</b> To write instructions.
<b>English- GPS</b> 	<b>Grammar:</b> Punctuation  <b>Spelling rule:</b> Using un prefix	<b>Grammar:</b> Sentence Types - Question marks, exclamation marks and full stops  <b>Spelling rule:</b> Adding s or es (plurals)	<b>Grammar:</b> Sentence Types - Question marks, exclamation marks and full stops  <b>Spelling rule:</b> Adding suffixes -er, -est	<b>Grammar:</b> Past and Present Tense  <b>Spelling rule:</b> Adding suffixes -ed, -ing	<b>Grammar:</b> Past and Present Tense  <b>Spelling rule:</b> Adding suffixes -ed, -ing	<b>Grammar:</b> Imperative Verbs  <b>Spelling rule:</b> Compound Words




## Year 1 Half-Termly Overview - Summer 1

<p><b>Mathematics</b></p> 	<p><b>Maths unit:</b> Numbers 50-100 and beyond.</p> <p><b>Key Learning:</b> To Identify 2-digit numbers To count in groups of ten. To represent numbers using number bonds.</p>	<p><b>Maths unit:</b> Numbers 50-100 and beyond.</p> <p><b>Key Learning:</b> To find one/ten more and fewer To compare numbers within 100. To identify pattern and sequence of numbers.</p>	<p><b>Maths unit:</b> Addition and Subtraction within 100</p> <p><b>Key Learning:</b> To apply number bond knowledge to add and subtract. To subtract 1's from a 2 digit number. To add and subtract then regroup.</p>	<p><b>Maths unit:</b> Addition and Subtraction within 100</p> <p><b>Key Learning:</b> To solve part-whole word problems. To solve problems in context.</p>	<p><b>Maths unit:</b> Money</p> <p><b>Key Learning:</b> To identify physical properties of coins. To recognise different values of coins and notes. To compare different amounts of money.</p>	
<p><b>Science</b></p> 	<p><b>Science unit:</b> Plants</p> <p><b>Key Learning:</b> To identify different plants.</p>	<p><b>Science unit:</b> Plants</p> <p><b>Key Learning:</b> To identify and describe the basic structure of plants.</p>	<p><b>Science unit:</b> Plants</p> <p><b>Key Learning:</b> To understand that plants can grow.</p>	<p><b>Science unit:</b> Plants</p> <p><b>Key Learning:</b> To name a variety of common wild plants.</p>	<p><b>Science unit:</b> Plants</p> <p><b>Key Learning:</b> To sort a variety of plants.</p>	<p><b>Science unit:</b> Plants</p> <p><b>Key Learning:</b> To sort common and wild plants</p>
<p><b>Computing</b></p> 	<p><b>Computing unit:</b> Creating media and digital Imagery</p> <p><b>Key Learning:</b> To understand and create a sequence of pictures.</p>	<p><b>Computing unit:</b> Creating media and digital Imagery</p> <p><b>Key Learning:</b> To take clear photos</p>	<p><b>Computing unit:</b> Creating media and digital Imagery</p> <p><b>Key Learning:</b> To edit photos</p>	<p><b>Computing unit:</b> Creating media and digital Imagery</p> <p><b>Key Learning:</b> To search for and import images.</p>	<p><b>Computing unit:</b> Creating media and digital Imagery</p> <p><b>Key Learning:</b> To create a digital photo collage</p>	<p><b>Computing unit:</b> Creating media and digital Imagery</p> <p><b>Key Learning:</b> To edit my photo collage.</p>

## Year 1 Half-Termly Overview - Summer 1


<p style="text-align: center;"><b>Geography</b></p> 	<p><b>Geography unit:</b> African Safari</p> <p><b>Key Learning:</b> To locate Africa on a world map and identify the country of Kenya.</p>	<p><b>Geography unit:</b> African Safari</p> <p><b>Key Learning:</b> To explore the climate and weather of Kenya.</p>	<p><b>Geography unit:</b> African Safari</p> <p><b>Key Learning:</b> To explore the animals of Kenya.</p>	<p><b>Geography unit:</b> African Safari</p> <p><b>Key Learning:</b> To explore the landscape of Kenya.</p>	<p><b>Geography unit:</b> African Safari</p> <p><b>Key Learning:</b> To find out about the people and culture of Kenya.</p>	<p><b>Geography unit:</b> African Safari</p> <p><b>Key Learning:</b> To compare Kenya to UK</p>
<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To work collaboratively to plan and create a sculpture.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To work collaboratively to plan and create a sculpture.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To create different parts of a sculpture. To be able to secure parts of the sculpture together.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To apply painting skills when working in 3D.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To apply painting skills when working in 3D. To be able to use different tools to paint with.</p>	
<p style="text-align: center;"><b>DT</b></p> 	<p style="text-align: center;"><b>DT Unit:</b> Moving Story Book</p> <p style="text-align: center;"><b>Key Learning:</b> To explore making mechanisms. To design a moving storybook. To construct a moving picture. To evaluate my finished product.</p> <p style="text-align: center;"><b>Outcome:</b> A three-page story book to retell the story to Reception children.</p>					

## Year 1 Half-Termly Overview - Summer 1

<p style="text-align: center;"><b>RE</b></p> 		<p><b>Key Question:</b> Where do I feel safe? Where is a sacred place for believers to go?</p> <p><b>Key Learning:</b> To know what a sacred place is for a believer.</p>	<p><b>Key Question:</b> Which place of worship is sacred for Christians?</p> <p><b>Key Learning:</b> To know what a sacred place of worship is for Christians.</p>	<p><b>Key Question:</b> Which place of worship is sacred for Jewish people?</p> <p><b>Key Learning:</b> To know what a sacred place of worship is for Jewish People.</p>	<p><b>Key Question:</b> Which place of worship is sacred for Muslims?</p> <p><b>Key Learning:</b> To know what a sacred place of worship is for Muslims.</p>	<p><b>Key Question:</b> Why are places of worship important to our community?</p> <p><b>Key Learning:</b> To know why places of worship are important to the community.</p>
<p style="text-align: center;"><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b> Being my best</p> <p><b>Key Learning:</b> To recognise the importance of fruit and vegetables in my daily diet.</p>	<p><b>PSHE Unit:</b> Being my best</p> <p><b>Key Learning:</b> To recognise how a healthy variety of food can make us feel great.</p>	<p><b>PSHE Unit:</b> Being my best</p> <p><b>Key Learning:</b> To recognise the importance of regular hygiene routines.</p>	<p><b>PSHE Unit:</b> Being my best</p> <p><b>Key Learning:</b> To recognise and use simple strategies for preventing the spread of diseases</p>	<p><b>PSHE Unit:</b> Being my best</p> <p><b>Key learning:</b> To recognise that mistakes are a way of learning and to not give up.</p>	<p><b>PSHE Unit:</b> Being my best</p> <p><b>Key learning:</b> To name the internal organs and their processes</p>
<p style="text-align: center;"><b>PE</b></p> 	<p><b>PE Unit:</b> Games for Understanding</p> <p><b>Key Learning:</b> Understanding the principles of attack.</p> <p><b>PE Unit:</b> Rackets, bats and balls</p> <p><b>Key Learning:</b> To explore dribbling with a racket.</p>	<p><b>PE Unit:</b> Games for Understanding</p> <p><b>Key Learning:</b> Apply attacking principles into a game.</p> <p><b>PE Unit:</b> Rackets, bats and balls</p> <p><b>Key Learning:</b> To develop dribbling with a racket (control).</p>	<p><b>PE Unit:</b> Games for Understanding</p> <p><b>Key Learning:</b> Understanding the principles of defence.</p> <p><b>PE Unit:</b> Rackets, bats and balls</p> <p><b>Key Learning:</b> To refine dribbling with a racket (applying learning).</p>	<p><b>PE Unit:</b> Games for Understanding</p> <p><b>Key Learning:</b> Applying defending principles into a game.</p> <p><b>PE Unit:</b> Rackets, bats and balls</p> <p><b>Key Learning:</b> To explore hitting and</p>	<p><b>PE Unit:</b> Games for Understanding</p> <p><b>Key Learning:</b> Consolidate attacking.</p> <p><b>PE Unit:</b> Rackets, bats and balls</p> <p><b>Key Learning:</b> To explore hitting a ball (with a racket) with</p>	



## Year 1 Half-Termly Overview - Summer 1

				develop pushing a ball (with a racket) towards a target	power.	
<b>Music</b> 	<b>Music Unit:</b> Sounds and Pictures  <b>Key Learning:</b> To understand pitch and tempo	<b>Music Unit:</b> Sounds and Pictures  <b>Key Learning:</b> To explore singing phrases	<b>Music Unit:</b> Sounds and Pictures  <b>Key Learning:</b> To use pictures and symbols to aid music	<b>Music Unit:</b> Sounds and Pictures  <b>Key Learning:</b> To compose and perform rhythmic creations.	<b>Music Unit:</b> Sounds and Pictures  <b>Key Learning:</b> To perform my composition	<b>Music Unit:</b> Sounds and Pictures  <b>Key Learning:</b> To perform someone else's composition